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TECHNICAL AND VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

**ASSESSMENT ON THE EFFECTIVENESS OF LEADERSHIP
STYLE OF DEANS IN SHAMBU POLYTECHNIC COLLEGE,
OROMIA REGIONAL STATE**

BY: UNETU FIKADU TEGEGN

AUGUST, 2024

ADDIS ABABA, ETHIOPIA

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A Thesis Submitted to the Department of TVET Leadership and
Management in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in TVET Leadership and Management

ADVISOR: ADANE ABEJE (PhD)

AUGUST, 2024
ADDIS ABABA, ETHIOPIA

DECLARATION

I, Unetu Fikadu Tegegn, student of TECHNICAL AND VOCATIONAL TRAINING INSTITUTE hereby declare that the thesis in the title, “**assessment on the effectiveness of leadership style of deans in Shambu polytechnic college, Oromia regional state**”, is my original work prepared under the guidance of **Adane Abeje** (PhD). All sources that have been referred to and quoted have been duly indicated and acknowledged with complete references. I further settle that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

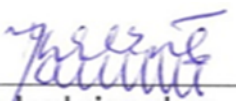
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EXAMINATION BOARD APPROVAL

This is to certify that the Thesis prepared by UNETU FIKADU TELEGN entitled “ASSESSMENT ON THE EFFECTIVENESS OF LEADERSHIP STYLE OF DEANS IN SHAMBU POLYTECHNIC COLLEGE, OROMIA REGIONAL STATE” Submitted in partial fulfillment for the Degree of Master of Arts in TVET Leadership and Management complies with the regulations of the Institute and meets the accepted standards with respect to the originality and quality

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LIST OF ABBREVIATION AND ACRONYMS

AU: African Union

COC: Centre of Competence

CSA: Central Statistics Authority

ECBP: Engineering Capacity Building Program

ESA: Ethiopian Science Academy

ESDP: Education sector development

FDRE: Federal Democratic Republic of Ethiopia

FRL: Full range leadership

FRLM: Full range leadership model

GTP: Growth and transformation plan

HRD: Human resource development

ILO: International Labor Organization

LMX: Leader Member Exchange Theory

LPC: Least preferred co-worker

MDGs: Millennium Development Goals

MOE: Ministry of Education

MOFED: Ministry of Finance and Economic Development

MLQ: Multifactor Leadership Questionnaire

NICHE: Netherlands Initiative for Capacity Development in Higher Education

SDC: Skill Development Canfers

TGE: Transitional Government of Ethiopia

TVET: Technical and Vocational Education and Training

UNESCO: United Nations Educational, Scientific and Cultural Organization

UN: United Nations

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Abstract

The main purpose of the study was assessment on the effectiveness of leadership styles of Deans in Shambu poly technic College, Oromia regional State. The study employs mixed research approaches method. Data will be mainly collected using questionnaires and semi-structured interview guides. Participant of the study will be trainers, trainees, vice deans, administrative staff of College, zonal and town Job creation and skill bureau head. The study will be conducted on forty trainers, two hundred thirty nine trainees, three vice deans, twelve administrative staff of College, one town Job creation and skill bureau heads and one zonal Job creation and skill bureau heads using the MLQ 5x short form questionnaire, which is a standardized questionnaire of high repute. A total of two hundred ninety four members from the One thousand one hundred fifteen populations participated in the study. The researcher used Stratified simple random sampling and purposive sampling techniques. Administrative staff of College, trainers and trainees will be selected using a stratified sampling technique. Vice deans, town and zonal Job creation and skill bureau head will be selected using a purposive sampling method. The findings indicated that the transformational and transactional leadership styles were observed far more frequently than the laissez-faire style. Perceptions regarding the effectiveness of deans, trainers and administration' job satisfaction and teachers' and administration willingness to make an extra effort were positively and statistically significantly influenced by the presence of both the transformational and the transactional leadership styles and to a slight extent, influenced negatively by the interaction effect of the two styles. Qualitative findings mostly corroborated the quantitative findings. Conclusions the results therefore indicate that the leadership-style-status of Shambu poly technic College deans mostly favored the transformational style, followed by the transactional style and rarely the laissez-faire style. With regard to dominance, presents a summary of perceived dominance of deans' leadership styles. Results indicated that: The transformational style was observed to be dominant in deans by all respondents as compared to the transactional and laissez-faire leadership styles perceived to be dominant by respectively of all respondents non-dominance indicated for these two styles. So that the transformation leadership style was perceived to be the dominant leadership style of deans at the Shambu Poly Technic colleges. Recommendations emanating from the research among others include: Leadership training chances for TVET deans should be programmed. TVET colleges should have access to resources (materials, financial, and human) so they can cultivate the kinds of leaders they want in their institutions, the leadership styles of applicants at that level should be evaluated as part of the selection process for new TVET deans, if the dean leads with a transformational orientation, a staff-dean-team approach will be fruitful.

Key words: *Effectiveness, Leadership Styles, Shambu Polytechnic College, TVET*

CHAPTER ONE

INTRODUCTION

This thesis work reveals study is to assess the effectiveness of leadership styles of Deans in Shambu poly technic colleges. The first chapter of this study contains background of the study, statement of the problem, research questions and objectives of the study, significance of the research, delimitation/scope of the study, organization of the study, and definition of key terms.

1.1 Back ground of the study

Leadership has been a central issue discussed by a number of scholars. The term leadership has been defined differently by various researchers (Leskiw& Singh, 2007:449; Bass, 2008:11; Stogdill, 1974:259). Since so many different perspectives have existed regarding organizational leadership, Daft (2005:7) points out it appears that "there are many opposing ideas that exist" side-by-side connected with this concept. Hannum (2004:16) points out that different organization have conducted scholastic studies on leadership. However, not enough research was carried out on leadership in educational institutions before the nineties in the previous century, Marcy & Mumford (2010:3).

In a highly computerized world in which technological advancements have driven the development of dynamic work environments, there is a need for dynamic and visionary leaders who possess leadership skills and are capable of meeting the challenges and opportunities that exist in the modern workplace that is intent on promoting the change necessary for developing and maintaining the competitive edge (Burke, Stagl, Klein, Goodwin, Salas, Halpin & Winer, 2006: 302). If this is true for leadership in general, then it is even more critical that leaders of the highest caliber are identified, developed, and sharpened within educational institutions. Therefore, a crop of leaders need to be prepared for work in the field of education in general and Technical and Vocational Education and Training (TVET) colleges in particular.

To meet this challenge, Cascio (1995: 930), (Barnes, Christensen & Stillman, 2013:1567) suggests that "more often today's interacted, interdependent, culturally diverse organization requires Full Range Leadership FRL." This need for outstanding leadership has been further

reinforced by Avolio and Bass (1991:16) who in their research identified three leadership styles, namely: transformational, transactional, and laissez-faire. They state that these three leadership styles can be used to identify the predictive roles of this range of leader attributes as well as the three outcomes of leadership, namely: extra effort, effectiveness and satisfaction. The FRL is regarded as a contemporary model that has the potential to explain leadership and its multidimensional nature and to measure behaviors' empirically that can be used to predict leadership outcomes Antonakis, Avolio & Sivasubramaniam, 2003:261; Avolio, 2010:50).

According to Dew (1995:52) and Northouse (2012:181), leaders make an attempt to lift up motivation and morale when a transformational leadership style is put into effect. Similarly, Curtin (2004:75) and Conger and Kanungo (1990:478) propose that organizations require leadership that stimulates leaders and followers as a result of which observable change can come to the front. Additionally, Bass and Avolio (1997:131) assert that the concept of 'transformational leadership' includes five key factors which are the following: "idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation, and individual consideration." The suggestions of transformational leadership have been tried and tested by many empirical studies within various institutional conditions (Podsakoff, MacKenzie, Ahearne&Bommer, 1995:463; Yammarino& Bass, 1990:168; Dulin, 2008:47).

For Avolio (2010:49), college deans should use the transformational leadership style to be the most successful. The findings of (Morgenson, DeRue and Karam, 2009:11), and Ross and Offer man (1991:28) have suggested that it is advantageous for organizations if they are led by compassionate, more nurturing leaders. In his work, Nahavandi (2003:147) has tried to describe the characteristics of transformational leaders as follows: they work hard to promote self-reliance and optimism about goals and followers' ability, provide a bright vision, initiate innovation through empowerment and rewards for followers, inspire high expectations by creating conducive environment and, finally, form and strengthen personal relationships with followers. For Nahavandi, these five characteristics of transformational leaders are of vital importance and the absence of one of these characteristics would make such a leader either ineffective or less effective in terms of his/her leadership.

