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FDRE TECHNICAL & VOCATIONAL
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**FDRE TECHNICAL & VOCATIONAL TRAINING
INSTITUTE**

**FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT
MA SUMMER PROGRAM**

**THE EFFECT LEADERSHIP STYLES ON EMPLOYEE PERFORMCE IN THE CASE
OF SELECTED TVET COLLEGES IN JIGJIGA CLUSTER, SOMALI REGION,
ETHIOPIA**

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July, 2024 G.C

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DECLARATION

I, BASHIR HASHIM FATAH, the undersigned, thus declare that this thesis, with the title " THE EFFECT LEADERSHIP STYLES ON EMPLOYEE PERFORMCE IN THE CASE OF SELECTED TVET COLLEGES IN JIGJIGA CLUSTER, SOMALI REGION, ETHIOPIA, SOMALI REGION, ETHIOPIA," is my original work. I carried out the study on my own, with the guidance and assistance of the research consultant. All information sources used in the thesis have been correctly referenced. No degree or certificate program at this university or any other has accepted this study for consideration.

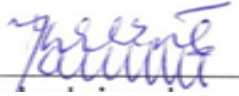
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In my capacity as the university adviser, I have given this thesis my consent to be examined.

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APPROVAL SHEET

This attests to the compliance with Institute policies and the thesis of BASHIR HAASHIM FATAH, " **THE EFFECT LEADERSHIP STYLES ON EMPLOYEE PERFORMCE IN THE CASE OF SELECTED TVET COLLEGES IN JIGJIGA CLUSTER, SOMALI REGION, ETHIOPIA, SOMALI REGION, ETHIOPIA,**" It was offered in partial fulfillment of the demands for the Master of Arts in TVET Leadership and Management degree.

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ACRONYMS AND ABBREVIATIONS

SRSSJCB:	Somali Regional State Skills & job creation Bureau
TVET:	Technical and Vocational Education and Training
TL:	Transformational Leadership
TVET	Technical and Vocational Education and Training Institutions
UNESCO:	United Nations Educational, Scientific and Cultural Organization
SRS:	Somali Regional State
DTVETC:	Degahbur Technical and Vocational Education and Training College
JPC	Jigjiga polytechnic Collage
H	Hypothesis

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ABSTRACT

The study was to investigate the effect of leadership styles on employee performance in the case of Jigjiga Polyethnic Collage & Degahbur Polyethnic Collage, Somali Region; this study has selected leadership styles such as supportive, participative, servant, transactional and transformational leadership styles as independent variables that are assumed to have direct influence on employee job performance, which is the dependent variable. The researcher applied mixed research approach where by both qualitative and quantitative approaches were used to answer the research problems. Descriptive and explanatory research designs were applied to meet the research objective. Structured and unstructured questionnaires were used to collect data from 172 respondents. The leadership styles were measured through the Multi factor Leadership Questionnaire. Moreover, qualitative data were gathered through interview. Descriptive and inferential statistical techniques were used for data analysis. Inferential statistics mainly Pearson's correlation and linear regression analysis was used to examine the relationships between the study variables. The findings show that Servant leadership style is the most dominant style at the TVET Collages ($x=4.2163$) while the least practiced leadership style was Supportive leadership style ($x= 3.5799$). The results of Pearson correlation analysis reveal that employee job performance was positively correlated with Participative leadership style is positively and significantly related to employees' performance at ($r=0.151, p=.001$), transactional leadership at ($r=0.284, p=.001$) and transformational leadership style at ($r=0.208, p=.005$). Whereas, Supportive leadership style at ($r=.0.100$ and $p=.000$). Supportive leadership style positively and least significantly related to employees' performance ($r=0.453, p=.001$). Moreover, the mean value of Employee performance is above average. The results of regression analysis indicated that all leadership style have a significant positive effect on employee performance except servant leadership style.

Keywords: leadership style, participative leadership, servant leadership, transformational leadership, transactional leadership, employee performance, TVET

CHAPTER ONE

INTRODUCTION

The first chapter of this thesis provides background, statement of problem, objectives, significance, delimitation, limitation, operational definition of key terms, and organization of the study.

1.1 Background of the Study

Education is an activity that will continue throughout the ages. Along with the development of the era, education experiences various kinds of obstacles and challenges. One of the challenges now being faced in education is the ability to be able to adapt and develop education in the era of the industrial revolution (Sokoll, 2014). Generally, to many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals (Amanchukwu et al., 2015).

In recent years, there has been a growing interest in leadership development and, more especially, in its evaluation. Significant gains were observed in the work performance and self-efficacy of a varied sample of human service managers. Leadership development evaluations hardly ever look at organizational results. (Thomas & Loring, 2015). Generally, Leaders play a critical role in the success or failure of their organizations. Leaders can be effective in implementing changes, building their organization's capabilities, and improving its performance, or the opposite, they could be ineffective (Nabeel , Abdul Rahim, & Gouher , 2020). These leaders should promote unity, harmony, strength, prosperity and happiness in society (Itunga G. M. & Awuor, 2019)

In addition, Leadership is a process in which we find the involvement of both leaders and followers. Nevertheless, the leader initiates this process to be feasible more than their followers do. It is right to say that the performance of employees is generally influenced by their leaders' role and capacity to effectively lead the people and organization.

Studies conducted in by Saudi Arabia scholars in 2015 on the effect of leadership style on employee performance have shown that the foundation of an effective company is its leaders or propellers. Additionally, employees considered that a leader ought to be both competent and

capable of leading others. Thus, they require a strong leader who can guide the group toward adjustments and enhanced performance. (Iqbal , Anwar , & Haider , 2015).

According to Ratnasari et.al, (2020) showed their funding that organizational culture has a significant effect on job satisfaction, leadership has a significant effect on job satisfaction, job satisfaction has a significant effect on employee performance. in addition, Leadership style can be affected by a variety of elements, including income, work environment, and work culture, in addition to job satisfaction, employee loyalty, and commitment..(Saputra & Mahaputra, 2022)

Many studies were conducted internationally and domestically on the practice of leadership style on improving employees' performance in different sectorial and in different countries. According to the researcher the first one. Irwan, Mahfudnurnajamuddin, Nujum, & Mangkona, (2020) This study the examine the effect of leadership style, work motivation, and organizational culture on employee performance is mediated by job satisfaction at the Regional Secretariat Office of Regency / City in South Sulawesi. In this study, the results of this study found that leadership style has a positive and significant effect on employee job satisfaction. So that the findings in this study are that organizational, culture has both a direct and indirect effect on job satisfaction and employee performance.

Third to examine the effect of leadership style on employee job performance in this case of TVET agency in Addis Ababa, Ethiopia. study has selected leadership styles such as supportive, participative, servant, transactional and transformational leadership styles as independent variables that are assumed to have direct influence on employee job performance, which is the dependent variable. The study found that all leadership styles have a significant positive effect on employee performance. More specifically, participative and servant leaderships styles have dominant effect on job performance. Finally, concluded leaders in the case organization need to use a lot of participative and servant leadership styles to improve the level of employee job performance.(Approved by the Board of Examiners, 2022)

As mentioned above by various researchers, leadership plays crucial consequence in promoting improve employees' performance, but the researcher will fund some study on the relationship between the effect of leadership style and employees performance in the selected in Somali regional, TVET Colleges in jigjig cluster especially on the leadership style such as Laissez-fair

leadership style, participative leadership style, autocratic leadership style, transactional leadership style, and transformational leadership style on employee performance in the selected TVET Colleges . No previous researches have been directly addressed on the practice of leadership style on improving employee's performance in Jigjiga Clusters in particular. Therefore, this study attempts to partially fill this pragmatic research gap in TVET context by examining the practice of leadership styles on improving employee performance in the Selected TVET College in Jigjiga Cluster of Somali Regional State.

1.2 Statement of the Problem

Leadership style is one of the most essential aspects that can effect employee performance in an organization. It is a leader's capacity to guide, influence, encourage, and regulate subordinates so that they can work on their awareness and volunteer to achieve a certain objective. Leadership determines the success or failure of a company or organization; an effective kind of leadership will have an impact on the company or organization's development in dealing with problems and changes that arise.(Razak et al., 2018) and Leaders play a critical role in the success or failure of their organizations. Leaders can be effective in implementing changes, building their organization's capabilities, and improving its performance, or the opposite, they could be ineffective.(Al et al., 2020)

In today's society there is constant and continues organizational change through the process of re-organization or in some organization they called Business process re- engineering (BPR).It is an accepted fact that due to the dynamic nature of an organization, change is inevitable and usually happened and in Ethiopia it is perceive as a common thing to happen.(Yisihak, 2021)

To thus, the problem at hand is need to identify and understand the prevailing leadership style with in the selected TVET College. As my experience there is poor performance, in the workplace, including subject's lack of commitment, the leader's inflexibility, poor staff performance, lack of motivation and a lack of communication among the colleges.

Therefore, given the gap of knowledge and research about the relationship between leadership style and the performance of employees in selected TVET Colleges in Jigjiga cluster, this study tried to fill this gap by investigating the impact of leadership Styles of the Ministry of education administrators and leaders (i.e. servant, supportive, participative, transformational, and

Transactional leadership styles) to it is employee performance. As far as this researcher's knowledge is concerned, there has been no prior extensive study conducted on the specified issue in the Somali regional state.

1.3 Basic Research Questions of the Study

1.3.1 Main question

1. What is the leadership style used in selected Institutions in the case of selected TVET Colleges in Jigjiga cluster?
2. What are the effects of the leadership style on the performance of employees in the case of selected TVET Colleges in Jigjiga cluster?
3. How the negative effects of leadership style experienced by employees in the case of selected TVET Colleges in Jigjiga cluster?

1.4 Objectives of the Study

1.4.1 General Objective

the study's main goal is to investigate the effect leadership styles on employee performance in the case of selected TVET colleges in Jigjiga cluster, Somali region, Ethiopia,

1.4.2 specific research Objectives

- To assess the perceived leadership style in the case of selected TVET Colleges in Jigjiga cluster.
- To investigate the effect leadership styles on employee performance in the case of selected TVET Colleges in Jigjiga cluster.
- To examine the negative effects of leadership style experienced by employees in the case of selected TVET Colleges in Jigjiga cluster?

1.5 Significance of the Study

The purpose of this study is to investigate the effect of leadership style on employee performance at Jigjiga Polytechnic College and Degahbur Polytechnic College, both part of the Jigjiga cluster of in Somali Region. The regulatory body would benefit from the findings of this study in terms of understanding the link between the determinants. Furthermore, other researchers may use the research findings as a reference in future efforts to find answers to their questions, adding value to the existing body of knowledge. Furthermore, the research findings helped to fill a gap in the subject matter being studied. The study will provide information for the concerned bodies such

as policymakers and managers to introduce a measure that improves and enhance the employee's performance within the context of their organizational culture.

1.6 Delimitation of the Study

The study's scope was limited conceptually, geographically, and methodologically, as shown below. The study's conceptual focus was to explore the effect of five leadership types on employee performance: supportive leadership, participatory leadership, servant leadership, transactional leadership, and transformational leadership. Geographically, the study examines leadership and performance in the context of the Somali Regional TVET Colleges, specifically two selected TVET colleges in the Jigjiga Cluster: Jigjiga Polytechnic College and Degahbur TVET College. Furthermore, this study does not cover other private and public colleges and institutions in the Somali region. As a result, this research did not focus on other sorts of leadership styles or employee performance metrics. Furthermore, this study used a mixed research strategy to acquire data through questioning and interviews.

1.7 Operational Definitions of Key Terms

The researcher refers to the following definitions using the following phrases.

Academic staff: Participants in public institutions who work in education, training, technological innovation, or any other profession and who have been given the go-ahead by the Federal TVET Agency and SRS Skills and Job Creation Bureau

Institutional Leader(s) – a person who has been given official authority to oversee TVET Institution operations.

Sector Head– Despite having their own ministries, the leaders of the five training sectors Construction, Industry, Agriculture, Trade, and Service—facilitate.

Management Team - also known as the leadership group. The dean, the IES coordinator, the training process coordinator, the planning department officer, and other leaders of the executive college.

Industry extension service- refers to the technical assistance that trainers in TVET institutions give to small and micro businesses.

Perceptions: This study's "perception" relates to participants' views of Kouzes and Posner's Five Leadership Practices.

Servant leadership: is to serve and develop for people because the primary focus of the leader is upon his or her followers.(Liden et al., 2014)

Supportive leadership is defined as a leadership style that focuses on concern for the requirements and well-being of followers and facilitation of a required climate for collaboration (Northouse, 2016).

participative leadership as a leadership style which involves the sharing of problem solving by a supervisor through consultation with their subordinates before a decision is made.(Miao et al., 2014)

Employee performance can mention to the ability of employees to achieve organizational goals more effectively and efficiently(Jama, 2017)

Institutions: In this study, the term "training institutions" refers to institutions that come under the. Category for the Eastern Somali Region and are included in the FDRE proclamation.