According to Avolio and Bass (2004:1) & Bass (2008:16), one cannot think of the transformational leadership style without including in it the other two leadership styles, namely

transactional and laissez-faire. These scholars are of the opinion that in the transactional leadership style both leaders and followers play an important role in the choice of a goal and working together for its final achievement. They have also identified two key factors for transactional leadership, namely contingent reward and management-by-exception active.

In addition, Bass and Avolio (2004:7) have classified two factors of passive/avoidance/absence of leadership, that is, management-by-exception passive and laissez-faire. Management-by-exception passive occurs when a leader waits passively for mistakes to happen and intervenes only if standards are not fully attained. On the other hand, Northouse (2012:179) has stated that a laissez-faire leader allows followers to work by themselves without getting instruction or guidance from their leader. Moreover, he further says that such a leader either refrains himself/herself from interfering or lacks active participation in the activities of followers. He may even go to the extent of resigning his/her responsibility as a result of which a line of departure between the leader and the followers may be observed. From the work of Northouse, one can conclude that laissez-faire leaders are the most ineffective in their leadership; as such, their leadership can cause unexpected harm to their organization. Besides, Bass (1996:157) states that a lack of competence and ineffectiveness are the basic nature of laissez faire leadership; being so, it is negatively related to the factors of transformational leadership.

The above three leadership styles, namely: transformational, transactional and laissez- faire leadership respectively, are important for the topic under study. This research examines the perceived leadership effectiveness of Technical and Vocational Education and Training (TVET) deans using the FRL to analyses the leadership provided by deans using trainers, trainees, administrations and the deans themselves as respondents in Shambu Poly technic college, Oromia regional state. Dhar and Mishra (2001:254) propose that the attitude of followers is an important factor for a leader to be effective or not. Similarly, Hooijberg and Choi (2000:349) suggest that perceived leadership effectiveness is related to leaders' success in organizations, their performance, and their ability to be role models.

(Baker, Early and Weindling 1994:5) and Eddy (2010: 28-29) emphasize that deans of TVET colleges must possess effective leadership abilities and skills to be successful in their leadership of higher educational institutions. Therefore, for these researchers, effective administrative abilities and management skills are the core points for successful leadership by college deans.

For Cohen and Brawer (1996:349; 2003:3), college deans were seen to be the most accountable for the development and upholding of their institutions before the 1960s. During the 1970s, college deans began to play the role of a manager as the result of which they have concentrated on cost-effectiveness and output; this was done in order to withstand the financial challenges of the time. In the 2000s, TVET college deans faced a shortage of resources, but it was a period of increasing enrolment as a result of which many other challenges followed. (Corrigan, Diwan, Campion and Rashid 2002:103) have reported that deans of various types of organizations are confronting obstacles, particularly in the spheres of working together with staff and management bodies of their institutions. TVET colleges in Ethiopia have experienced considerable growth and have also undergone changes in many areas.

The World Bank (2015a:14) has emphasized that effective leadership is vital, particularly for organizations which lack adequate financial resources. The bank has further stated that without adequate financial resources, such organizations can hardly become competent and feasible in the future. Almost all of the government TVET colleges in Ethiopia have modest financial endowments and inadequate budgets allocated by the government and also receive no financial and material assistance from former graduate students.

The World Bank (2015b:14) strongly emphasizes the importance of good personalities and keen intellects with regard to TVET deans for effective leadership. In addition, effective deans must be adept at planning, fundraising and budgeting. It adds that they should also possess a strong set of leadership skills to maintain current enrolment levels, to train middle- level human resources and transfer the required technologies. In this way, deans could contribute to poverty reduction and sustainable development and should be fully committed to Ethiopia's vision to become a middle- income country by the year 2025. It will take effective leadership of TVET college deans to lead colleges to become and remain fiscally sound, ensure a sustainable system of financing, provide for income generating schemes and cost sharing by users, provide for quality academic programs promote the effective utilization of training machines and equipment Shaorshadze & Krishnan (2013:14). Furthermore, the quantitative expansion of TVET has been underpinned by ideological and economic rationales although it has registered limited progress in addressing issues related to the Centre of Competence (COC), largely due to the countertrend of financial impediments Tesfaye (2011:422).

Leadership effectiveness or ineffectiveness depends on how the members of an organization perceive the various dimensions with respect to the task being done, as well as relationship related behavior. However, members may perceive leadership positively or negatively Rehman (2009:116). Therefore, the aim of this study is to assess the effectiveness of leadership styles of Deans in Shambu poly technic colleges, Oromia regional state.

Finally Shambu Polytechnic College, located in the Oromia regional state in Horo Guduru Wollega Zone, Shambu town, is structurally overseen by the Oromia TVET Bureau and has a total land area of 5972 square meters and 11 building structures. Based on the national objective, the Shambu Polytechnic College was established in 1994 E. C. It began operations with eight trainers and fifteen supportive staff to certify trainees who completed grade 12 in 10+1 and 10+2 in various occupations, including garment, accounting, purchasing, secretarial science, and office management, with a total of 98 trainees, of which 44 male and 54 female. Currently, it is receiving and training trainees in 6 departments, with a total of 1054 trainees, 45 trainers, and 12 administrative staff.

1.2 Statement of the problem

The TVET sector has particular significance for the reduction of poverty and for the promotion of gender equity because it stresses certain dimensions such as opportunities, skills, human resources development and empowerment. However, in Ethiopia, the Ministry of Finance and Economic Development (MOFED) has introduced an emphasis on developing TVET skills only since the turn of the 21st century. As a result, the MOE has required TVET practitioners not only to link up their knowledge and skills with the past in order to understand the present situation, but also to prompt them to look beyond the present to cope with this dynamic world, MOFED (2006:120).

When one reflects on research into effective education, it becomes evident that the leadership of the dean is especially important for effective colleges (Mumford, Friedrich, Caughron & Byrne, 2007:524; Dubrin, 2007:11; Ilies, Judge & Wagner, 2006:13). The role of the dean is critical for college excellence (Avolio, Reichard, Hannah, Walumbwa & Chan, 2009:768; Hallinger & Murphy, 1987:54-61). However, what is implemented in the Oromia region government TVET colleges especially in Shambu Poly Technic colleges does not confirm this idea. According to

the researcher, deans are simply assigned to such colleges on the basis of political affiliation rather than on the basis of formal leadership training, experience, merit and competition among staff members for the post. No assessment of leadership styles of the deans was carried out before assigning them to these institutions (Oromia Job creation and skill Bureau, 2023:5).

Most of the deans came from other field of study for example, from Textile and Garment, Electricity and Construction department due to this reason, they did not practice the leadership styles effectively and efficiently so that most of the trainers and the trainees did not motivate in the teaching learning process. (Oromia Job creation and skill Bureau annual report, 2023:6)

Many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Furthermore, substantial resource wastages occurred as a result of underutilization of manpower and substantial resource wastages occurred as a result of underutilization of equipment in public TVET institutions, these are some indications that TVET lacks effectiveness and efficiency. MOE (2008).

Leadership scholars have publicized that as leaders cooperate with their followers, the perception of followers as well as organizational outcomes is positively affected by their leadership Shurbagi (2014:102). Much has been written about the relationship between leadership styles and their outcomes (Podsakoff, Todor, Grover & Huber, 1984:56; Hur, Van den Berg & Wilderom, 2011:601). Thus, it is important to ask the following question: Does a TVET college dean's leadership style lead to job satisfaction, extra effort and effectiveness of the trainers and trainees he/she leads? Through evaluating the perceived leadership styles of government TVET college deans and the factors associated with job satisfaction, extra effort, and effectiveness, this research seeks to contribute to the professional growth of leadership at TVET colleges in particular and educational organizations in general.

Hence, it was important to find out which leadership styles the deans apply and whether these styles benefit the organization or not. Consequently, this study posed the following main research questions that guide this specific study:

1.3 Basic research questions

The following research questions are formulated *to investigate assessment on the effectiveness of leadership styles of Deans* in Shambu Polytechnic College.

- What are the most dominant leadership styles (transformational, transactional, and laissez- faire) practiced by the deans of Shambu Poly Technic College?
- What is the relationship between the transformational, transactional and laissez-faire Leadership styles?
- To what extent are perceptions of the effectiveness of deans influenced by the leadership style (transformational, transactional and laissez-faire) deans are perceived to exhibit?
- To what extent are perceptions of the job satisfaction of trainers /administrative workers influenced by the leadership style/s (transformational, transactional and laissez-faire) deans are perceived to exhibit?
- To what extent are perceptions of the performance trainers /administrative workers influenced by the leadership style/s (transformational, transactional and laissez- faire) deans are perceived to exhibit?

1.4 Objectives of the study

1.4.1 General objective of the study

The general objective of this study is to assess the effectiveness of the leadership styles Deans in Shambu Poly Technic College, Oromia regional state.

1.4.2 Specific objectives of the study

The following are specific objectives to answer the basic research questions of the study.

- Identify the dominant leadership styles that are practiced in the TVET colleges.
- Examine the relationships among the three leadership styles
- Determine the predictors of the effectiveness pertaining to the perceived deans' leadership styles.
- Verify the predictors of job satisfaction pertaining to the perceived deans'
- Determine the predictors of the performance pertaining to the perceived deans' leadership styles

1.5 Significance of the study

The findings of this study will be useful for the deans, vice deans and other educational leaders determining how leadership style affects the success of the TVET colleges. Moreover, it can determine whether or not transformational, transactional, and laissez-faire leadership or an incorporation of these three leadership styles has a positive impact on TVET staff satisfaction. Hopefully, the lessons learned from this study can provide insight that will be useful for educational leaders, policy makers and other researchers in Ethiopia on the theme of the research.

The outcomes of this academic research may give deans a chance to look for better leadership styles to employ. The results of this study may extend the body of knowledge regarding leadership in TVET colleges, specifically with regards to Oromia; thereby making a contribution on a theoretical level about the application of the FRL model. Hence, there is also the expectation that it may contribute to leadership training and development programs for educational leaders at different levels. In addition, the findings can provide extra empirical data about the impact of the deans' leadership styles in their colleges.

1.6 Scope/delimitation of the study

In order to accomplish the study successfully in terms of the area to be covered and the resources required to conduct the research, delimitation is mandatory. The study will be delimited to Shambu Polytechnic College, due to time and budget constraints and the study delimited only the three leadership styles (transformational, transactional and laissez-faire).

The study was geographically restricted to the Shambu Polytechnic College in the Horo Guduru Wollega zone of Oromia. Given these circumstances, the researcher has chosen to carry out the study at Shambu Polytechnic College, the largest college in the area, for a number of reasons. As a result, the student researcher thought that Shambu Polytechnic College has adequate knowledge of the procedures and difficulties involved in providing training. Second, compared to other training areas in the zone, there are more trainer, supportive staff member and trainees overall and a greater variety of training fields.

Also methodologically, both quantitative and qualitative (Mixed) research approach with concurrently triangulation research design were analyzed using both descriptive statistics and

inferential statistics while qualitative data were analyzed and presented in the form of narratives and direct quotations was used to get organized and adequate information to the study.

1.6.1 Limitation of the study

The inclusion of more TVET colleges in this study for more effective evaluation of TVET deans' leadership styles in Oromia regional state has not possible because of both the inadequate financial resources and time. Consequently, only Shambu poly technic college is selected. An additional drawback was the shortage of literature related to Ethiopian leadership styles. Most of the accessible literary works are from western countries which are difficult to use in the Ethiopian context. While this point to a research gap in the literature; it also justify the importance of this research. This, however, limits the researcher's understanding of leadership in the Ethiopian cultural context.

Furthermore, a lack of empirical data from the college, the inaccessibility of town and zone job creation and skill bureau heads by the time the researcher wished to conduct a questionnaire and an absence of availability of some college staffs were the main restrictions. Structured interview question in addition, some participants did not understand the terminologies used in the study area due to being unfamiliar with the field of study. However, the researcher collected data with great commitment by arranging a convenient time with the respondents to conduct the interview and to distribute the questionnaires. A pilot test was conducted, and unclear terminologies were translated into understandable words to make them clear to respondents to overcome the limitation and conduct an effective study.

1.7 Organizational of the study

This study contains five chapters. Chapter One includes the introduction of the study, the statement of the problem, the significance of the study, the delimitation of the study, and the definition of the key terms. Chapter Two deals with review of the related literature, which mainly addressed theoretical literature review, empirical literature and conceptual framework. Chapter Three contains the research methods and design. Chapter Four will discuss the presentation, analysis and interpretation and findings of the study. Chapter Five comprises summary of major findings of the study, conclusion and recommendation of the study. Finally, references and important annexes were attached.

1.8 Operational definition of key terms

TVET: the provision of technical and vocational and training in any occupation based on the country's learning and training policy, which is below higher education level through formal or non-formal means of training ,education as well as process of assessing occupational competence that has been acquired through non-formal means (ATVET proclamation 49/2016)

Training is defined as the systematic development of a person's knowledge, attitude, and skills required to perform adequately a job or task whose demands can be reasonably well identified in advance (MoE, 2006a).

Assessment is the process of collecting evidence and making judgments on whether competency has been attained (MoE, 2008a)

Trainer- According to MoE (2008) a TVET trainer is an instructor, facilitator, or supervisor who is qualified to facilitate specific occupations.

TVET College: an organization that set up legally accredited in which TVET training program is provided. MoE (2010:7)

Trainees: a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills are referred to as trainees (MoE, 2006)

Dean: This refers to a sitting dean who holds the position by virtue of appointment by the Addis Ababa TVET Board of Education (Addis Abeba Negaret Gazeta, 2004:3; Jackson, 2004:41).

Leadership: This entails the process whereby an individual influences a group to achieve a common goal. Specifically, leadership is a process, involves exercising influence, occurs in a group context, and involves attaining goals. Northouse (2012:3).

Leadership effectiveness: Effectiveness concerns judgments about a leader's impact on an organization in terms of the profitability of a business unit, the provision of quality of education, the market share gained, or the win-loss record of a team. Hogan (1994: 9).

Leadership style: is the style followed by TVET deans with regard to transformational, transactional and laissez-faire styles, and its components are described in FRL. It is measured by the MLQ which is a standardized instrument Avolio& Bass (2004:13).

Laissez-faire leadership: this type of leader avoids getting involved in both the decision-making process and the arising of important issues Avolio & Bass (2004:7).

The outcome of leadership: refers to transformational and transactional leadership that are both related to the success of the group. Success is measured with the MLQ in terms of how often raters perceive their leader to be motivating, Bass & Avolio (2005:7).

Perceived dean effectiveness: is closely associated with the situation in which more than expected effort is exerted by followers as a result of effective dean leadership Bass & Avolio (1997:213).

Satisfaction: reflects to what extent both the leader and followers are satisfied. The leader becomes satisfied with the work outcomes of his/her followers and the followers also become satisfied with the leadership of their leader Bass & Avolio (1997:213).

Transformational leadership: refers to leaders who have a strong set of internal values and ideals. They are found to be effective motivating followers in order to make them act in a far better way for the well-being of their organization rather than concentrating on their self-interest's. Kuhnert (1994:181).

Transactional leadership: refers to leaders who exchange things of value with followers to advance both their own agenda and that of their followers Kuhnert (1994:13).

Technical and vocational education and training (TVET): refers to all types and levels of educational processes in addition to general knowledge. UNESCO (2002:15).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Introduction

This chapter presented a review of the Concept of leadership the Second approach discusses the new leadership approach beginning from the 1980s. The new leadership views a leader as the individual who creates meaning and also makes sense of events. Furthermore, leadership and culture were also discussed in this chapter. It explained the idea that organizational culture can/may stimulate a leader's behavior to influence his/her followers in a positive way. Lastly, leadership in Africa and Ethiopia were discussed.

2.1 Concept of Leadership

Various authors have defined the terms "management" and "leadership" in different ways. For example, Goddard Tim (1997) described leadership as the process of collaborating with a group of people to accomplish shared objectives. According to some academics, leadership can be defined as the activity of directing an organized group's actions toward the accomplishment of objectives Rauch Behling (1984, P. 46).

Leadership is the ability to influence and persuade others, is a primary characteristic leader that sets them apart from managers, who achieve results by directing the work of others. Leaders inspire and motivate others to action. Leaders rely more on their cognitive and human relations skills to attain their objectives than on their authority to tell others what to do. Leaders have "mature wisdom," according to Gardner (1990), which allows them to provide clear direction and purpose to their followers; know the needs, concerns, and expectations of their followers; and develop a "social compact" with their followers.

Another element of the definition focuses on the accomplishment of goals effective leader may have to deal with individual, group and organization goals. Leader effectiveness typically is considered in terms of the degree of accomplishment of one or a combination of these goals, Ivonceuich(1990: 387). Changes in organization history and society result from effort of a relatively few superior individuals. These individuals may dedicate their lives to a certain mission they may desire power and influence over others or they may possess boundless energy and will power to accomplish certain values which to them have supreme significance. In the

opinion of an expert, the real important attribute motivation and the one which characterizes outstanding leaders are a strong drive for achievement motivation comes from many sources as a person's ideology, background, value and belief characteristically, the person with the drive for achievement takes responsibility for finding the answers to problems, willingly strives for moderate goals and wants to know how well he is doing.