1.8 Organization of the study

The five chapters of this study were separated. The history of the study, the issue statement, its importance, scope, and limits are all covered in the first chapter's introduction. A review of relevant research-related literature is included in the second chapter. The third chapter discusses research design and technique.

The evaluation and analysis of the data gathered from research participants were covered in great detail in the fourth chapter. The study report provides a conclusion and recommendations, including references and an appendix.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter provides an appropriate theory on the concept of leadership, leadership styles and employee performance. The definition, theories and different models of leadership were explored. Concepts of employees' performance existed too considered at and also an assessment of earlier results on the relationship among leadership styles and employee performance is presented. At the termination of the chapter, the conceptual framework on behalf of the study was presented.

1.9 Theoretical literature review

1.9.1 The Concepts of Leadership

It appears that dialogues regarding leaders turn up in virtually every facet of society. Arguments ensue as to whether someone is a leader and what traits make the individual a leader. Some suggest a leader is born to lead. Others suggest a leader becomes one through experience. Still others suggest that there is no such thing as a leader, and a leader is the perpetuation of a fiction. Merriam-Webster defined a leader as “one that leads” (Merriam-Webster, 2016).

According to Northouse, (2015) recognized four shared themes in the way leadership now be likely to be considered (1) leadership is a process; (2) leadership involves influence; (3) leadership occurs in a group context and (4) leadership involves goal attainment.. The author condemned the exchange practice between the leader and his supporters. Influence is concerned with how a leader impacts groups. Leadership takes happen in groups. Overall, he defined leadership as the discipline of persuading a group of people to work together to achieve a common goal. Furthermore, he highlights that failed or inappropriate leadership styles can have a direct impact on employee performance and retention in modern culture.

1.9.1.1 Leadership

In simple terms, leadership is the process by which one person inspires or influences others to accomplish organizational goals. It is the process of boosting and encouraging employees' self-esteem to accomplish organizational tasks and goals. Successful leaders strive to accomplish difficult goals and to successfully reach the highest level. (Ratnasari et al., 2020). In addition, that, Leadership is one of the riches and complex concepts in management theories. Since

numerous stakeholders are involved in the leading paradigm, it's regularly used with a collocated pair of words.(Alsarrani et al., 2021).

Leadership is an integral part of management and plays a vital role in managerial operations and it is the art influencing and inspiring subordinates to perform their duties. Fu-Jin et al. (2010) opines that when executives use their leadership style to demonstrate concern, care and respect for employees, it would increase interest of employees in their work and enable them to put up better performance, thereby affecting their job satisfaction positively. (W/YOHANS, BERHE, & TEWODROS, 2018). Leadership is a social influence process that seeks to elicit cooperation and support of individuals towards actualization of some set goals.(Habeeb & Ibrahim, 2016) leadership is the practice whereby an individual pursues influence over others and empowers, stimulates, and supervises their tasks to help accomplish organizational or group goals.(Skopak, 2022)

In relation to the leadership, according to funding conducted by Wang, Kim, & Lee, (2016) defined the Leadership style is one of the most important variables influencing workers' attitudes and actions, including organizational commitment. Organizations require personnel who are dedicated to their job so that they can contribute to the organization's survival in the marketplace rivalry.

1.9.2 Performance

Performance is the level at which employees do their work tasks efficiently and effectively. Furthermore, performance is a result attained by employees in their work according to particular job-specific criteria. (Wijianto et al., 2020). According to Shirisha & Sekar, (2023). Defined the Performance is the process of people's behavior in doing work that produces a thought or product in achieving the goals he is working. (Indra Nara Persada et al., 2023). Employee performance is a reflection of a quality organization. (Sugiarti et al., 2021).

Furthermore, regarding to Jiménez (2018), Organizational performance is desirable across all industries, especially during initiatives to change. Furthermore, he argued that a measure of good organizational performance requires managers' capacity to comprehend the influence of change initiatives on employees' emotional behavior. Thus, Effective workers are essential for every company. Performance is the end outcome of both quantitative and qualitative labor.

Quantitative performance is the result obtained as measured by numbers such as the amount of work performed by employees in the unit every day, the amount of weight of goods that can be lifted by employees, and so on, while the work can be qualitatively shown with quality such as good or bad work produced by employees.(Fajrin et al., 2020)

1.9.3 Employee Performance Measurements and Indicators

A good leader understands the importance of employees in achieving the goals of the organisation, and that motivating the employees is of paramount importance in achieving these goals. Different leadership styles bring about different consequences, which have direct or indirect impact on the attitude and behaviours of the employees.(Jani & Suryadinata, 2023). Thus, To improve the competitiveness of the company, each leader sets targets for each employee. In order to achieve the specified target, monitoring is needed. Monitoring is an activity carried out by a leader both director and manager to see, monitor the course of the organization during the activity, and assess the achievement of objectives and then be able to see the supporting factors and obstacles to the implementation of the program.(Gusnadi & Hermawan, 2019).

1.9.4 Performance Management

Employee performance is one of the most critical variables in determining the success of any organization. As a result, many managers look for new ways to inspire employees and evaluate their performance using the company's performance management system (PMS). Employee motivation is primarily concerned with increasing productivity and connectedness to the organization in which they work. Many modern businesses prioritize their PMS in order to achieve greater levels of job effectiveness. The enhancement of employee participation through management of the participation process in accordance with a particular method that guarantees the promotion and management of employee participation to attain high levels of career performance can lead to a performance increase(Almulaiki, 2023).

Every organization needs employees who have superior performance. Performance is the result of work shown both quantitatively and qualitatively. Quantitative performance is the result obtained as measured by numbers such as the amount of work of employees in the unit every day, the amount of weight of goods that can be lifted by employees and so while the work can be

qualitatively shown with quality like good or bad work produced by employees.(Fajrin et al., 2020)

1.9.5 Dimensions of Employee Performance

Performance in the form of task performance includes job explicit behavior's which include fundamental job duties allocated as a part of the job description. Task performance requires more cognitive ability and is primarily facilitated through task knowledge. Therefore the major qualifications of task performance are the ability to do the job and prior understanding (Ivanov & Avasilcăi, 2014). In an organizational framework, task performance is a contractual understanding between a manager and a subordinate to achieve an allocated task.(Prasetio et al., 2015).

1.9.6 Employee Performance Appraisal Methods.

Organizations are established to perform certain tasks and use different cadre of staff to achieve their objectives. To maintain standards and anticipated outputs organizations have to keep abreast with both new knowledge and technological advances.. A performance appraisal system is a good instrument that can be used to improve the quality of an organization's work force performance of which it is considered as an important aspect in human resources management and as part of the control process in administration. In order for an organisation to achieve its objectives, planning of the appraisal process is an important subject who should be undertaken to enable it achieves the objectives like work force development, including improvements, promotions and assignments in managerial positions, persuasion and punishment, salary increase, personnel's performance feed back and determining their educational needs.(Mwema & Gachunga, 2014)

1.9.7 Relationship between Leadership Styles and Employees' Performance.

According to the finding conducted by (Shmailan, 2016),examined the study relationship between employee satisfaction and performance. The literature confirms that satisfied employees do perform better and contribute to the overall success of an organizations. On the other hand, employees who are not satisfied do not perform well and become a barrier to success. In addition, Most definitions have a common theme of directing a group towards a goal. Therefore, the leadership can be broadly defined as the relationship between an individual and a group built

around some common interest wherein the group behaves in a manner directed or determined by the leader (Keskes, 2014)

According to Holbert, Madhakomala, Saparuddin, & Timotius, (2021), found their study that job satisfaction determines the progress of company performance. Job happiness becomes the influence factor of job satisfaction and employee performance where Leadership, job satisfaction, and employee performance have had significant positive relationships Leadership has a positive relationship with job satisfaction and organizational performance.

1.10 Types of leadership styles

Various leadership style as follows

1.10.1 Transactional Leadership

According to (Wikipedia, 2023) Transactional leadership is a type of leadership style that focuses on the exchange of skills, knowledge, resources, or effort between leaders and their subordinates. This leadership style prioritizes individual interests and extrinsic motivation as means to obtain a desired outcome. It relies on a system of penalties and rewards to achieve short-term goals.

In addition, A transactional leadership style is characterized by mutually beneficial exchanges between leader and employee to achieve the organizational objective (Northouse, 2015). Thus, Transactional leaders reward employees for completing tasks that either maintain or increase overall organizational performance, which also shows them to their supervisors as effective leaders. (Donkor & Zhou, 2020)

Transactional leadership is based on conventional exchange relationships or transactions where the worker 's obedience (loyalty, productivity, and effort) is exchanged for sufficient rewards. Transactional leadership is a leadership style that emphasizes transactions between leaders and subordinates. (Adriansyah et al., 2020).

Regarding to Barasa & Kariuki (2020) noted that transformational leadership is essential because it contributes to positive organizational outcomes like increased productivity, motivation, and job satisfaction for employees. They also introduced the idea that transformational leadership has gained widespread recognition in academic circles and among managers for its role in promoting

positive organizational behaviors like commitment, decreased tardiness, and devotion, satisfaction with work, self-worth, motivation, and creativity.

Overall, transactional leadership focuses on short-term goals and uses rewards and penalties to motivate employees, while transformational leadership emphasizes positive organizational outcomes and promotes employee motivation, satisfaction, and creativity. Both leadership styles have their merits and can be applied in different contexts depending on the goals and needs of the organization.

1.10.2 Transformational leadership

Leadership style is an important aspect to achieve and improve the success of leadership in an organization. Regarding to Aguas, Et.all, (2017) transformational leadership is a key factor of innovation and Transformational leadership suggests the interaction between the leader and his or her followers in the pursuit of original goals based on “higher-order needs” identified and acknowledged by both parties.

according to Yaslioglu & Selenayerden, (2018) Reveled their study that transformational leadership is one of the most practiced and researched areas of management, and most of these studies use the questionnaire form(s) developed by Bass, who also is the father of the concept transformation has four dimensions. “Charisma” refers to providing a vision and mission with pride and gaining followers’ respect and trust. For “inspiration”, leader communicates high expectations and with “intellectual stimulation” leader promotes the intelligence of followers. The fourth dimension, “individualized consideration” refers to giving personal attention, coaching and advising

In addition that, according to Al-edenat (2018) argues his study that Transformational leaders provide employees with appropriate job environment through sharing the future vision and mission of the organization, in addition to act as a role model. Thus, Transformational leadership fosters employee’s creativity as well as his/ her ability to convince others to implement novel ideas. Transformational leaders give autonomy and freedom to employees by placing emphasis on the meaning and worth of work roles.(Afsar et al., 2014)

In addition, according to Wang, Kim, & Lee (2016) The researchers underline importance of transformational leadership in their study, which determines whether cognitive diversity has a

good or negative indirect influence on team innovation through team intrinsic motivation. Furthermore, when transformational leadership is poor, cognitive diversity has a negative relationship with team intrinsic motivation, and the indirect effect of cognitive diversity on team creativity via team intrinsic drive is negative.

1.10.3 Servant leadership style

According to Sokoll, (2014) revealed his study that Servant leadership uniquely and positively contributes to employee commitment to the supervisor after controlling for task-oriented behaviors of the supervisor and the demographic variables of employee age, employee/supervisor gender similarity/dissimilarity, and tenure of the employee as a subordinate to the supervisor. According to Sarwar et al., (2021) viewed servant leadership as a service to others by having focus on the development of the workers and their welfare as objective of achieving goals. The other definition of servant leadership in literature is keeping yourself at distance from utilizing power and taking care of your personal interests.

Thus, servant leadership style of leadership will improve employee performance outcomes. Servant leadership focuses on developing employee potential so that employee competencies, uniqueness and excellence can develop well and ultimately will help organizations maintain their competitive. (Sarwar et al., 2021)

Love: Love also termed as agapao is the most important dimension of servant leadership. and that love is most valuable aspect which is perceived by the employees as the most important element which helps them to maintain balance between their demands and needs. Agapao love is one of the major elements playing a crucial role in the development and growth of the employees. (Sarwar et al., 2021)

Empowerment: Delegation of power to the employees in order to get the feedback and considering the employees as an integral part of the organization by giving equal opportunity and focusing upon team work (Sarwar et al., 2021)

1.10.4 Participative Leadership Style

According to the funding conducted by Raupu, Maharani, Mahmud, & Alauddin, (2021) as cited by Ghozali & Milansari (2015), as stated that this, democratic style or type of leadership is seen as the "most ideal" style; principals with a democratic style are felt to have various advantages

for developing schools. In addition that, Democratic leadership encourages trainers to be creative and innovative, offers staff members and educators the confidence to carry out their responsibilities, and allows them the chance to grow from their errors.(Miroj et al., 2020)

Furthermore, the democratic leader prefers to make up his mind from the ground up before making decisions about the operation of an organization. The style of democratic leadership can cause the employee to feel like an important person in an organization. This is because that sharing the mission and goal of the organization can put the employee in a position where they feel they are a member of an organization. According to this case, perhaps the employee motivation rises.(Jaafar et al., 2021)

In generally, Participative leadership may also increase the intrinsic valence of the work and thus satisfaction for subordinates with a high need for achievement and autonomy. Participative leadership is appropriate in circumstances where followers desire to be involved, their levels of competencies are high and they have internal locus of control. Further, participative leadership style is also appropriate where the environmental task is complex and authority is either strong or weak and so the collaboration between the leader and co-workers enables achievement of the desired outcomes(Rana et al., 2019)

1.10.5 Supportive Leadership Sytle

Supportive Leadership, is always willing to explain all problems in subordinates, easy to approach and satisfy the employees. And shows an attitude that is friendly and shows concern for it, considering the needs of the subordinates, showing their concern for creating prosperity and being friendly to the work environment. (Simorangkir et al., 2019)

According to Simorangkir et al., (2019)Supportive leadership provides a friendly work environment, attends to the general well-being of employees . Both physical and psychological needs of the employees are put into consideration which results into a satisfying work environment. The elements of supportive leadership style discussed in this section are; employee support, social cohesion, employee rewards and employee engagement.

1.11 Empirical literature review

According to (Karakiliç, 2019) This study has focused on the impact of leadership styles on organizational performance in united Arab emirates. The focus was on only six types of leadership styles- transformational, transactional, democratic, charismatic, bureaucratic, and autocratic. The transformational, autocratic and democratic leadership styles were found to have a positive influence on organizational performance, whereas, the transactional, charismatic and bureaucratic leadership styles were found to have a negative impact on the organizational performance in the organizations taken for study. This study reveals that organizational performance is associated with the leadership style and they have both a positive and a negative impact on the performance. It is important for a leadership style to offer opportunities to employees, offer a sense of belonging along with allowing them to participate in the decision - making. In this context, it is recommended that organizations should focus on using the transformational and democratic leadership styles in the organizations so as to improve the organizational performance.

According Singh, (2019) showed his study that Transformational leaders make their followers understand the purpose of the change that is being introduced and make them adopt the same. They are high risk takers and do not hesitate to fight against injustice and unethical conduct present in an organization, also stated that transformational Leadership style encourages the culture and human resource practices that motivate employees to participate in organizational development.

Basit, At All. (2017) conducted a study to carried out research on the influence of leadership on employee performance in Tanzania. The study's findings indicated that different types of leadership styles are applied in distinct regional administrative units around the country. Transactional leadership is one of the most commonly employed types of leadership, and it is considered to persuade workers to carry out their obligations through team production. Laissez-faire leadership was identified as one of the leadership styles deployed, and it was reported to have a detrimental impact on employees' achievement of departmental goals. Autocratic leadership was found to have a detrimental impact on the achievement of organizational goals. Thus, it was discovered that transformational leadership had a beneficial impact on employee performance and was thus suggested as the most commonly utilized leadership style.

Skopak & Hadzaihmetovic. (2022) Carried out of the study to examine the relationship between leadership styles and job satisfaction of employees in the food industry in Bosnia and Herzegovina. As a quantitative research study, the survey method is used with a developed questionnaire for the primary data collection and adopted from valid sources, contributing to leadership and job satisfaction worldwide. The results showed that contingent reward contributes to job satisfaction when it comes to transactional leadership style, while idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration contribute to job satisfaction when the transformational leadership style is practiced. This research can be applied in any company, with particular benefits for human resource management. The practical implications of this research indicate that the answers to the questions asked fully supported the assumption of the importance of choosing leadership style as the company's essence. The findings of this research contribute to the overall image and information on the relationship between leadership styles and job satisfaction.

Human resources as one of the resources in the organization play an important role in the successful achievement of organizational goals. In the development of human resources, the performance of an employee in a company is needed to achieve employee performance itself and also for the success of the company. (Razak et al., 2018)

According to Mohamed view of this study demonstrate that the participative leadership of supervisors plays an important role in eliciting positive work outcomes in subordinates through the development of affective trust. This highlights the role played by participative leadership in engendering, generating positive social exchanges between supervisors and subordinates. In order to enhance the job performance and OCBs of employees, organizations should start by encouraging their managers to adopt more participative leadership styles such as providing subordinates with greater opportunities to get involved in decision-making and to put forward their ideas(Miao et al., 2014).

Ismail,J (2017)The purpose of this study was to investigate the effect of leadership styles on employee work performance on the ministry of education and higher studies of Somaliland, there were many leadership styles so the researcher selected four styles which were various researchers identified namely: autocratic, transformational, democratic, and transactional leadership styles. Besides, the result has pointed out that autocratic style of leadership negatively

affected the employee performance in the ministry which is explained in terms of high absenteeism, low productivity, deterioration of work quality, and turnover.

1.12 Theoretical framework

Theoretical framework is the one, which show theories in relation to the research objectives. The following are theories guide this study

The studies concern job performance and organizational citizenship behavior: distinguishing and follow Kahai, Sosik and Avolio (1997) by defining participative leadership as a leadership style which involves the sharing of problem solving by a supervisor through consultation with their subordinates before a decision is made.(Miao et al., 2014)

understanding to management of education sector to integrate new leadership practice to increase the performance of the employees.(Sarwar et al., 2021),

Behavioral models such as the well-known McGregor's theory, describe leaders on the bases of their behavior where their strategies are influenced by assumptions they keep about the nature of subordinates. He summarized two sets of contrasting assumptions. Firstly, an average human has an innate dislike of work so he prefers to be directed and avoids responsibilities i.e. theory-x and secondly, average human being has the ability to exercise relatively high level of self-control, accepts responsibility and shows commitment to achieve organizational objectives i.e. theory-y. (Raza & Sikandar, 2018)

Transformational/transactional leadership is supported by a large body of empirical research and has received the greatest amount of empirical attention in employee performance demonstrating that they may be effective leadership styles for improving employee performance. This approach overcomes the limitation of previous approaches by considering behavior, traits and actions and also relationships with followers.(Lor & Hasan, 2017)

One of the important skills of a leader is the ability to motivate his people towards achieving the organizational goal. As it is repeatedly stated in this research paper that motivated workers or employees is the direct result of effective and efficient leadership. A leader becomes successful managers when the workers or employees works hardly and committed to achieve the organizational goals(Yisihak, 2021)

Social Exchange Theory postulates that Employees are motivated and are more likely to increase their performance when they perceive that their employment relationship is based on a fair social exchange. According to this theory therefore, commitment of employees develops as a result of the employee's satisfaction with the rewards and inducements the organization offers, rewards that must be sacrificed if the employee leaves the organization.(Mugizi et al., 2016)

1.13 Conceptual Framework

The forthcoming study will deal with indicating the effect of leadership styles on employee's performance. The researcher conceptualizes the framework of the study assuming employees performance from the angle of five indicators such as Punctuality, Performance improvement, Career advancement, Interpersonal Skills, and productivity to accomplish and execute Organizational roles and duties.(Basit et al., 2017)

These indicators served as dependent factors, whereas the five leadership styles—supportive leadership, participatory leadership, servant leadership, transactional leadership, and transformational leadership—were employed as independent variables. In conclusion, several studies have found that leadership style and employee performance are related from many perspectives. Many researches undertaken in corporate organizations indicated a substantial correlation between employee performance and leadership style. To analyze the effect of leadership styles on employee performance in selected TVET Colleges in Jigjiga Cluster particularly Somali regional state TVET Colleges. The researcher developed the following figure that displays the link between the dependent and independent variables.

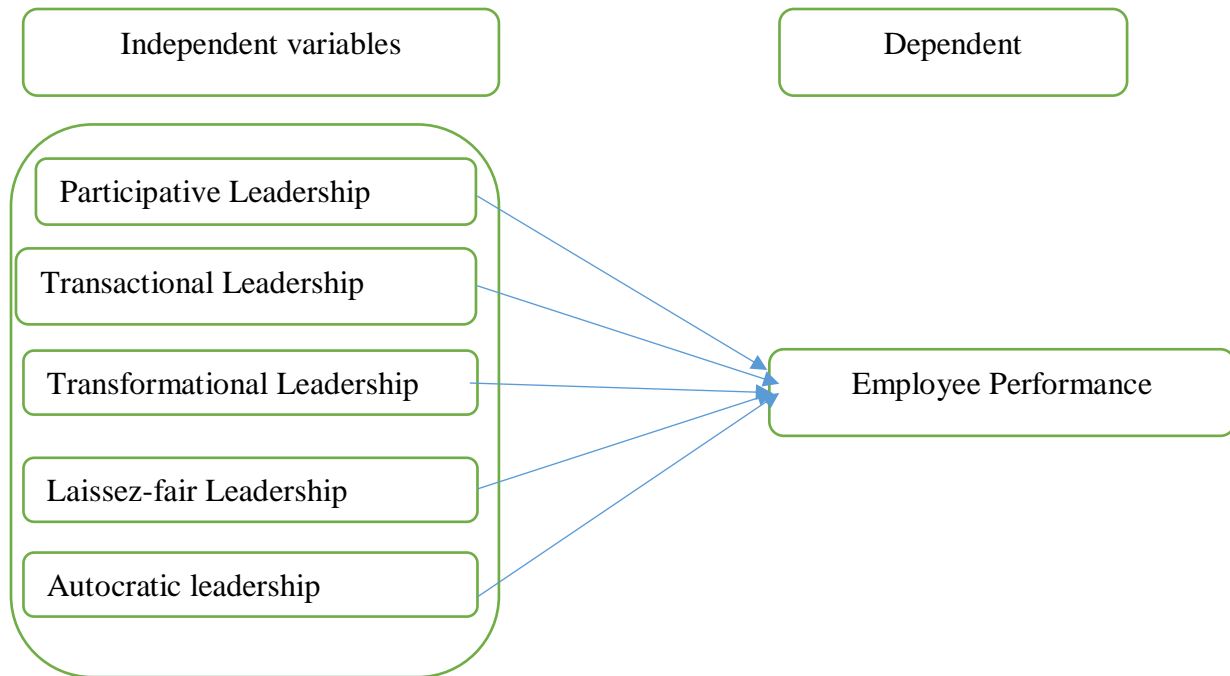


Figure 1: Conceptual framework of the study

1.14 Research Hypothesis

In light of the above-Theoretical and empirical review as well as conceptual framework research has developed the following research hypothesis to be tested by empirical data.

H1: Supportive leadership style has a significant positive influence on employee performance

H2: Participative leadership style causes a satisfying significant effect on employee performance.

H3: There will be significant influence of servant leadership style and employee job performance.

H4: There is an insignificant influence of transactional leadership style has a statistically significant positive effect on employee job performance

H5: There is a significant influence of transformational leadership cause statically significant positive effect on employee performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1.Introduction

This chapter discusses the research methodology that will be used in this study and provides a general framework of the study, accordingly starting by explaining the study area briefly then the research approach and design, the data type and source, target population and sample, data collection methods and tools, data analysis and presentation, the model of specification, definition of variables, and the validity and reliability of instruments presented in detail.

3.2.Description of the Study Area

This study will be carried out in a two chosen TVET institutions of jigjiga cluster colleges in Somali Regional State namely, Jigjiga Polytechnic College, and Degahbur TVET College, which is found in fafen Zone & Jarar Zone in East Somali Regional State, Ethiopia. Jigjiga is the capital city of Somali region, which is 650 KM far from the nation of Ethiopia's capital. Addis Ababa where Degahbur Town is 1,010.8 KM far from the nation of Ethiopia's capital, Addis Ababa

3.3.Research Approach

In guiding this research, the researcher applied mixed research approach where by both qualitative and quantitative approaches engage to answer the research problems. The entire awareness is that in combination, provides a better thoughtful of research problems than either approach alone (Yisihak, 2021).

3.4.Research Design

Research design is the preparation of conditions for the gathering and analysis of the data requires solving the research problem or to success the research purposing (Kothari, 2004a). Descriptive and causal (explanatory) research designs were appropriate to determine the cause-and-effect relationship between the study variables. Moreover, this is an inflexible design that offers sufficient provisions for protection against bias thus maximizing trustworthiness (Kothari, 2004)

3.5.Sources of Data

The study was conducted by collecting primary data. Primary data conducted from the respondents using structured questionnaire and interview with Deans and experts in the area of study. The survey questionnaire was administered on employees chosen based on random sampling method interview was carried out with leaders using to investigate the leadership style as well as to predicate the style and behavior to improve employee performance. To extract as much information as possible as that helps the researcher in addressing the objective of the study.172 questionnaires are distribute to employee and TVET college deans with unstructured interview carries out through face-to-face contact with agency leader and employee of agency exhaustively address the research questions and meets objective of the study.