2.2 Approaches of leadership

Up to a certain point, the methods previously covered offer insight into a comprehension of leadership and leadership efficacy Hoy & Miskel (2001: 46) & Bass & Riggio (2006:116). However, they fail to provide leadership and its efficacy with a legitimate purpose. According to them, a leader's capacity to act appropriately in a given circumstance determines how effective their leadership is. As a result, numerous distinct theoretical frameworks for the study of leadership have been proposed since the 1970s.

New approaches to the study of leadership from the 1980s to the present are incorporated into the new leadership approach (Bryman 1996:278;Heifetz &Linsky, 2002:71). This category of new leadership approach includes in it: leader-member exchange theory - LMX Liden & Mitchell (1988), servant leadership theory Autry (2001), charismatic leadership theory House (1977), full range leadership theory Burns (1978) & Bass (1985), emotional intelligence theory Goleman (1995). The new leadership theories attempt to explain how leaders could accomplish brilliant results in organizations House & Aditya (1997:94). The FRL theory in particular will be discussed in more detail in order to provide a specific leadership theoretical framework for this study.

2.3 Leader – member exchange (LMX)

(Matrangelo, Eddy and Lorenzet, 2004:439) state that LMX theory focuses on the value of intimate relationships between leaders and followers. They add that this intimate relationship is the distinguishing feature of this theory. Besides, the researchers of this theory have looked into the characteristics of leaders and followers as well as their interactions. The scholarly written works of this theory indicate that the existence of positive relationships between leaders and followers may/can have many positive outcomes for organizational performance. Studies have again revealed that there is a positive and significant correlation between intimate relationship

and effectiveness House & Aditya (1997:49). Furthermore, research reports that this theory is negatively related to staff attrition and attrition intentions.

Yukl (2010:217). In their explanation of how LMX theory works, Liden and Mitchell (1988:581) have stated that it entails a number of questioning steps between leaders and followers in which the parties check one another's response with regard to seeing whether or not an intimate relationship can be formed. They continue that if the response reaction changes, the behavior is positive and the initiating party is satisfied with the response, then individuals can continue to influence each other's behavior. On the other hand, they say that if there is either no response or if the response is a negative one, then it becomes highly probable for the relationship between the two to be low (Hughes et al., 2006:26).

Furthermore, (Uhl-Bien, Marion and McKelvey, 2007:299) state that the LMX theory describes the process of role-making contrary to role-taking. In role-making, the partners produce relationships based on trust, respect and responsibility to perform better than the requirements of the job. In contrast, role-taking is the fulfillment of the work contract without involving extra effort.

Burns (1978: 12) examined the literature on traits, contextual forces and the LMX theory and then introduced the transformational and transactional approach to leadership. Transformational leadership explains the obvious relationship that exists between the leaders and followers. On the other hand, transactional leadership concentrates on rewarding workers (Barnes, Christensen & Stillman, 2013:567).

2.4 Servant Leadership

Buchanan (2007:35) espouses the view that a servant leader should serve first. In addition, Greenleaf (1997:27) states that the underlying basis of servant leadership is serving others. first, which helps and enables the servant leader to judge the maturity of subordinates. In contrast with transformational leaders, servant leaders do not seek power, fame and self-interest. Servant leadership affects employees and the community in apposite manner when pursuing long-term Profits. Therefore, a servant leader focuses on the accomplishment of work and its final success.

All the descriptions given above clearly indicate the virtues of servant leadership. Critics strongly believe that efficiency can hardly be promoted by servant leadership. They forward the idea that non-profit making organizations (for example, education and health) are the best examples where servant leadership is put into effect. Besides and Covey (2006:5) in his study of servant leadership has asserted that this leadership is too emotional. He confirms his assertion by stating that this leadership is opposed to the required model of assertiveness in profit making organizations.

However, because there are situations in which it may not apply, servant leadership must not be seen as the only solution. As the question of genuineness is relevant, leaders must support personal values and the servant attitude Joseph & Winston (2005:8). In addition, Joseph and Winston (2003: 8) feel that the servant leader must have trustworthy followers. He/she has to try to take corrective action to ensure trustworthiness. Similarly, (Russell, Robert, Stone and Gregory, 2002:146) assert that ordinary people can become servant leaders. For these researchers, one of the positive aspects of servant leadership is that it is not necessary for a person to possess extraordinary charisma to become a servant leader.

A leader's ability to show visible appreciation, consideration and care for followers is regarded as a valuable attribute of servant leaders (Hur, Van den Berg & Wilderom, 2011:593). According to Greenleaf (1997:27), the servant leadership style is thought to value integrity and competence to foster interpersonal trust. In addition to this, (Smith et al. 2009:48) describe servant leadership as focused on individual growth and development as important goals.

2.5 Charismatic Leadership

The original dogmatic meaning of the word "charisma" was stated first in Weber's theory in the 19th century. His meaning of the term "charisma" was also confirmed by the work of Conger and Kanungo (1994:441) with more emphasis on vision and the use of innovative leader actions. A few basic differences are observed between the leader behavior of charismatic theory and that of the transformational leader. The first difference is their different perspectives on the concept of leadership. Transformational leadership changes followers by elevating their needs and motives. It does this to emphasize the follower outcomes. The instruments used to measure transformational leadership are those used to measure charismatic leadership and those

measuring attributed charisma. It also gives recognition to the attribute components of charismatic leadership (Avolio, Bass & Jung, 1999:447).

The second difference is that charismatic leaders are optimistic in their vision. They are influenced by the virtue of their beliefs and as such, are willing to take personal risks. They consider themselves to be agents of radical change. Sensitivity to the needs of followers is observed in such leaders. Such leaders have the desire to exert an influence on others. They are strongly and emotionally expressive. A charismatic leader makes an effort to communicate his/her vision in connection with the outcome of followers' efforts. This motivates followers and creates enthusiasm as well as excitement and commitment to group objectives. The leader inspires trust and confidence, acceptance and obedience as a result of which followers become emotionally involved. Such a leader is considered by his/her followers to be an ideal one (Klein & House, 1995:189; Campbell, Ward, Sonnenfeld & Agle, 2008:562; Bligh & Schyns, 2007:360). Charismatic leaders are considered to have an extraordinary gift and are assumed to play the role of a rescuer in a time of crisis.

In terms of the FRL theory, charisma and inspirational motivation are regarded as distinct and essential components of transformational leadership styles (Carless, Wearing & Mann, and 2000: 389). Transformational leaders possess the components of charismatic leadership, and this quality forces followers to consider them as honest, competent and worthy of respect. This again helps such a leader encourage subordinates to achieve higher levels of motivation and performance, which results in followers making a vigorous effort towards reaching organizational goals. So far the models and theories that preceded the FRL historically have been discussed in this chapter indicating the strengths and weaknesses and the contribution of the theories leading up to the FRL model. Thereby the researcher's choice of the FRL model for the empirical research is contextualized. The researcher mostly used the ideas of other researchers to provide perspective on the relevance, strengths and weaknesses of the various theories and models discussed so far. The next discussion deals with FRL that is used in the empirical research of this study. The more extensive exposition of the FRL model will make clear why the researcher prefers to use this model for the empirical research.

2.6 Full range leadership

Leadership has been defined by many authors such as (Hogan, 1994:15; Hinkin and Schriesheim, 2009:507; Zhu, Avolio and Walumbwa, 2009:598). Morris (2014:1) defines leaders as people who are capable of convincing other people to set aside their individual concerns for a period and pursue a common goal which is important for the responsibilities and the welfare of the group. In addition to this, Canella and Monroe (1997:232) point out that many theories have been developed over the years that show what kinds of leaders were considered to be successful. Some have already been discussed in this chapter.

A major shift in the research under discussion was carried out by the political historian James Burns (Chemers, 2000:31). Burns (1978:20) has distinguished between transactional and transformational leaders. He argues that transactional leadership relationships between leaders and followers should be based on mutually beneficial transactions. On the other hand, followers were encouraged to rise above their personal interests by transformational leaders' relationships and were then able to transform themselves as agents of collective change. Avolio and Bass (2004:13) note that the FRL comprises leadership dimensions that are highly transformational at one end to highly avoidant at the other end. This theory consists of three types of leadership styles namely: transformational, transactional and laissez-faire.