3.6.Target Population and Sampling Technique

3.6.1. Target Population of the study

The population of the study comprises (6) Government TVET Colleges of Jigjiga TVET Cluster Colleges in Somali region. Out of these training colleges, two of them were selected for the study using purposive sampling technique. In this regard, the researcher employed purposive sampling techniques for the following two major reasons. First, the geographical proximity of the sampled colleges helped the researcher to collect data effectively and save time and cost. Second, they had similar level of polytechnic. Purposive sampling was used because these sampling techniques can be more realistic than randomization in terms of time, effort and cost needed in finding informants (Gaffoor & Van der Bijl, 2019).

Consequently, permanent staff of the colleges was the subjects for the study. These staff members include dean, Vice dean, directorates, Teachers (Instructors), department, and other supportive staff members to provide different information required for the study.

Currently there are 301 permanent employees of the selected TVET Colleges of which a sample size can be drawn. To be able to draw the sample size from the total population,

Table 1. Number of Actual target population of study of two selected TVET Colleges in Jigjiga Cluster Colleges, in Somali Regional State TVET Colleges.

SN	Categories	Target TVET college		Total
		Degahbur TVET College	Jigjiga Polytechnic College	
1	College trainer/instructors	96	145	241
2	Administrative employees	24	36	60
	Total	301		301
3	Deans of the college	1	1	2
4	The vice dean of the collage	1	1	2

3.6.2. Sampling Technique, Size Procedures

The following are the sampling techniques, sample size, and sampling procedures used throughout the study.

3.6.3. Sample size

Following the simple random division of the population into colleges and College Deans and Vice Deans, a sample was chosen by a methodical random process from each stratum. Currently there are 301 permanent employees of the selected TVET Colleges of which a sample size can be drawn. To be able to draw the sample size from the total population, (Yamane, 1967) introduced a sampling formula to get the size of the subject population as shown below

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

Where: n= necessary sample size

N stands for the population's size.

where e = acceptable error (%) is N= 273 and e =5% =0.05

Substitute numbers in formula:
$$n = \frac{301}{1+301(0.05)^2} = \frac{301}{1+301(0.0025)} = \frac{301}{1.75} = 172$$

$$n = 172$$

The sample size for the study was 172 employees. The sample size is expected to be a representative sample for the population under study. For the qualitative approach purposive sampling methods was used, dean and vice dean of the selected polyethnic colleges were included in the study. Accordingly, 2 dean and 2 vice deans were actively involved in the interview session.

3.6.4. Sampling Technique

Simple random and deliberate selection methods were used to choose the sample for this investigation. simple random sampling, a type of probability sampling strategy that is mostly employed in quantitative research approach, is used to provide participants an equal chance or to represent a wider population group. Purposive sampling, on the other hand, is a type of non-probability sampling approach that is mostly employed in qualitative research techniques and used to increase the sample size to account for tiny segments of the population included as study participants(Kothari, 2004b). asserts that employing a purposive sample strategy is a beneficial way to cut costs and save time while doing research. The deans of the college and the vice deans of the owner of the outcome-based training process and department heads of the polyethnic colleges were chosen using purposeful sampling as opposed to trainers/instructors, administrative personnel, and colleges, who were chosen using simple random selection.

3.7.Data Gathering

In order to get data from managers (trainers, supportive Staffs, department heads), questionnaires were used as a key tool. Using a questionnaire is to collect data from primary sources necessary to examine and interpret the opinion of respondents to obtain reliable and objective information from the Selected polyethnic Colleges. To gather as much relevant data as possible, English-language questionnaires with both closed- and open-ended questions was developed.

The advantages found from this includes that the data collect through the use of questionnaire are time efficient, reliable because of anonymous, honest, economical (in terms of time and money), quick (even possibly mailed), consistent (little scope for bias), offers the possibility of standardizing and comparing scales, and enables the anonymity of the data sources to be preserved.(Jama, 2017)

The standardize questionnaire was modified and translated in to Amharic for clarity and simplicity of understanding to respondents. Researcher used multifactor leadership questionnaire (MLQ) by Bass and Avolio, (1995) with some modifications were done by the researcher. The MLQ contained 36 items tapping twenty-six conceptually distinct leadership factors and ten leadership outcomes. Nine subscales identified as characteristic of transformational leadership (Idealized influence attributed and behavior, Inspirational motivation, Individual consideration, and Intellectual stimulation).

Four subscales were defined as characteristics of transactional leadership (Contingent reward, Management-by-exception- active, and Management-by-exception-passive). Four subscales were identified as characteristic of supporting leadership (Consideration, Caring and listening, Positive Feedback, Build Confidence, Self-control). four subscales were identified as characteristic Participating Leadership (Consultative Behavior, pay attention/ to subordinates, Delegation/empowerment, Joint Decision/Sharing Responsibilities, Intrinsic Motivation). Five subscales were identified as characteristic of servant leadership (Listening, Empathy, Awareness, Persuasion, and Stewardship).

The employee performances were measured by Punctuality, Performance improvement, Career advancement, interpersonal skills and performance and productivity (Hassan Z, 2017). Primary data were collected mainly through self-administer structured questionnaires using 5-point Likert scale model with response classifications ranging from strongly agree to strongly disagree. For this study the modified questionnaire contains only 36 questions items.

An interview is a purposeful discussion and/or conversation with two or more people, and helps the researcher to gather valid and reliable data that are relevant to achieve research questions and objectives. The interview method of collecting data involves presentation of oral- verbal stimuli and reply in terms of oral-verbal responses. This method can be use through personal interviews and, if possible, through telephone interviews. This sort of interview may be in the form of direct personal investigation or it may be indirect oral investigation (Mesfin & Niekerk, 2019).

3.8.Ethical Considerations

In conduct make inquiries, the researcher gave high kindness for ethical considerations. While collecting data, the researcher was respecting the rules and procedures of the organization.

Respondents participate willingly. The researcher was assured that respondents did not face any harm simply by participating in the study. The researcher acknowledges that the information collects from respondents remain private and used only for study. Here also the researcher maintains the ambiguity of the identity of the participant.

Thus, names are disassociating from responses in the process of coding and recoding the survey data. The researcher was used numbers, when necessary, to ensure secrecy. The researcher used neutral, respectful and insightful languages. In interpreting the data, the researcher was trying an in-depth description to clarify bias data and to make the information more accurate. Taking these all into consideration the researcher was tried to make aware the purpose of the study for all the respondents and participant

3.9.Method of Data Collection

The researcher collected primary data questionnaire and unstructured interview from Deans and Vice dean of the colleges. The questioners were clearly simplified and organized in a manner without any ambiguity and technical details. To facilitate the data collection process questionnaires prepared in English language.

The questionnaire for the study was distributed to employees of selected colleges. Before distribution of the questionnaire to respondents, the researcher provided support letter from FDRE TVI about the research topic and asking permission from the administrative bodies to conduct the research.

Contacts were made with dean of colleges to orient the purpose of the study and ask permission. After permission, discussion was made on how to distribute and collect questionnaire from respondents. An agreement was reached first to give explanation for respondents as to how to complete the questionnaire. After deliberating the ways, the questionnaire was filling. The questionnaires were distributed to each respondent by the researcher. The researcher then gathered the distributed data from the Selected Colleges.

3.10. Data Analysis and Presentation

This study employed both quantitative and qualitative method of data analysis. The collect data was organized in tabular form to analyze the quantitative data. After making the necessary coding, the data was processed using Statistical Packages for Social Science (SPSS- Version 25).

Both descriptive and inferential statistical tools were employed to analyze the data. Descriptive statistical tools such as frequencies, percentages, means and standard deviations and inferential statistical tools such as correlation and regression analysis were used to analyze quantitative data. Whereas narrative approach used to analyze qualitative data collect through interview.

In addition, the strength of correlation between the two variables was analyzed by using Pearson Correlation Coefficient. Pearson r Correlation analysis is the most appropriate statistical tool to analyze the relationship between two or more variables either interval or ratio data. Pearson r Correlation coefficient is also the most suitable measure of correlation. In order to test the hypothesis, an alpha level of 0.05 or 0.01 was used as the level of significance for this study. The rejection or acceptance of a null hypothesis was based on some level of significance (alpha level) as a criterion. 5% (0.05) alpha (a) level of significance was considered as a standard for rejection null hypothesis (Best & Kahn , 2006).

3.11. Model of specification

The study employed multiple regression models. This model was capturing the effects of leadership styles on employee Performance by breaking into two parts (Shafie et, al, 2013). The first part of the model mainly focuses on the analyzing the aggregate variables of leadership style (supporting leadership, participation leadership, servant leadership, transactional leadership, and transformational leadership) and employee performance (Punctuality, Performance improvement, Career advancement, Interpersonal Skills, and productivity). The second part of the model on the other hand, focuses on the disaggregate impacts of these explanatory variables on the dependent variable as per the hypothesis. The basic objective of using linear regression equation on this study is to make the study more effective at describing, understanding and predicting the stated variables. That is, it primarily uses to identify the major determinant style of leadership that affects employee performance. According to Kothari (2004) the linear regression equation that was used in the forthcoming study is:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + e$$

Where Y is the dependent variable employee performance.

$\beta_0, \beta_1, \beta_3, \beta_4$ and β_5 are parameters to be estimated or regression line coefficients, X1, X2, X3, X4, X5: -Are-independent Variables

X1: supporting leadership X 2 Participative leadership X3 Servant leadership, X4; Transactional leadership X5; Transformational leadership, e is the error term.

Whether or not the study achieved its objectives is determined by analyzing data collected. The study adopted Statistical Package for Social Science (SPSS) Version 24 to conduct the regression analysis and produce some other statistics results. In addition, the qualitative data summarized and presented in a report format.

3.12. Definition of Variables

3.12.1. Dependent Variable

This is being developed base previous literatures done where the measures were being cited and tested by many scholars in their research. For the purpose of addressing the objectives of the study, the dependent variable to be evaluate by the researcher Employed Performance Inspirational which were measured by using five dimensions such as Punctuality, Performance improvement, Career advancement, Interpersonal Skills, and productivity. Lor & Hasan, (2017).

3.12.2. Independent Variable.

The Independent Variable of the study, bases on specific objectives set at the outset, independent variables were the five-leadership style (supporting leadership, participation leadership, servant leadership, transactional leadership, and transformational leadership) with sub scales allotted to them. Accordingly, supportive leadership style was measured by variables such as Consideration, Self-control, Build Confidence, Positive feedback, and caring and listening. Participative Leadership indicated was measured by Consultative Behavior, Pay attention to subordinate value, Delegation/empowerment, Joint Decision/Sharing Responsibilities, and Intrinsic Motivation. Servant Leadership was gauged by Empathy, Awareness, Persuasion, Listening and Stewardship. Transactional Leadership is by Management by exception, Contingent reward, and Contingent punishment. Transformational Leadership is by Idealize Influences, Intellectual Stimulation, Individualized consideration, and Inspirational Motivation(Lor & Hasan, 2017).

3.13. Validity and Reliability of Instruments

The study accepted reliability statics which had been validated in most research. To assess leadership style, this research has used Multi factor Leadership Questionnaire (MLQ) which was prepared by Avolio and Bass (1995), To measure employee performance the study used scale

developed by Yousef (2000). The reliability of the scale is measured using Cronbach's Alpha values. It was mentioned that Cronbach's Alpha value varies from 0 to 1 but, satisfactory value is required to be more than 0.6 for the scale to be reliable (Malhotra, 2002; Cronbach, 1951).as cited by (Lor & Hasan, 2017). If we compare our reliability value with the standard value alpha of 0.6 advocated by Cronbach (1951), our scale is highly reliable in most cases. Nunnally & Bernstein (1994) or with the standard value of 0.6 as recommended by Bagozzi & Yi's (1988).as cited (lor & hasan, 2017). As a result, total reliability statistics is shown under Table 3.2.

Table 3.2. Reliability Statistics

Reliability Statistics		
Item	Cronbach's Alpha	N of Items
Over all	0.963	41
Participative Leadership	0.868	4
Servant Leadership	0.887	5
Supportive Leadership	0.844	4
Transformational Leadership	0.823	9
Transactional Leadership	0.871	5
Employee Performance	0.843	10

The dependent variable: Employee performance is being constructed based on previous literature where the measures were being cited and tested by many scholars in their research as indicated in the Table 3.2. It has conducted the reliability of the measures of employee performance such as punctuality, performance improvement, productivity, career advancement and interpersonal skills using Cronbach's Alpha. The Cronbach Alpha value for Employee Performance is 0.843 which is under highly acceptable range (Bagozzi & Yi', 1988. Cronbach, 1951).

Independent variables: There are five independent variables. These are Participative Leadership with Cronbach's Alpha value of 0.868, Servant Leadership with Cronbach's Alpha value of 0.887, Supportive Leadership with Cronbach's Alpha value of 0.844, Transformational Leadership with Cronbach's Alpha value of 0.823 and transactional leadership with Cronbach's Alpha value of 0.843 suggesting that the scale is highly reliable and acceptable due to the high internal consistency among the variables.

The overall measures of the scale is highly reliable since the Cronbach's Alpha value exceeds 0.8 and reached 0.963 indicating high internal consistency among all the items included in the scale.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This study investigates the effect of leadership styles on employee's performance of some selected TVET Colleges in jigjiga cluster colleges, in Somali region. In this section both descriptive statistics and inferential statistical analysis techniques were shown. Under this section the first portion the descriptive statistics which is main features of the study variables (mean, frequency, and percentage) are a summarized, second correlation analysis (degree of association between the study variables) and finally regression models are presents under this chapter. Description of the samples.

Demographic data were collected according to the research design and analyzed. Under this demographic data collection tool age gender, and education and work experience were incorporated and the output of the analysis is presented in the following sub sections.

4.2. Respondent Back ground

4.2.1. Response Rate

Data for the research study was collected with the help of questionnaires and findings were presented using tables and charts. Of the 172-sample size, 172 returned their questionnaire which represented 100 % response rate which was statistically acceptable for the purpose of making inference on the general population of civil servants.

Table 4.1. Response Rate

Item	Response Rate	
	In Number	Percent
Sample size	172	100%
Collected	172	100%
Remain uncollected	0	

Source: own survey 2024 finally, in table 4.1 showed that distributed questionnaires

4.2.2. Demographic Characteristics of Respondents

For this study, the following table summarizes the demographic data of the respondents. The demographic characteristics of the respondents such as sex, age, level of education, year of experience and marital status of the respondents are presented and discussed.

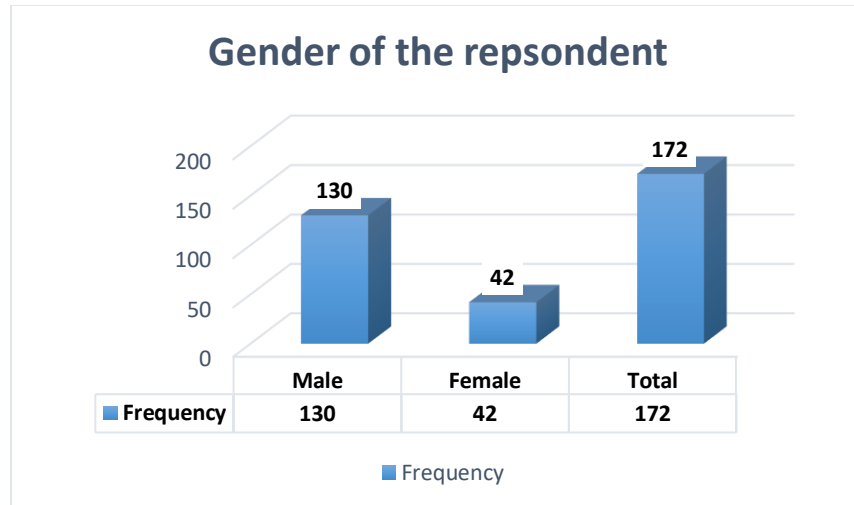


Figure 4.1: Distribution of respondent by gender

The above Figure 4.1 presents the distribution of the respondents by gender. As it is shown in the table It is clear that the majority of the respondents, 130 (75.60%), were male as opposed to females who were 42 (24.40%). This presupposes that generally, the margin between males and females is minimal.

4.2.3. Age of Respondents.

Table 4.2. Age of Respondents.

Age	Options	Frequency	Percent
	18-30 years	69	40.1
31-40 years	89	51.7	
41-50 years	10	5.8	
51-60 years	4	2.3	
Total	172	100	

Source: Field Survey 2024

Table 4.2 presents the results of the respondent’s age. As it is indicated in the table the majority of respondents, 89 (51.7%) were in the age range of 31-40 years, followed by 69 (40.1 %) in the age range of 18-30 years, followed by 10 (5.8 %) in the age range of 41-50 years, then 4(2.3 %) in the age range of above 50 this meant that the majority of respondents (who took part in the study) were employees lays at matured and active experienced age rage 31-40 years.

4.2.4. Distribution of Respondents by Education Level

Table 4.5 shows that the sample distribution by education level. As indicated in the table the majority of respondents 137 (79.7 %) were Bachelor's degree holders whereas respondents with M.Sc. tied at 19(11%) % each, the rest respondents which their profession tied under BSc were least represented with only 8.7 % representation during data collection. So, this this indicates that most respondents were in a situation to provide reasonable valuation of their performance as well as that of the leadership style of the instantaneous supervisor

Table 4.3. Educational profile of the respondent

Characteristics		Frequency	Percent
Level of Education	Diploma	15	8.7
	First-Degree	137	79.7
	Second-Degree	19	11
	Other	1	0.6
	Total	172	100

Source: own survey 2024

4.2.5. Work Experience of Respondents.

In this study, the researcher also interested in finding out the duration employees has worked with the organization. Table 4.2 presents the results of Work Experience of Respondents. As it is indicated in the table the majority of respondents, 95 (55.2%) have been in the organization in the range of 3-6 years, followed by 31 (18 %) of the respondents have spent between 6-10 years in the organization, 28 (16.3%) of the respondents have been in the organization for less than 3 years working for the organization, and 18 of the respondents equivalent to 10.5% of the respondents have worked for more than 10 years for the organization. The result indicates that the majority of the employees are in the range of 4 to 10 years' experience

Table 4.4. Service years in the College by the respondents

Options		Frequency	Percent
Service years in the College	0-3 years	28	16.3
	4-6 years	95	55.2
	6-10 years	31	18
	10 years and above	18	10.5
	Total	172	100

Source: own survey 2024

4.2.6. Marital Status of Respondents

Marital status of respondents is also another characteristic of respondents that this research has evaluated and analyzed to know its distribution so according to the descriptive table of marital status most. Table 4.5 shows that, 104 of the respondents' equivalents to 60.5 % of the respondents are married, 63 of the respondent's equivalent to 36.6 % of the respondents are single and 5 of the respondents' equivalent to 4 % of the respondents are divorced. Hence, the results revealed that majority of the respondents are married.

Table 4.5 Marital status of the respondent.

Items	Frequency	Percent
Single	63	36.6
Married	104	60.5
Divorced	5	2.9
Total	172	100.0

Source: own survey 2024

4.3.Descriptive Statistics Measurement of Independent Variables

Participative leadership style, servant leadership style, transactional leadership style, and transformational leadership style, supportive leadership style) and Dependent Variable (Employee Performance). In order to interpret mean values, the researcher has used the following criteria 1-1.33 strongly dis agree, 1.33-2.0 dis agree, 2.0-3.72 agree 3.72-5 strongly agreed

Table 4.6 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Participative Leadership	172	1.00	5.00	3.8997	0.93645
Servant Leadership	172	1.60	5.00	4.2163	0.74061
Supportive Leadership	172	1.00	5.00	3.5799	1.05642
Transformational Leadership	172	1.33	5.00	3.7280	0.84682
Transactional Leadership	172	2.00	5.00	4.0015	0.85177
Valid N (listwise)	172				

Source: own survey 2024

.Table 4.6 above, indicated that Servant Leadership has a mean distribution of 4.2163 and a standard deviation of .74061 and the second Transactional Leadership has a mean distribution of

4.0015 and a standard deviation of .85177 and the third component is participative leadership which has a mean distribution of 3.8997 and a standard deviation of .93645 and the fourth leadership style is Transformational leadership with mean distribution of 3.7280 and with standard deviation equivalent of .84682 and the final leadership style Supportive Leadership has mean distribution of 3.5799 and a standard deviation .05642.

This data indicated respondents have argued that their supervisor uses Servant Leadership, Transactional Leadership and participative leadership style in their organization respectively. From this point respondents assumed that their supervisors practice Servant and participative Leadership style with in TVET of Selected TVET Colleges.

4.4. Inferential Statistics

The study aimed at examining the effect of leadership styles on employee performance at workplace among the employees of technical vocational training and education in two selected TVET Colleges in jigjig Cluster. This research has used different analysis techniques to investigation of investigate these variables to know their effect on employment performance with the study area. Correlation test was used to examine the effect of different leadership style on employments performance of TVET Colleges in the table below.

4.4.1. Correlation Test of leadership style and Employee Performance.

Since this research has more research questions and more variables, factorial test was conducted to test whether the sample is adequate or not. For such research issues the KMO value should be greater than 6 and above. As stated in the table below in this case it is above the desired Standard, that is approximately 8 hence the sample size is adequate according to this information. Having this relevant fact, Pearson correlation analysis was conducted at both 0.05 and 0.01 levels to know the correlation of leadership styles versus Employee performance and an overall summary of correlation tests is given in table 4.7 below.

Table 4.7 correlation between Leadership-style and employee performance.

		Correlations					
		Employee Performance	Participative	Servant	Supportive	Transformational	Transactional Leadership
Employee Performance	Pearson Correlation	1					
Participative Leadership	Pearson Correlation	.605**	1				
Servant Leadership	Pearson Correlation	.445**	.286**	1			
Supportive Leadership	Pearson Correlation	.696**	.717**	.362**	1		
Transformational leadership	Pearson Correlation	.797**	.666**	.455**	.799**	1	
Transactional Leadership	Pearson Correlation	.683**	.249**	.502**	.442**	.680**	1

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

The Table 4.8 above indicated that there is a positive and significant relationship between each dimensions of leadership style with each other. Similarly the it also indicated that all the leadership styles has a positive and significant relationship with employee performance. Transformational leadership has the strongest and significant relationship with employee performance while Servant Leadership has the weak relationship with employee performance. This is similar to what is being perceived by employees regarding their managers leadership styles discussed under descriptive statistical Table . 4.6

Consequently, the above results implicate that Transformational leadership styles, Supportive Leadership style, and Transactional Leadership, Participative Leadership, and Servant Leadership style has positive effect on employee performance with all having its correlation is significant since the level is less than 0.05.

4.4.2. Multiple Regression Analysis

The multiple regression analysis was applied to evaluate the effect of leadership styles (independent variables) on employees' performance (dependent variable) in for this research to test the effect of leadership styles on employment performance in Selected TVET Colleges in jigjiga cluster colleges in Somali region. According to Lor & Hasan, (2017) regression analysis is a statistical method used to predict, inference, and hypothesis testing and modeling of causal relationships to examine the relationship between dependent variable and independent variables.

4.4.2.1. Normality Test

Like most statistical analysis which examines both dependent and independent variable this research needs to use parametric statics methods such as histogram, normal Q plots and box plots to indicates whether those variables are approximately normally distributed or not. According to (Kothari, 2004b) in many knowing the shape of the distribution curve is crucial to the use of statistical method in research analysis since most methods make specific assumptions about the mature of the distribution curve. But if the curve is distorted (whether on the right side or on the left side the data will asymmetrical distribution which indicate that there is skewness which is a measure of asymmetry and shows the manner in which the items are clustered around the average

As per, Simamora et al., (2019) Regression analysis technique variables are assumed to normal distributions but it does not describe which variables. Histogram is a tool used to test the normal distribution of statistical data. When histograms are close to zero it is assumed that the data is normally distributed for the dependent variable. Nevertheless, histogram will appear to show normal distribution if skewness and kurtosis do not near to zero. In reality data do not show to have perfectly normal distribution. Skewness and kurtosis are checked for normality. Skewness shows if the data is positively or negatively skewed in the term of the response. According to the information in figure 4.2 below indicated that the skewness and kurtosis are not far from zero or between them the zero value is indicated. In this case the research data show distribution is approximately normally disturbed.