(Day, Zaccaro and Halpin, 2004:28) state that transformational leadership is aimed at motivating others to achieve more than expected. This style of leadership expects better performance from workers. Based on Burn's theory, Bass (1985:21) has developed the theory of high-impact leadership. Therefore, transformational leadership concentrates on motivating others for successful achievement. It is to be noted here that successful achievement is given high significance under this leadership style.

Moreover, Bass (1990:23) expresses the view that transformational leadership exist on a range with transactional leadership. Here, the range within which the two leadership styles exist represents the FRL. It was in 1991 that Avolio and Bass introduced the FRL theory Avolio& Bass (1991:75). For them one of the main aims of FRL is its focus on building leaders with a high moral character. The central aim of FRL is to develop oneself at an efficient level to develop others. This theory states that leaders begin to spend more time in promoting the

development of others as they mature and gain moral perspective. It is this basic principle that places transformational leadership at the highest end of the continuum of the FRL. The FRL moves from the lowest end; which is characterized by laissez-faire or no leadership style Judge & Bono (2000:754)

In order to make this study relevant, the study of the full-range leadership model is extremely important for making a contribution in terms of today's leadership development (Barnes, 2013: 1569; Morris, 2014:3; Otley, 1995: 406). Inspired by Burn's work (1978), Bass and Avolio investigated the two leadership styles,

Namely transformational and transactional. At the end of their investigation in 1985, they concluded that the two styles were complementary and important in organizations Barnes(2013:1567). Direct transformational leaders motivate, influence and consider their subordinates. On the other hand, direct transactional leaders structure and facilitate tasks clearly and provide a shorter way to achieve goals. They either reward or punish their workers on the basis of their achievements Avolio (2010:49). In any case, the transformational leadership style cannot be successful without the Transactional leadership style. Therefore, a good balance between the two leadership styles is very important for the success of an institution Avolio(2010:50). To be effective, a leader should follow both leadership styles based on contextual conditions.

Accordingly, (Bennis and Nanus, 1997:17; Morris, 2014:5) state that effective leadership can change organizations from present to future situations, bring visions of possible opportunities, and instill commitment in employees to bring about new cultures and strategies that direct the energy and resources of followers. Leaders who lead others successfully often possess attributes associated with transformational leadership, especially during times of change or reform (Finch, Faulkner, &Gregson, 1993:52; Van Ebron& Burke, 1992:158). The combination of transformational, transactional and laissez-faire leadership styles and major leadership outcomes such as effectiveness, satisfaction and extra effort form a new leadership model (Avolio& Bass, 1995:209; Bass &Avolio, 1993:115).

In this chapter, the literature review has tried to identify wide ranges of leadership styles which correspond to specific organizational situations. Two leadership styles have been identified from

all those discussed. These are the transformational and transactional leadership styles which are believed to be the most common within the context of education. The effective characteristics of each style are clearly identified (Fisher, Tack & Wheeler, 1988:4; Tucker, Bass & Daniel, 1992:18).

Bass and Riggio (2006:15) established a hierarchy of FRL that comprises laissez-faire, transactional and transformational leadership styles. In comparison with the transformational leadership style, the transactional leadership style is a middle-level and relatively less acceptable one. On the other hand, transformational leadership which is the highest level of leadership is considered to be the most effective style. Laissez-faire leadership is normally considered to be the least effective style.

The FRL theory, developed by Bass and Avolio (Gill, 2010:51), assumes that every leader should try to exercise the three leadership styles (transformational, transactional and laissez-faire), but at different levels Avolio (2010:66). It is preferable for a leader to be more transformational than transactional, and to be a more transactional leader than a laissez-faire leader. The five I's (idealized influence, idealized behavior, intellectual stimulation, inspirational motivation and individual consideration) are clearly displayed in Chapter 1. The five I's are more effective than the contingent reward, but the latter is more effective than management-by-exception active.

The management-by-exception active style is more effective than the management-by-exception passive style, and management-by-exception passive is more effective than the laissez-faire style. An additional supposition in connection with this theory suggest that the transformational leadership style in combination with the most positive form of the transactional leadership style can make an organization successful. It also assumes that the laissez-faire leadership style should be minimized to be able to arrive at good outcomes (Avolio, 2010:66; Gill, 2010:51).

The transformational leadership style has a stronger impact on followers' motivation and performance than transactional leadership, or the laissez-faire leadership style, according to many studies Avolio (2010:69). Bass and his associates were interested in measuring the FRL Bass & Avolio (2005:4) and to this end, the original model has been revised since 1985 to clarify

and reflect the findings of the numerous studies up to 1995. (Bass & Avolio, 2005:4; Morris, 2014:3).

Bass and Avolio (1995:17) selected the MLQ (5X-short form) to measure leadership styles including the transformational, transactional and laissez-faire leadership styles. The MLQ (5X-short form) is the foremost instrument used to measure the FRL Bass & Avolio (1995:17). The researcher has chosen this instrument for its extreme comprehensiveness with regard to its validity and reliability. Besides, the MLQ (5X-short form) version adequately covers all leadership styles by taking into account transformational, transactional and laissez-faire leadership in conjunction with nine leadership factors (idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception active, management-by-exception passive and laissez-faire) and the three outcomes of leadership effectiveness, job satisfaction, and extra effort Muenjohn & Armstrong (2008:11)

2.7 Transformational Leadership

The transactional leadership style is task-oriented; while the transformational leadership style is considered to be people-oriented. The transformational leadership style is expected to bring about higher-order changes within organizations as the production of higher order changes is the nature of this leadership style Bass & Riggio (2006:6). One of the definitions of transformational leadership is that it motivates people (followers, colleagues, clients and supervisors) to perform better than intended, and this is said to be related to the genuineness of their leader Avolio & Bass (1998:394).

The characteristics of a transformational leadership style are: firstly, it is an idealized influence and behavior where followers have trust in the leader as the result of which they try to imitate him or her; secondly, it is inspirational by giving followers challenging tasks and an understanding of shared objectives; thirdly, it provides intellectual stimulation, and as such provides chances for intellectual growth. Lastly, it provides room for considering individuals where leaders direct others on an individual level recognizing the strengths and weaknesses of each follower (Organ, Podsakoff, MacKenzie & Scott, 2006:18).

The above paragraph refers to transformational leadership personality characteristics that (Van Eeden, Cilliers and Van Deventer, 2008:254) associate with the transformational leader. However, (Van Eeden et al. 2008:257) have also tried to confirm that the two leadership styles could be used in a situational manner. For example, some transactional leaders use the transformational style rarely, while on the other hand, transformational leaders use transactional techniques regularly. Consequently, categorizing a specific leader to be either transactional or transformational might be based on personality features rather than specific leadership techniques.

Transformational leadership has an impact on the relationship between leaders and followers. But this above statement does not stand true in the case of the relationship between transactional leaders and their followers. Organizational dedication levels were observed to be higher in groups led by transformational leaders in comparison with dedication existing in groups led by transactional leaders Bass & Riggio (2006:7). The transformational leadership style wins the loyalty and admiration of followers to their leader. This loyalty of workers with regard to their leaders again develops loyalty to the organization as a result of which the success of the organization becomes higher.

Contingent reinforcements for the performance of workers are provided by their leader in transactional leadership. However, this does not stand true for transformational leadership; hence transformational leadership cannot replace transactional leadership. These leadership styles are complementary with regard to each other, and increase their final outcomes (effort, satisfaction and effectiveness). Although they are separate entities, transformational and transactional leadership styles should not be seen as being opposite ends of the continuum. A leader can be both transformational and transactional. The two dimensions differ in terms of the kind of process by which subordinates are motivated by followers, and the goals set to be achieved. Better leaders are said to be both transformational and transactional (Lowe, Kroeck & Sivasubramaniam, 1996:387; Bass, 1990:21).

The motivation given to followers by transformational leaders inspires them to the extent of giving up their self-interest for the well-being of the group or organization Bass (1997: 130). Avolio and Bass (1991:11) use the phrase "moral uplifting" as one of the effects of this leadership style. Besides, for (Lowe et al., 1996:391), this leadership style is a mutual process

resulting in better motivation and morality for the leader and his/her followers. Transformational leadership can/may use one or more of the following five components discussed below for the achievement of superior results (Bass & Avolio, 2005:4; Stone, 1991:52).