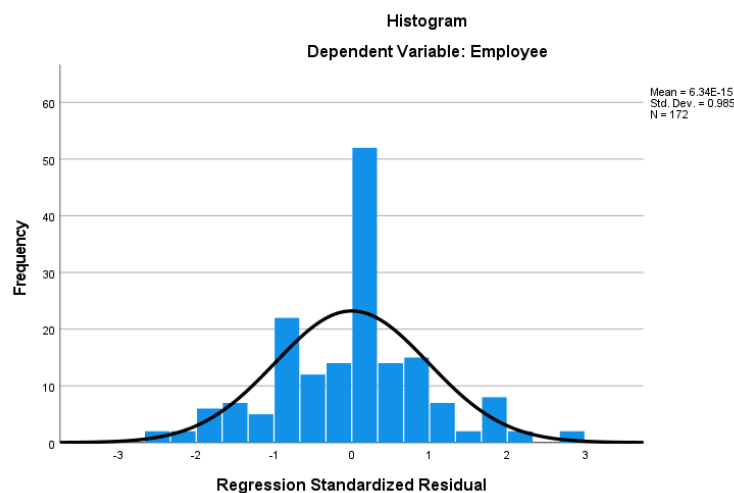


Figure 4.1 Histogram regression of standardized residual of leadership style and employee performance.

4.4.2.2. Multi-Collinearity Test

As per Ismail Jama, (2017) the existence of correlations among different predictors is called in case multi-collinearity. In cases of a perfect correlation between two or more predictors, multi-collinearity can indicate that no unique least squares solution to a regression analysis can be computed and the variance inflation factor is one known measure of multi-collinearity. Multi-collinearity statistics show Variance Inflation factors (VIFs) ranged from 1.151 to 1.673 while tolerance figures ranging from 0.602 to 0.803. These statistics recommend that multi-collinearity not suspected among the independent variables. As per Field (2005) multi-collinearity would be suspected if tolerance values are below 0.10 or if VIF statistics are 10.0 or higher.

Table 4.8 Multi collinearity test distribution

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Participative leadership	0.414	2.415
	Servant leadership	0.717	1.396
	Supportive leadership	0.297	3.363
	Transformational leadership	0.198	5.053
	Transactional leadership	0.415	2.412
a. Dependent Variable: Employee Performance			

4.4.2.3. Homoscedasticity test

As per (Jama, 2017) in statistics a sequence of random variables is Homoscedasticity if all its random variable is homoscedastic if all its random variable have the same finite variance. This is also known as homogeneity of variance. The opposite notion is called heteroskedasticity. Homoscedasticity errors are generally assumed to have an unfamiliar but finite variance that is constant across all levels of the predictor variables. This assumption is also known as the homogeneity of variance assumption. Homoscedasticity means having the same scatter for it exist in set of data and the opposite is heteroskedasticity. As (Weisberg, 2005). If the errors have a variance that is limited but not constant across dissimilar levels of the predictors (i.e., heteroskedasticity is present), ordinary least squares estimates will be unbiased and stable since

the errors are independent, but will not be efficient. As we have seen in figure 4.3 below, the data shown in the table below looks random and evenly throughout the scattered diagram hence in the scatter graph shows no heteroskedasticity is occurred.

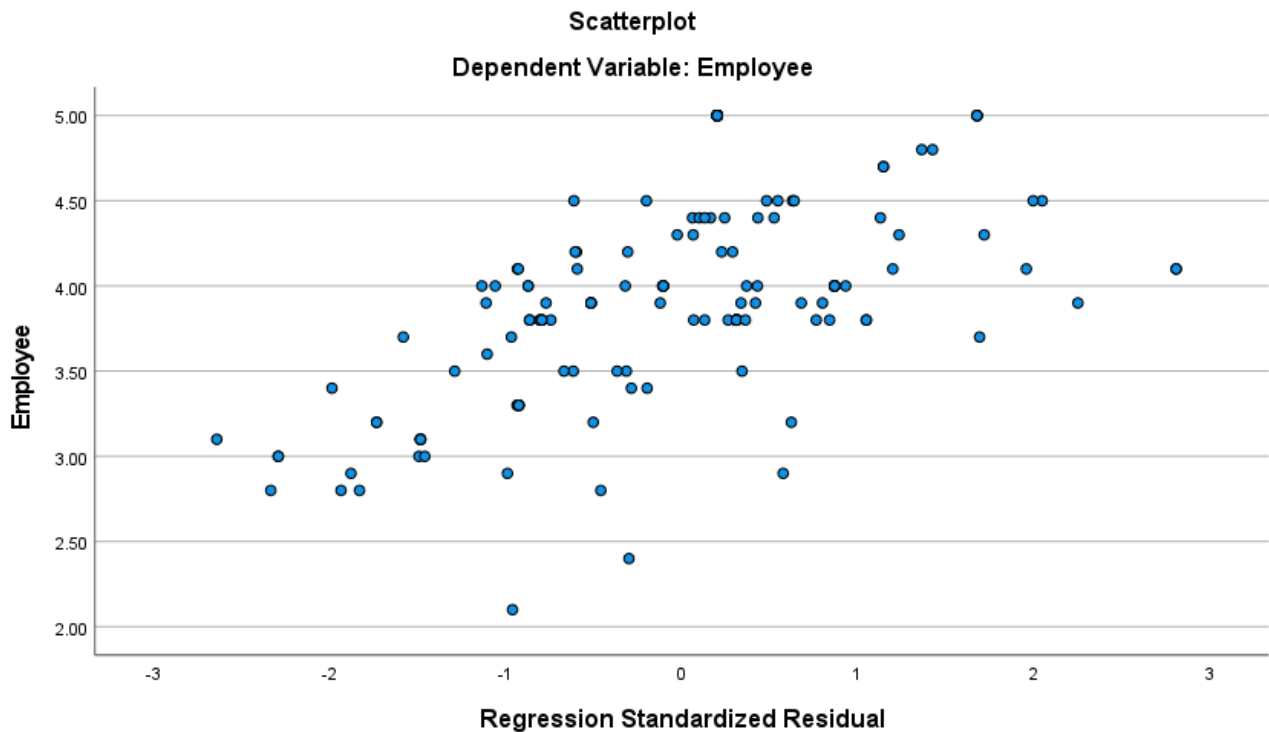


Figure 4.3. Scatter plot of regression of standardized residual of emotional intelligence and employee performance.

4.4.2.4. Linearity Assumptions

The model that shares the response Y to the predictors $X_1, X_2, X_3, \dots, X_N$ is assumed to be linear in the regression parameters (Chatterjee and Hadi, 2012). This means that Standard multiple regression can only precisely estimate the relationship between dependent and independent variables if the relationships are linear in nature. As in the equation: $Y = B_0 + B_1X + B_2X + B_3X + B_4X$. This regression equation is still a linear regression equation because Y is modeled as a linear function of the parameters. According to the information in figure 4.4 below indicated Normal P-P Plots show that this assumption had been met for this study.

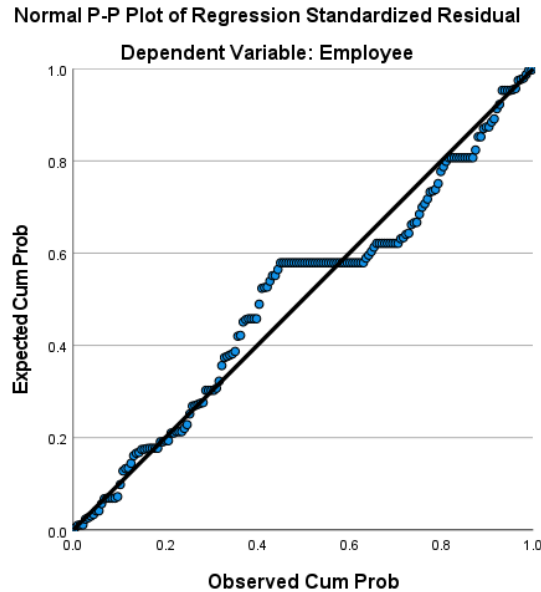


Figure 4.4. Normal P-P plot of dependent variable

4.5. Regression Analysis

As per (Lor & Hasan, 2017) The Durbin-Watson statistic will permanently have a value between 0 and 4. NO correlation is expected between dependent and independent variable if value of Durbin-Watson becomes 2 , Values from 0 to less than 2 shows positive autocorrelation between dependent and independent variable and if values and when the value of Durbin-Watson ranging from 2 to 4 designate negative autocorrelation between dependent and independent variable. The rule of thumb indicates that a “good fit” model is predicted by a minimum of 60 percent variance in dependent variable making the model for the research a good fit with a value of Adjusted R Square > 60 and Durbin-Watson test for auto correlation of the residual from the regression analysis is acceptable within the range of 1.5-2.5.

Table 4.9 Regression table

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.845 ^a	0.713	0.705	0.35827	0.713	82.629	5	166	0.000	1.731

a. Predictors: (Constant), Transactional, Participative, Servant, Supportive, Transformational
b. Dependent Variable: Employee

The R square 0.713 which indicates that 0.713 percent of the dependent variables was predicted by independent variables all together. The adjusted R square is 0.705 which shows that model is a good fit model as the value is greater than 0.60. Since the value of Durbin-Watson falls between ranges of 1.5_2.5, the dependent variables leadership style (participative, servant, supportive, transformational, transactional) has positive auto correlation on employee performance of TVET Degahbur & jigjiga college in Somali region. The adjusted R Square value represents the correlation coefficient between the dependent variable (employee performance) and the independent variable leadership styles. From the model summary, the adjusted R square from the table above 0.713 which means that the independent variables can affect (explained) the dependent variable 71.3%. However, 28.7 % of the performance of selected TVET Colleges employee performance can be affected by other factors which are not addressed by study.

4.6.ANOVA of Leadership styles and Employee Performance

Based on the above ANOVA table the result of this study revealed that data gather from the respondents indicated that there is positive significant regression among the dependent and independent variable at a value of p 0.000 with is less than 0.05 level of confidence. So, the ANOVA result coefficient of determination was significant as evidence of F ratio 82.629 with p-value $0.000 < 0.05$ (level of confidence). This indicate that no matter the degree of influence difference (transactional Leadership, servant leadership, participative leadership, supportive leadership, transformational leadership) have strong influence on employee performance of selected TVET Colleges employee. Hence this model is appropriate to predict employee performance of selected TVET Colleges employee the above leadership style.

Table 4.10. Anova table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.031	5	10.606	82.629	.000 ^b
	Residual	21.308	166	0.128		
	Total	74.339	171			
a. Dependent Variable: Employee						
b. Predictors: (Constant), Transactional, Participative, Servant, Supportive, Transformational						

Additional analysis will be on coefficients where the range of alpha value of 0.05, 0.001 or 0.01 is used to explain the significant of the variable.

Table 4.11 Coefficient of leadership style on Employee Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.123	0.184		6.094	0.000
	Participative leadership	0.151	0.045	0.215	3.328	0.001
	Servant leadership	0.018	0.044	0.021	0.421	0.674
	Supportive leadership	0.100	0.048	0.160	2.093	0.038
	Transformational leadership	0.208	0.073	0.267	2.858	0.005
	Transactional leadership	0.284	0.050	0.367	5.685	0.000

a. Dependent Variable: Employee performance

The above table of coefficient showed that degree of relationship between each independent variable under employee performance constituents with a constant at (1.429), followed by Participative leadership (0.151), Servant leadership (0.018), Supportive leadership (0.100), Transformational leadership (0.208) and Transactional leadership (0.284). were statistically significant since all of them had ($p > 0.05$). And Transactional leadership (0.284), has strong significance with p value less than 0.01.

From the regression analysis using the coefficient of determination ($Y = B_0 + B_1x + B_2x + B_3x + B_4x + B_5x$), this finding revealed that; $B_0 = 1.123$, $B_1 = 0.151$, $B_2 = 0.018$, $B_3 = 0.100$, $B_4 = 0.208$ and $B_5 = 0.284$. The resulting predictive equation from the regression model using the standardized coefficient is $Y = 1.123 + 0.151x + 0.018x + 0.100x + 0.208x + 0.284x$ indicating that (1.123) in SPSS represents to the intercept in “Y-axis stayed the regression line cross the axis Showing that when employee performance increase by one unit, each of the feature under the independent variables has affect employee’s performance by one time each predictor values.

Thus, Transactional leadership is the predictor variable contributes the highest to the variation of the dependent variable (employee performance) because the Beta value for this predictor variable is the highest (0.284) compared to (servant leadership, supportive leadership, transformational leadership, and transactional leadership). For that reason, participative leadership style appears to have strongest exceptional influence to describe the variation of the independent variable (employee performance) as the other predictor variables in the model is controlled.

4.6.1. Discussion

As per shown on the above table Participative leadership style beta coefficient value is 0.151 with a significant value of .001 which is lower than p value 0.01, hence participative leadership is found to have a positive significant impact on employee performance. This finding is similar to a study conducted by (Lor & Hasan, 2017) in which the result indicates that Participative leadership has a positive and significant influence on employee performance, help TVET employee to have freedom to use their innovative potential, Ho1 is accepted.