Idealized attribute: This component expresses the way in which a leader behaves to become a role model for his/her followers as a result of which such a leader gains respect, admiration and trust from his/her followers Bass & Riggio (2006:7). The leader's behavior is characterized by the following variables: personal needs, risk sharing, and consistency, ethical and moral conduct. Such a leader uses his/her power only when needed. He/ she refrain from using power for his/her personal benefit as the result of which followers' moral development and self-esteem increase. This, again, results in the increased loyalty of his/her followers. Bass & Avolio (2005:4). It is to be noted at this juncture that idealized attribute is also part and parcel of charismatic leadership Gill (2010:53).

Idealized behavior: This refers to leaders who concentrate on talking about values and beliefs which are of vital importance. They also pay attention to the ethical consequences of decisions Bass & Avolio (2004: 8). For them, strong morals and the value-driven behavior of leaders as well as highly valued behaviors are important. For such leaders, examples of highly valued behaviors are dominance, consciousness, self-control, optimism and self-efficiency. They exhibit an inspiring vision and also take the moral consequences of their actions into account. Hence, they are role models and attempt to enthuse their teams Gill (2010:53).

Inspirational motivation: This refers to behavior that motivates and inspires followers. Team spirit on the part of followers is enhanced by the stimulation of their interest and confidence. This is achieved on the part of the leader by giving meaning to the work of followers. Here the leader is observed to be committed to the shared vision and to be communicating specific goals and expectations. Emotional appeal, vivid and persuasive images and other examples are used by the leader Bass & Riggio (2006:6).

Intellectual stimulation: Under intellectual stimulation, innovation and creativity are encouraged and this is done through questioning of assumptions, reframing of problems and using new approaches. The organization's opportunities, threats, strengths and weaknesses are articulated by such a leader. The involvement of followers in problem-solving is encouraged.

Mistakes committed either by the leaders or followers are not criticized in public. As the result of this, followers are encouraged to recognize problems and try to identify solutions of good quality (Sarros&Santora, 2001:246; Ahanger, 2009:357).

Individualized consideration: The nucleus of this component is the need for achievement and the improvement of the knowledge and experience of individual members of an organization. Here, the leader acts as a mentor and coach encouraging followers to maximize their potential. This is achieved by creating learning opportunities and a supportive environment, delegating tasks and giving other responsibilities. Here the acknowledgment and acceptance of individual differences and Needs are also observed. The personalization of interactions between leaders and followers as well as the encouragement of communication by the leaders are included in this component. This means that moving from transactional to transformational leadership depends upon the construct of individualized consideration. It involves such means as changing followers' motives to not only consider their self-interest but also the moral and ethical consequences of their actions (Beugre, Acar& Braun, 2006:55; Kirkbride, 2006:25).

Bass and Riggio (2006:11) contend that transformational leadership is a more superior style of leadership than transactional leadership because it could produce organizational growth and innovation in the long term; it could reduce organizational stress; and it could improve the commitment of the leaders to the organization. Some evidence has indicated that successful as well as insightful choices pertaining to a transactional or transformational leadership style is needed for successful organizational development. The two leadership styles represent specific features that can be used effectively in specific situations.

2.8 Transactional Leadership

Transactional leadership is a process of social exchange where the leaders clearly state what followers should do. Here, tasks should be completed successfully either to receive reward or avoid punishment. Successful accomplishment of a given task by workers satisfies the leaders' needs (Van Eedenet al., 2008:255). This indicates two key variables. First, transactional leadership is an exchange process. Secondly, workers exert themselves either to receive rewards or avoid punishment. The definition given above for this style of leadership matches with that of task orientation Blake &McCanse (1991:29). Transactional leadership is frequently positioned as

a less efficient one than transformational leadership although each one is complementary to the other Northouse (2012:11).

Furthermore, a transactional leadership style is a directive leadership style where leaders indicate the rules to be applied by their subordinates (Gill, 2010:51; Hytter, 2014:4). Such leaders do not use any form of consultative/ participative/ delegative leadership. Consequently, the transactional leadership style is often seen as poor and dictatorial leadership Gill (2010:51). However, according to Avolio (2010: 49), transformational leaders will not succeed without using a form of transactional leadership as expectations and goals need to be set and performance needs to be controlled. Besides, the goal of structuring for the achievement of tasks must be realized Bass & Avolio (2005:12). The two transactional factors are contingent reward and management-by-exception active. These are discussed in detail next.

2.9 Contingent Leadership

In their work, (Van Eeden et al., (2008:256) articulate that one of the core types of transactional leadership is the contingent reward in which workers are immediately rewarded for successfully accomplishing specific tasks given to them. To give an example of this in an industrial setting, a worker's annual raise or quarterly bonus may depend on production rate. This creates a direct correlation between performance by workers and the expected reward. In a school setting, this may be characterized by rewarding better academic achievement.

Contingent reward is linked with the expectancy theory of motivation. Both share the existence of conditions that allow individuals to make conscious preferences (Vroom, 1964:70; Schuler, 1975:684; Sims & Szilagyi, 1975:195). To be clearer, contingent reward states that if employees recognize the existence of a correlation between task performance, and rewards sufficient to satisfy the desired need of employees, employees will then be motivated to fulfill the demands of the leader (Vroom, 1964:72; Lawler, 1998:9). Valence (a sufficient reward is offered to motivate followers), expectancy (employees believe that they can do what is required) and instrumentality (followers expect that managers will provide the promised reward if they deliver) are part and parcel of the beliefs of this component (Vroom, 1964:7; Bass, 1990:48; Burns, 1978:18; Sims & Manz, 1996:63). The elements mentioned above are essential for employees to ensure the success of contingent rewards. In the absence of these, employees may not be motivated to finish

tasks in spite of rewards promised to them. To sum up, the contingent reward is a basic element of transactional leadership behavior Muenjohn& Armstrong (2008:8). Here, the leader promises to deliver rewards when the follower reaches predefined goals.

2.10 Management-by-exception action (MBEA)

This component of the transactional leadership style leads to checking for the prevention of final mistakes and deviations, and that rules and procedures are reinforced. It is often considered to be more managerial in nature rather than a leadership style for the reason that it is believed to produce changes in the organization's processes. However, it is doubtful whether or not it brings about lasting or permanent changes in the members of an organization Limsila&Ogunlana (2008:162).

Van Eedenet al. (2008:255) state that the characteristics of management-by-exception active help identify which leaders work hard to rid an organization of failures. These characteristics are a degree of task orientation, and the need for structure that requires directives. Such leadership is indicated to focus on the accomplishment of work followed by its successful result. It also indicates how such Leaders are extremely strict on how rules and regulations are put into effect to reach the expected achievement (Avolio, 2010: 49).

For Bass and Riggio (2006:9), a transactional leadership style is considered to be an appropriate style with specific guidelines. However, they do not mean to say that it is the only leadership style to be used within an educational setting. It better contributes in situations where the roads to success that already exist are either identified by MBEA or when the organization is in need of urgent and direct guidance. In corrective transactional leadership the leader actively searches for when norms and standards are not met and takes action (Bass &Riggio, 2006:7; Williams, 2001:165). Accordingly, the leader monitors performance of employees and acts on deviations before they can evolve into more serious problems.

2.11 The passive / avoidant leadership

Bass and Avolio (2005:6) discuss passive/avoidant leadership as another way of management-by- exception. This form of leadership is reactive, and does not respond to situations in a systematic way. Such leaders do not clarify goals, standards and expectations. Similar to laissez-

laissez-faire leadership, outcomes cannot be met and impact on followers is negative. According to Avolio (2010:65), the least effective approach to leadership, is the passive mode of leadership style. It is divided into two factors:

2.12 Management –by- exception passive

In this component the leader waits for problems to surface and become serious before reacting and taking action. They stick to the idea "If it isn't broke, don't fix it" (Avolio, 2010:64; Gill, 2010:51). These leaders rather wait and intervene only when unavoidable, such as when problems occur Avolio & Bass (1998:396).

2.13 Laissez-faire Leadership

This is also referred to as passive leadership in contrast to active leadership. It implies an absence of leadership. The laissez-faire leader does not set clear goals nor does he/she participate in decision-making; instead he/she makes followers responsible for the work. In addition, he/she makes no attempt to influence followers and even does not provide support for them. Laissez-faire leadership is different from democratic and participating styles as democratic and participating leadership styles allow autonomy, delegation and intervention when standards are not met (Bass & Avolio, 1993:121; Hamidifar, 2010:47).

It is hardly possible to say that this leadership style is effective. In terms of this leadership style, the reaction of followers may include conflict where the leader may not be seen as credible, and therefore followers take the role of leader in the place of their leader. Accordingly, a less active leadership style might result in follower empowerment. It is only on the basis of the characteristics of the organizational tasks and its followers that highly active leadership might be necessary (Murugan, 2005:335; Yurk, 2010:264). Antonakis and Atwater (2002:683) point out the following:

Laissez-faire leadership is of a passive nature. It is hardly possible to say that there is a clearly observable relationship between the leader and the followers. It is a non-transactional kind of leadership style in terms of which firm decisions are not made, actions are delayed, leadership responsibilities are ignored, and authority is unused. A leader that exhibits this form of non-leadership is perceived as someone that shows no concern at all about others' issues.

Transactional and transformational leaders are regarded as active leaders while laissez-faire leaders are hands-off and extremely passive. (Bass, 1985:25; Bass & Avolio, 1994:10; Bass & Avolio, 2000:23; Hater & Bass, 1988:698).

In their earlier study of laissez-faire leadership (Lewin, Lippitt and White 1939:275) discovered that this type of leadership results in lower productivity, and dissatisfaction among employees compared with transformational and transactional leadership styles. Paradoxically, even though, the subordinates appear to want the autonomy associated with laissez-faire leadership, more recent research has shown that subordinates also expressed dissatisfaction with this leadership style Bass & Avolio (2000:24)

2.14 Outcome of leadership

For William and Hazer (1986:227), efficient leadership styles and follower job satisfaction are among the factors that are regarded as key to organizational success. A good leader gives direction to an organization as a result of which followers become able to achieve the goals of their organization. Employees that are satisfied with the goals achieved in their jobs are more likely to exert an additional effort in their tasks for the attainment of their organizational interests. When organizations create job satisfaction for their employees they are believed to be more capable of attracting, obtaining and retaining the skilled employees it requires Yarmohammadian (2006:17).

According to studies carried out by Lok and Crawford (2001:372), Mosadegh Rad and Yarmohammadian (2006:159) and Vroom (1964:15), leadership significantly impacts job satisfaction and organizational commitment. High job satisfaction enhances the psychological and Physical well-being of employees motivating employees to strengthen their performance further (Vroom, 1964:15; Porac, Ferris & Fedor, 1983:289). For Yarmohammadian (2006:18), "... employee job satisfaction means the attitudes of employees towards their jobs and the organization which employs them." This researcher has also indicated that job satisfaction may be influenced by such factors as pay, autonomy, security, and flexibility in the workplace. Leaders need to adopt appropriate leadership styles in the workplace to promote employee job satisfaction, commitment and productivity.

The concepts of 'teacher job satisfaction' and 'teacher motivation' are associated with each other in the literature, which are believed to have caused some confusion. According to Dinham & Scott (1997:363) motivation refers to the stimulus for behavior in a particular context whereas satisfaction indicates the result of behavior within a particular context.

The particular interest of this study in relation to job satisfaction is to indicate the influence that leadership styles exert on trainers' and trainees' perceptions of satisfaction. Bass and Avolio (1997:13) argue:

Transformational leadership can produce extraordinary outcomes in terms of increased commitment to achieving group or organizational goals. This is done through raising follower awareness to the importance of achieving group goals, transcending self-interests for the sake of the team and developing followers' needs to higher levels in areas such as achievement.

Accordingly, the descriptions of transformational and transactional leadership factors and indicators are aimed at increasing the achievement of the subordinates. Bass and Avolio (1997:3) assert that the outcome of leadership and the leader's success are related to followers' perceptions of the leader. Bass and Avolio (1997:3) state:

...this perception is determined by: (1) how often the followers perceive their leader as elevating them to higher levels of extra effort, (2) how the followers perceive their leader as being effective, and (3) how satisfied the followers are with the way their leader works with others.

In short, these indicators, namely "extra effort, effectiveness and job satisfaction" are associated with the outcomes of the FRL (Bass & Avolio, 1995:37). These indicators are discussed in detail below.

2.15 Extra effort

The role of leadership has been investigated in various studies. Bradford and Lippitt (1945:147)

Assert that:

Laissez-faire leaders are identified by their demonstration of frustrating and less effective leadership style in different situations. The lack of direct interaction between leaders and followers has demonstrated a negative correlation in contrast with an extra effort among employees.

On the other hand, according to Bass (1985:4), the transactional leadership style with its composite behaviors of contingent rewards and management-by-exception active, achieves greater results using management-by-exception active whereby employees are rewarded or punished on the basis of their actions.

He continues:

Leaders who utilize management-by-exception passive do not interfere with subordinates' working activities unless mistakes or deviations are observed. In such cases, the leader establishes predetermined consequences and corrective action for specific failures and enforces punishment when required. More passive leaders may wait for failures to be notified; on the other hand, more active leaders look for failures and create systems to solve such failures (Bass, 1990:732).

In addition, Bass and Avolio (2000:23) confirm that the practice of providing negative feedback mostly results in affecting the efforts of employees who try either to preserve the status quo or want to do specific tasks with perfection. However, such leadership behavior cannot achieve that followers attain personal growth or become more motivated or loyal. Transactional leaders and followers are often engaged in trying to meet certain expectations, and performing actions or behaviors in order to gain the desired reward, Howell & Avolio

(1993:697). Bass (1990:26) provided historical illustrations to describe this reinforcement strategy that has been practiced for a number of centuries. Most of the research on leadership has indicated a positive correlation between contingent rewards and organizational outcomes (Howell & Avolio, 1993:698; Lowe, Kroeck&Sivasubramaniam, 1996:395).

Katz and Kahn (1978:4) note that effectiveness among transformational leaders is measured by the effect of leaders' behavior on followers. Transformational leaders verbalize feelings of admiration, respect, trust and gratitude towards their subordinates as a result of which such subordinates become motivated to put in an extra effort, Bass (1985:8). Moreover, such leaders are able to increase the motivation to put in an extra effort by their followers. This is because they can/may motivate followers to higher levels of personal expectations and commitment, Yammarino & Bass (1990:152). Similarly, Klein and House (1995:188) add:

Followers identify strongly with their transformational leaders; so, it is highly probable for them to become willing to put in extra effort for the sake of such leaders. Several studies have documented a high positive correlation between transformational leadership and perceived effectiveness of leaders and completed work units and extra effort from followers. The impact of transformational leadership on follower effort and performance will be enhanced if followers hold personal values that are compatible with their leaders' values.

A leader's vision becomes more powerful particularly when it is aligned to followers personal values, Shamir (1995:25). Transformational leadership, besides worker achievement, also has an indirect effect on achievement through value alignment between leader and subordinate, Jung & Avolio (2000:959).

2.16 Effectiveness

Most researchers define leadership effectiveness in terms of the impact of the leader actions on followers and stakeholders of the organization Yukl (2010:154). Likewise, Klein and House (1995:189) declare:

The perceived effectiveness of the leader is beneficial for both the follower and the leader. The followers' benefits include feeling greater job satisfaction, having a higher level of commitment to the organization, being better prepared to meet challenges, and greater overall psychological well-being when they perceive the leader as effective. Likewise, the leader's benefits include retention of a higher status within the group and more opportunities for advancement within the group. The group or organization is more likely to perform well and achieve its goals when followers perceive their leaders as effective.

Leadership effectiveness is crucial for success in any organization and is dependent on the outcomes of the leaders activities for followers and the organization Yukl(2010:61). Leadership effectiveness is assessed by the extent to which the organization performs its task and then achieves its goals Erkutlu (2008:716). Leadership effectiveness is impacted strongly by appropriate leadership style (Huret al., 2011:598; Hogg, Martin, Epitropaki, Mankad, Svensson & Weeden, 2005:998; Bemo & Lay, 2006:119) and good relationships with their followers which enhance followers well-being and their performance. Good relationships may also bind workers closely to the group through loyalty, gratitude and a feeling of inclusion (Hogg et al., 2005:997). Because of their close ties with followers, transformational leaders are expected to be better leaders. Similarly, Zaidatol, Sdeghi and Habibah (2011:1082) maintain that:

Leaders with transformational leadership behaviour may/can direct their organization toward effectiveness and productivity. Motivating followers in terms of exerting an extra effort, increasing followers' job satisfaction, improving their performance beyond expectation and cultivating creativity and innovation in the organization are only some of the other many consequences of transformational leadership. In addition; it has positive effects on leadership effectiveness and performance. The outcomes obtained by transformational leadership are greater than those obtained by transactional leadership.

According to Lowe et al (1996:216), the research findings of Bass and Yammarino (1991:14) and Kirby, King and Paradise (1991:134) in different contexts have indicated a statistically "significant relationship between leadership effectiveness and different dimensions of transformational leadership as well as transactional contingent rewards and management-by-exception active."