Servant leadership style beta coefficient value is .018 with an insignificant value of 0.674 which is higher than p value 0.01, hence Servant leadership style is found to have a positive insignificant impact on employee performance. Ho2 is rejected. This finding is similar to (Lor & Hasan, 2017).

supportive leadership style beta coefficient value is 0.100 with a significant value of 0.038 which is lower than p value 0.01, hence supportive leadership is found to have a positive significant impact on employee performance. his finding is similar to a study conducted by Hassan, 2017 & (Miao et al., 2014) in which the result indicates that Supportive leadership has a positive and significant influence on employee performance, help TVET employee to have freedom to use their innovative potential, Ho3 is accepted.

Transaction leadership style beta coefficient value is 0.284 with a significant value of 0.000 which is lower than p value 0.01 hence transaction leadership is found to have insignificant impact on employee performance. This finding is similar to Hassan, (2017) where they found transaction leadership style influences have no significant effected in the TVET sector, Ho4 is accepted.

Transformational style beta coefficient value is 0.208 with a significant value of 0.005 which is higher than p value 0.01, hence supportive leadership is found to have a positive significant impact on employee performance. This finding is similar to a study conducted by (Jama, 2017), (Lor & Hasan, 2017) and (Prestiadi et al., 2020) in which the result indicates that transformational leadership has a positive and significant influence on employee performance, showing transformational leadership increase motivation and individual effectiveness and efficiency. Ho5 is accepted.

Table 4.12 Summary of hypothesis test

Hypothesis	Beta value	Sig	Result
Ho1: participative leadership style will a significant influence on employee performance	0.151	0.001	Positive, significant Accepted
Ho2: There will be insignificant influence of servant leadership style and employee job performance.	0.018	0.674	Positive, insignificant Rejected
Ho3: Supportive leadership style will a significant influence on employee performance	0.100	0.038	Positive, significant Accepted
Ho4: There will insignificantly influence of transactional leadership on employee job performance	0.284	0.000	Positive, Insignificant Accepted
Ho5: There will a significant influence of transformational leadership style on employee performance	0.208	0.005	Positive, significant Accepted

4.7. Analysis of qualitative Data

- **Status of Current organization performance**

Respondents were asked about the role of leaders and employee to achieve organizational mission, vision and goals of your agency and how they can delegate duties. Most respondents argue that leaders play major role to invite the staff to actively participate during planning, implementation, and monitoring phase. Short term training and mobilization actions have been taken every year to minimize the knowledge gap of the employee. According to these interviewees majority rule and minority right are the major tool to help employee to achieve mission, vision and goals of your agency. They also confirm that collective decision making and providing measurable activities with clear accountability are among the major tools to delegate duties. However, some respondents said that there are no clear mechanisms to poor delegation

duties and responsibilities, and most employees are ineffective in their work place and employees feel no sense of ownership in the organization due to shortage of fair work distribution and participation. Hence Selected TVET Colleges is gradually decreasing its efficiency and effectiveness mainly at college level due to its poor leadership approach. According to those respondents' political intervention and political instabilities has negatively affected TVET college leadership approach due to fast turnover of leaders and lack of professionalism.

One interviewee has said, "As a leader I provide equal access of participation for middle leaders and lower leaders in achieving organizational objectives and I usually distribute duties with full responsibilities and accountability, I have played a great role by helping employees to enhance their effectiveness and efficiency and I also believe that the role of leaders to employees the performance of the organization depends on our leadership approach we use."

- **Decision making and duty delegation**

Using qualitative questioner 4 respondents were discussed how they manage decision making in their organization/department. Most respondents have said that they use collective decision making through different participation mechanisms like group discussion, seminars, workshops, among top, middle and lower leaders from planning to implementation phase. However, some respondents have believed that major issues and activities which need involvement of most employees in their organization are often decided by top leaders. According to those respondents' top leaders, middle leaders, and lower leaders lack leadership skills and interest to open an opportunity for them to participate in decision making process. In other words respondents have confirmed that though there is collective decision making among top leaders but most middle and lower leaders, supervisors, department heads do not share decision making to the grass root level. One respondent says.

"TVET Colleges according to my point of view Skill and job creation calls deans, vice deans, of colleges and poly technique colleges during planning, implementation phase. Since TVET strategy follows decentralization administrative system give TVET institutions full authority to administer their human resource and capital resource. Likewise, regional skill and job creation use calls us to participate in decision making process for most common major activities which need collective decision of all parties." Similarly, other respondent from TVET college deans

said that, “TVET sector have unique structural and organizational system, it needs the involvement of skilled professionals, and the involvement of professionals in decision making enhances the effectiveness and efficiency of the organization. Since our organization characteristics need the collective decision making, TVET Colleges uses different tools and techniques during decision making. Before every major activity we sat together to decide on basic duties until we reach in consensus. Most of time we use discussions, meeting, supervisions and feedback, workshops before and after any task performed. So our leaders provide us a chance to participate in decision making process.”

- **Reward and motivation mechanism**

Respondent were asked if there is clear mechanism to reward and motivate employee in TVET colleges. Most respondents have confirmed that though there is no clear mechanism to reward motivate and employee in a formal way, some time there is motivation and reward action are taken the last few years. But some middle leaders use their own technique to motivate their staff using different techniques. Some respondents however believed though TVET colleges has no clear motivation mechanism and reward, employees are motivated by providing career development and access to education. According to these respondents the proper and rational relationship among leaders and employee can enhance efficiency and effectiveness on achieving organizational objective. Respondents also believed that there is no clear standard to manage and make fair the reward and motivation in a sustainable manner. From this point most respondents during discussion has confirmed that there are some reward and motivation measure that had been taken to enhance employee performance but still it need attention to have clear reward and motivation mechanism with clear standard mechanism to make it fair and continuous within the organization.

One respondent said that:

“Our organization understands providing reward and motivation can initiate employees to performs their activities, as a result we provide long term training for our employee depending on their performance, the problem is the incentive mechanisms difference time to time due to lack of clear reward platform, last year we have prepared a manual which can act us reward mechanism and motivation mechanism, but still it is not implemented. However, one in other

way we are motivating our employee, in the future I think our organization will have a clear frame work to reward our employees.”

- **Leadership style and TVET sector**

During interviewee respondents were asked about the impact of leadership style on employee performance, their leadership style currently following and which leadership style has negative impact on employee performance. Hence most leaders believed that leadership style has potential impact on employee performance. According to most interviewee different leadership style has different impact most of time democratic and motivational leadership which provide natural freedom that help employee to use the potential and that give priority to their moral and value can help to use their positive energy to enhance their effectiveness. According to their opinion participative leadership style is the most commonly used leadership style. They believed that currently they are invites to participate in decision making process and invited to share responsibilities about the future of the organization in addition they have confirmed that they solve problems to gather during implementation phase.

According to those respondents transformational and servant leadership are among the common leadership style which rarely implemented in TVET college in Somali region. Transactional leadership and supportive leadership style are among the least leadership style implemented in TVET Colleges. Most respondent have argued that if they would happy if transformational leadership would have implemented in TVET College. They have advised that in the future Regional Skill and job creation should show progress in leadership performance by transforming its leadership style toward the most modern and recent leadership style like transformational leadership style. According to most interviewees transactional leadership style which mainly focus more on outcome neglecting the internal moral, values and motivational nature of employee commonly affect employee performance.

According to those respondents TVET sector has unique characteristics so it is difficult to lead this sector by transactional leadership style which mainly focuses on reward and punishment. However, few interviewees still do not agree on this idea they mostly need to use transactional leadership style. According to these respondents in order to enhance employee performance employees who do not achieve their responsibilities should be punished and those who show progress in achieving the objectives of the organization should rewarded. According to those

respondents they advise TVET colleges to use outcome-based leadership style (transactional leadership style).

One respondent has said that:

“Employee need to participate in our decision-making process, they need to know every step before they start implementing. TVET need s the involvement of professional leaders and staffs so it is important to use participative leadership style than other leadership style. But still there is leadership skill gap. But we are exercising using participative leadership style, in the future. I think it is better to show progress and follow transformational leadership style, though there is problem of consistency we sometimes use transformational leadership and servant leadership. The problem is we do not use it in a sustainable manner. But participative leadership is showing progress, since the political plan form has been guiding us to use collective decision-making process. But accept that still there is undeniable gap in our leadership style. I personally believed that transformational leadership; participative leadership and servant leadership has positive impact on employee performance. ”

General interviewee argues that leadership style has impact in employee performance. Most respondents confirmed that participative leadership style is the most commonly used leadership style in TVET Colleges in jigjiga cluster TVET Colleges particular Degahbur and jigjiga polytechnic. These respondents have also confirmed transactional leadership styles have in significant impact in employee performance. So, this research has revealed that participative leadership style is the most commonly used leadership style, like wise supportive leadership style, transformational leadership style and supportive leadership style have positive impact on improving employee performance. Servant leadership style has insignificant effect in TVET Colleges in jigjiga cluster TVET Colleges particular Degahbur and jigjiga polytechnic.

CHAPTER FIVE

SUMMAR, RECOMMENDATIONS, AND CONCLUSION

5.1. Introduction

The general objective of the study was to investigate the effect of different leadership styles on employee's performance of some selected TVET Colleges in jigjiga cluster in Somali region. This chapter summarized and discussed the main findings obtained from each research questions. It also dealt with the decisions that were derived from the analysis, as well as recommendations that can be applied or used for future research, for each of the main research objectives.

5.2. Summary of major findings

The main objective of this study was to examine the relationship between leadership styles and employee's commitment with a mediating variable of employee's trust towards their leader in selected Polyethnic Colleges in jigjiga cluster in Somali region. Mixed research approaches were employed. 172 were involved in the quantitative research and 4 respondents were involved during interview. Through triangulation of qualitative and quantitative data the following finding were presented.

The result of the descriptive statistics indicated that Servant Leadership style has the highest mean score of 4.2163, which is the highest mean among the leadership styles. Likewise, through qualitative data collection tool respondents were confirmed that Servant Leadership style is the most commonly used leadership style in selected Polyethnic Colleges in jigjiga cluster in Somali region. This result directed that most respondents verified their leaders follow Servant Leadership; the second most popular leadership style perceived by the respondents is Transactional Leadership style which has a mean score of 4.0015 followed Participative Leadership style and transformational style respectively. Lastly, the least popular leadership style perceived by the respondents is Supportive Leadership style which has the lowest mean score of 3.5799 as indicated during qualitative data respondents would happy if their leaders use transformational leadership style in addition to participative leadership style showing that their performances at this time is not as expected as they wish.

In other way respondents shown that the leadership style is not permanent it differences due to turn over of leaders due to political intervention which the source of reshuffling of most leaders.

Likewise, the correlation result of study showed that: - Participative leadership style is positively and significantly related to employees' performance at ($r=0.151$, $p=.001$), transactional leadership at ($r=0.284$, $p=.001$) and transformational leadership style at ($r=0.208$, $p=.005$). Whereas, Supportive leadership style at ($r=.0.100$ and $p=.000$). Supportive leadership style positively and least significantly related to employees' performance ($r=0.453$, $p=.001$), Form regression analysis of the study revealed that independent variables can affect (explained) the dependent variable 71.3%. However, 28.7 % of the performance of TVET Degahbur & jigjiga college employee performance can be affected by other factors which are not addressed by study. Finally, thus Transactional leadership is the predictor variable contributes the highest to the variation of the dependent variable (employee performance) with highest Beta value of (0.284) indicating that participative leadership style appears to have strongest exceptional influence to describe the variation of the independent variable (employee performance) as the other predictor variables in the model is controlled.

5.3.Conclusion

According to this research, Transactional leadership style is the most commonly used in Degahbur & jigjiga polyethnic college in Somali region. participative leadership style, transformational leadership style is commonly used leadership style, and servant and supportive leadership styles are the least used leadership style. Based on this research result employee performance would increase as participative leadership style applied. Likewise, this Research has revealed that, participative leadership style, supportive leadership style and transformational leadership style has also significant effect on employee performance, indicating that if these leadership style would functional employee performance would increase in Degahbur and jigjiga polytechnic collage. In other way Servant leadership style has no significant effect in employee performance, indicating that employee performance would no never show progress in effectiveness and efficiency in their day-to-day activities.

From triangulation of both qualitative and quantitative research this research revealed that participative leadership has the strongest effect in employee performance than the other leadership style. However, except transactional which has no significant effect on employee performance the other leadership styles have significant effect on employee performance. Therefore, selected TVET Colleges in jigjiga cluster TVET Colleges leaders is encouraged to

adopt participative leadership style and involve leadership level and team members in the decision-making process as it is confirmed that performance of employees is the exceptional under this style of leadership. Consequently, in TVET Colleges in jigjiga cluster TVET Colleges leaders should inspire innovation, team work and creativity that lead to job satisfaction, increased productivity and subsequently increased performance. Transactional leadership style, however, shows in significant impact on employee performance. This indicates that performance of employees would not increase when transactional approach is applied.

Supportive leadership style and transformational leadership has positive impact on employee performance, which indicates that employee performance would increase when these leadership styles is applied. According to most respondents during interview in addition to participative leadership style they confirm that transformational leadership style is best if they are applied well through time. According to these employee leaders should show progress to have knowledge of all leadership style to know the best suited leadership for their organization. But they confirmed that currently participative leadership, and a transformational style has strong positive effect on employee performance respectively.

It is valuable to understand that employee are the most vital asset of institution, and since employee performance are significantly depend on leadership style which are applied in the institutions, this research seriously advice TVET colleges to look back towards its leadership style to show progress on improving performance of leaders by providing leadership skill training and finally this research recommend adopt the suggested leadership style in the organization

5.4.Recommendation

Organizations are expected to have potential and highly capable leaders that can initiate and motivate employee to be effective in achieving over all organizational objectives through holistic leadership direction. Based on the findings of this research, participative leadership, supportive leadership and transformational leadership style have significant effect on employee performance than servant leadership styles. And supportive leadership style also has moderate significant effect on employee performance though they are least applied in the organization. Based on qualitative and quantitative research respondents this research participative, supportive

leadership style and transformational has strong significant effect with employee performance of selected TVET Colleges than the other leadership style.

So, this research advises the TVET agency to adopt participative leadership style, supportive leadership style, and transformational leadership style than the other leadership styles. In addition, this research recommended that TVET leaders should be provided intensive training on the leadership styles so as to know their difference and their organizational impact and to adopt the recommended leadership styles rationally. Staff awareness and provision of training for employee in TVET colleges about leadership style and their direct and indirect impact with their performance and success of their organization is other essential factor this research recommends. Finally, this research recommends for TVET college to assess its leadership style annually and take mitigation measure according to survey achievements so as to improve its leadership style to have sustainable and effective staff that address strategic goals of their sector.

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APPENDICES
FDRE TECHNICAL & VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT
MA PROGRAM

Appendix I

Questionnaires to be filled by Trainers/Instructors and Staff administration

Dear Respondent,

This questionnaire designed to collect information for the study I am carrying out on the Topic: “EFFECTES OF LEADERSHIP STYLES ON EMPLOYEE’S PERFORMACNE IN THE CASE OF SELECTED TVET COLLEGES IN JIGJIGA CLUSTER IN SOMALI REGIONAL STATE”. which is required to partially the requirement for MBA program I am attending in the above named institution. All the information obtained through this questionnaire will remain confidential and utilized for academic consumption only. Besides, your responses will be handled in strictly confidential manner and information obtained from this research will be reported in aggregate. The questionnaire has two parts. Part I deals about demographic characteristics, whereas part II deals with the behaviors of the FIVE leaderships styles and employee performance.

Bashir Hashim Fatah

Please Note that:

- **No need of writing your name;**
- **Read each statements carefully**
- **Multiple responses are not possible**
- **Please indicate the following by ticking (√) on the space in front of the response options**
- **You have to return the questionnaire as soon as possible after completion**

Thank you

Part I - Demographic Questionnaire

1. Name of Core process / support unit you are currently working
2. Gender: A. Female B. Male
3. Age: A. 18-30 year B. 31-40 year C. 41-50 years D. 51-60 years
4. Please indicate your highest level of education: A. Dip B. First
degree C. Second degree Other
5. Service years in the Colleges; A. 0-3 B. 3-6 C. 6-1
years D. 1 above
6. What is your marital A. Sing B. Married C. divorc

Part II – Leadership Style

2.1 commonly practiced leadership styles in the colleges

S.No	Statements	Most Commonly used	Commonly used	Least commonly used
2.1	Transformational leadership			
2.2	Transactional leadership			
2.3	Participating leadership			
2.4	Servant leadership			
2.5	Supporting leadership			

2.2. Perception towards different leadership style

Key for scales :- 0 = Strongly disagree; 1 = Disagree; 2 = Neither agree nor disagree; 3 = Agree; 4 = Strongly Agree

S.N	Questions /Descriptive Statements	Scaling Rate				
		0	1	2	3	4
	Participating Leadership					
1	My manager creates an environment where I take responsibility ownership of my work					
2	When there is difference in expectation my supervisor work with me to solve the					
3	My supervisor encourages staff to participate in decision-making.					
4	My supervisor gives staff an opportunity to be active in determining the future success organization.					
	Servant Leadership					
1	My supervisors, communicate a clear vision of the future and receptive listeners of the organization.					
2	My supervisors are open to learning from those who are below them in the organization					
3	My supervisors use persuasion to influence others instead of coercion or force.					
4	My supervisors, seek to influence others from a positive relationship rather than from the authority of their position					
5	My supervisors provide opportunities for all workers to develop to their full Potential					
	Supporting Leadership					
1	My supervisor encourages innovation and creativity of staff members.					
2	My supervisor encourages staffs' careers growth and development.					
3	My supervisor demonstrates respect for staff, treat everyone equal, and has concern for staffs' well – being.					
4	My supervisor creates a friendly environment that recognizes staffs' achievements.					

	Transformational Leadership					
1	My supervisor makes others feel good to be around him / her					
2	My supervisor expresses in a few simple words what we could and should do					
3	My supervisor provides appealing images about what we can do					
4	My supervisor enables others to think about old problems in new ways					
5	My supervisor gets others to rethink ideas that they had never questioned before					
6	My supervisor helps others develop themselves					
7	My supervisor gives personal attention to others who seem rejected.					
8	My supervisor helps me find meaning in my work					
9	My supervisor helps others develop themselves					
	Transactional Leadership style					
1	My supervisor tells others what to do if they want to be rewarded for their					
2	My supervisor provides recognition/rewards when others reach their goals.					
3	My supervisor is always satisfied when others meet agreed-upon standards					
4	As long as things are working, my supervisor do not try to change anything					
	Employee performance					
1	I always report at work on time					
2	I kept in my mind the results that I had to achieve in my work					
3	I was able to perform my work well with minimal time and effort					
4	Organization provide training to improve workers' performance					
5	I worked at keeping my knowledge and skill up to Date					
6	Employees are rewarded for meeting college goals					

7	Workers promoted in response to their efforts and contribution					
8	You collaborate with others to carry out duties.					
9	Your ability to effectively interact with their coworkers and boss					
10	How do you evaluate the performance of yourself at your job compared with your peers doing the same kind of work?					

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Appendix II

Dear Respondents!

The interview questions are aimed to explicating findings on the leadership styles of leaders at Degahbur TVET College and Hadhigale TVET College as perceived by them, by their subordinates and the overall association between the leaders, their subordinates and their effect on employees' performance. You are thus expected to describe the situation based on your personal view and experience. I will be asking each question and I could add probing questions when there is a need to clarify the situations further.

Your participation is based on your rich experience and position in the College. Participation for this interview is accorded to your willingness.

thank you

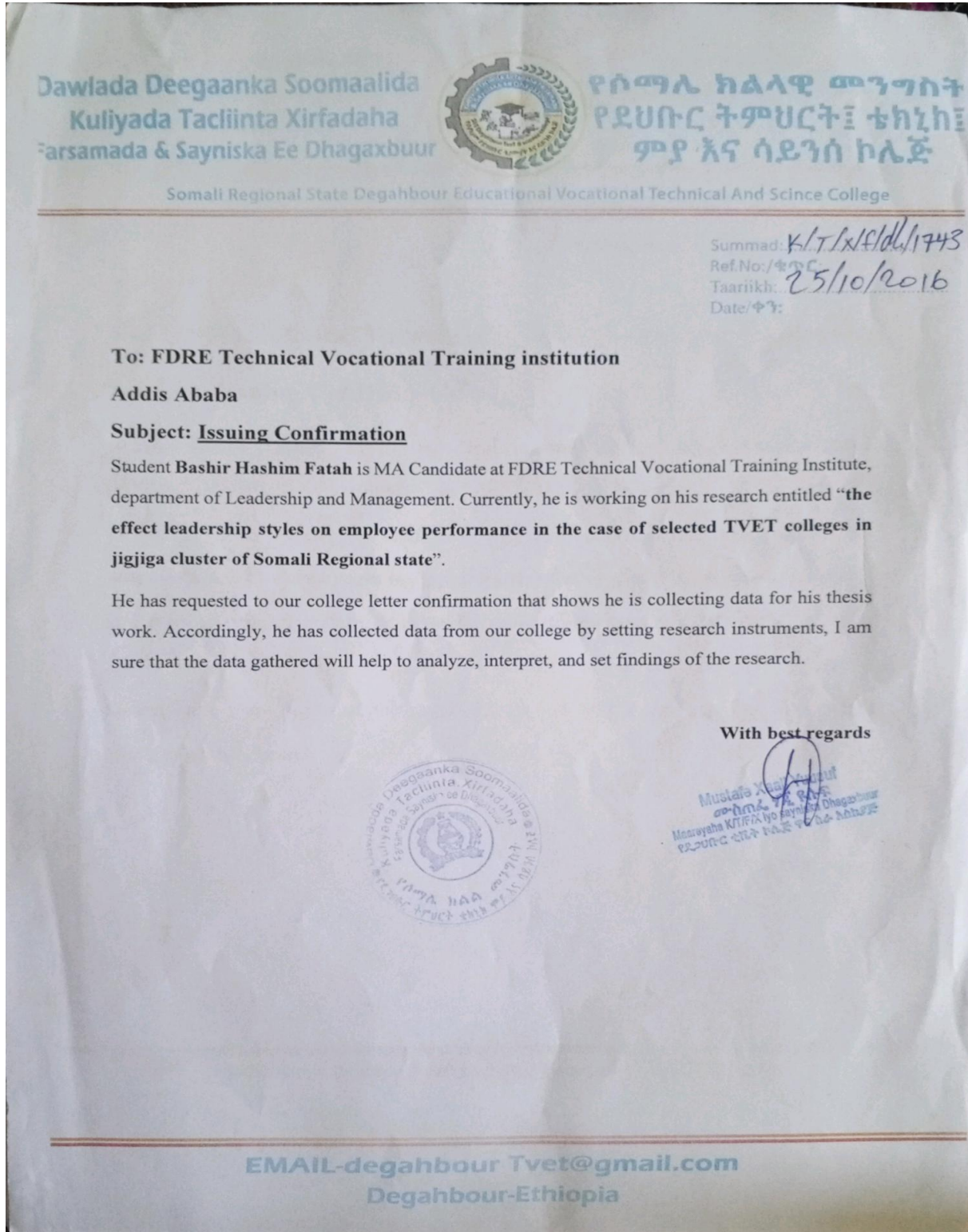
Part 2. Interview Questions

Thank you for the willingness to be interviewed. Name of Core process / support unit you are currently working _____

- 1. How do you manage decision making in your organization/department?**
- 2. How do you manage reward to your staff?**
- 3. How do you delegate duties?**
- 4. How do the leaders in your organization motive/ initiate employee for enhancing employee and organizational performance?**
- 5. What is role of leaders and employee to achieve organizational mission, vision and goals of your college?**
- 6. How do employees corporate in executing their duties?**
- 7. To what extent are employees motivated in your organization?**

- 8. How do you evaluate your subordinates and organization performance?**
- 9. What is the appropriate leadership style that will improve employee performance in your Office?**
- 10. Which leadership style is practiced in your college?**
- 11. Which leadership style is has negative impact on employee/ organizational performance in the college?**
- 12. Do you think that, Leadership has an impact on the employees' performance? How?**
- 13. Any additional comments will be appreciated**

Appendix



Jawladda Deegaanka Soomaalida
Kuliyada Farsamada Xirfadaha
KalaDuwan Ee Jig-jiga



Somali Regional State
Jig-jiga Polytechnic College

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Summad/Ref. JPTC/3210/15372
Taariikh/Date 8/11/2015

To: FDRE Technical Vocational Training institution Addis Ababa

Subject: Issuing Confirmation

Student **Bashir Hashim Fatah** is MA Candidate at FDRE Technical Vocational Training Institute, department of Leadership and Management. Currently, he is working on his research entitled “**the effect of leadership style on employee performance in the case of some selected TVET Colleges in Jigjiga Cluster Colleges of Somali regional state**”. He has requested to our college letter confirmation that shows he is collecting data for his thesis work. Accordingly, he has collected data from our college by setting research instruments, I am sure that the data gathered will help to analyze, interpret, and set findings of the research.



With best regards

Nasri Axmed Jamac
Nasri Axmed Jamac
Maareeyaha Kuliyada

HORUMARINTA XIRFADUHU WAA DHIMISTA SABOOLNIMADA

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