Erkutlu (2008:712) reveals that all the dimensions of transformational leadership are correlated positively with leader success, whereas laissez-faire leadership is negatively correlated. Moreover, Webb (2003: 85) intimates:

The combination of the idealized attribute, individualized consideration, and transactional contingent reward were significant predictors of perceived deanship leadership effectiveness at colleges. As opposed to this, laissez-faire leadership has been negatively correlated with leadership effectiveness.

Another author, Masson (1998:249) adds to the above idea by stating: A combination of the idealized attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have an equally predictive effect on perceived presidential leadership effectiveness at American Community Colleges.

Most of the previous researches on leadership effectiveness were conducted in Western countries and only a few studies have focused on developing countries. However, none have focused on Ethiopia, which makes the current study relevant regarding the findings produced by the empirical research instrument.

2.17 Leader-Follower Instruction

Yukl (2010:91) defines the term "follower" as one who acknowledges a leader as the main source of direction regardless of the leader's actual authority. Accordingly, Hughes et al. (2006:153) declare that followers do not have to report directly to the leader. Followers are not always submissive to their leaders; sometimes certain groups try either to resist or even remove their leaders from their position.

As can be derived from the above, leadership is closely associated with power or influence, but the authority of leaders is not always legitimate.

Yukl (2010: 76) has discussed power of two kinds. The first one is positional power which includes legitimate, reward, coercive, information and ecological forms of power. The second one is personal power which includes referent and expert power. He has also stated that there is no absolute amount of power in both cases mentioned above. Furthermore, he has expressed his belief stating that power sharing with followers should be done.

The importance of cooperation on the part of both leaders and followers to achieve shared objectives is expressed well by Yukl (2010:255). However, in recent studies on the concept of leadership are included the emotional aspects. It is the argument of this approach that it is only through leadership based on emotional values/impact that exceptional achievements are achieved. The argument is that leaders should motivate subordinates to give up their self-interest for higher causes. This line of thought also argues that both logical and emotional motives are likely to have an influence with regard to leader-follower interactions (Bass, 1990:25; Northouse,

2012:59). According to Dessler (2001:13), self-awareness, self-regulation, motivation, empathy and social skills are included in emotional intelligence. These are important for leaders who use the transformational leadership style.

2.18 Leadership Culture

Northouse (2012:58) indicates that both subordinates and leaders are influenced by the organizations they work for and the situations in the workplace. The amount of influence exerted on a leader depends on the situation. Accordingly, Tucker and Russell (2004:105) state that an organizational culture can/may stimulate the ability of the leader to influence his/her followers positively. While transformational leaders try to change such organizational cultures; transactional leaders work within them.

Minkov and Hofstede (2011:10) have expressed the opinion that culture is the collective indoctrination of the mind and that this collective indoctrination distinguishes the members of one human group from the other. They have observed that culture includes systems of values among its building blocks. According to, Bass (1997: 134) states that culture is a learned pattern of behavior within an organization that is passed on in the course of time. Similarly, Bolman and Deal (2003: 81) point out that culture is a pattern of shared assumptions that a group has acquired through solving its problems by using certain methods or solutions that have worked and therefore should be viewed as legitimate to teach to new members to solve related problems. These conceptions of culture have important implications for leaders who have to work within the culture of an organization, and also need to shape it.

Mitroff (2004:64) has discussed the system age mode of thinking as opposed to that of the machine age. In his discussion, he argues that too many organizations remain stuck in the machine age way of thinking. This is relevant to the management of emerging situations. He emphasizes the need for crisis leadership stating that crisis management is no longer adequate. Gabris (2004:216) adds that bureaucratic organizations function in a closed system maintenance mode that is deep-rooted in a machine-age mode of thinking. This viewpoint is geared towards management instead of transformational leadership. Therefore, transactional leadership fits with this style of management. On the contrary, transformational leadership corresponds more to system age thinking. Bass (1997:135). It is the belief of Atwater and Yammarino (1994:645) that

an organizational culture is expected to play the strongest role in the effectiveness of a clearly defined workgroup.

For Yukl (2010:53), influence is the basis of leadership. He adds that leadership can use empowerment to exert an influence on followers. In line with this, Stephan and Pace (1991:7) have forwarded the idea that both leadership and followership are a set of variables with multifaceted relationships. They further strengthen their idea by declaring that these multifaceted relationships are affected by the leader, the follower, the organizational culture and the situation. They believe that both groups are able to challenge, enthuse, enable, model and encourage each other. Generally, all the relationships elements lead to the success or failure of the work group and/or organization.

2.19 Leadership in Africa

Proponents of African leadership argue that African efforts to bring about real development will be frustrated until African indigenous leadership is re-instituted (Anyansi-Archibong, 2001:69; Blunt & Jones, 1997:13; Edoho, 2001:79; Mangaliso, 2001:32; Mbigi, 1997:43. 2005:115; Ngambi, 2004:115). The call for indigenous leadership is embedded in the idea of an African renaissance focusing on African aesthetics and identity, Makgoba (1999:10). Said (2002:27) asserts that this idea is congruent with post-colonial theory calling on the colonized people to regain their own culture, history and aesthetics. These researchers have tried to indicate that colonialism has affected the indigenous African cultural leadership profoundly; accordingly, calls are made for the revival and institutionalization of African indigenous leadership.

One may raise the question that if Africa was better off in the past, what then has gone wrong at present and how can it be regained? Jackson (2004:42) in his work has accused colonialism to be the main reason for the existence of corrupt and ineffective leadership in Africa at present. The underlying assumption is that if traditional African leadership can be revived with African leaders, there will be a positive attitude which motivates leaders to resolve critical problems that exist in the continent at present.

African voices on African leadership philosophy are at present blaming the domination of Western leadership practices in Africa's past, Horwitz (2002:15). Scholars forward an argument that these practices are inadequate for the reason that African leadership challenges are

implanted in a completely different social, cultural, political, and economical environment (Blunt & Jones, 1997:19; Jaeger, 1990:142; Boaduo, 2011:79). They also criticize the pre-supposition that others can learn little from African leadership, Mangaliso (2001:27).

Beginning with Nzelibe's work (1986:16), books and articles emanated rejecting and/or limiting Western leadership ideas and practices in Africa, and embracing traditional African leadership (Anyansi-Archibong, 2001:69; Edoho, 2001:78; Khoza, 2006:93; Mbigi, 1997:10; Ngambi, 2004:113; Hofstede, 2013:5).

Blunt and Jones (1997:18) have tried to assert the impracticability of the application of the Western leadership style in Africa. They have tried to give a reason for this stating that Africa had a completely different cultural and economic development route. They oppose the idea that leadership was brought to Africa via colonialism and argue that African leadership thought and practice was interrupted and even in conflict with Western management. Nzelibe (1986:11) argues that Western colonialism strongly affected indigenous African leadership.

In line with Nzelibe's idea, Kiggundu (1991:12) has made an attempt to blame Western colonialism. He declares that during the colonization period local institutions and leadership practices were either destroyed or denigrated. Next, colonizers replaced them by their colonial administrative systems. Indigenous perspectives were devalued and later on ignored. Africans were educated and/or trained only to be able to serve in administrative centers at a lower echelon (Afro-Centric Alliance, 2001:74). Likewise, Rodney (1974:64) remarks that the higher-level leadership skills of Africans were not allowed to develop. The reason given is that Africans were not to be placed in leadership positions. Therefore, at times when African countries got their independence, only a few of them were trained to take higher leadership positions. Further strengthening the idea mentioned above, Dia (1996:301) in his work tries to advocate that many of the problems that Africa is confronting at present are due to the disconnection between informal traditional institutions and the formal ones.

After investigating the history of many African countries, scholars of African leadership philosophy, namely Iguisi (2007:18), Edoho (2001:74) and Kiggundu (1991:36) have come to believe in the existence of effective indigenous leadership in Africa during the pre-colonial era. The scarcity and even absence of written documents has made it hardly possible to describe what

kind of African leadership systems existed in Africa before the colonization of the continent by alien powers. Although this problem had existed, it did not prevent scholars from producing descriptions of African leadership. Mazrui (1998:99) observes that scholars have not paid much attention to the studies of African literature as well as the writings of African historians. Western leadership thought is believed to stand for Euro-centrism and individualism. On the other hand, African leadership thought is believed to focus on traditionalism, collectivism and mythology.

The family is considered to be the nucleus of socialization in African societies. This idea is put forward by Edoho (2001:78) who declares that: The family system is viewed as the basic building block of any organization in African societies. The communalism of African leadership emanates from the belief that the individual is not alone but belongs to the community. As a result, the emphasis is placed on teamwork and the group. According to African leadership thought, leaders should focus on promoting the welfare of the entire group and not the individual.

Extended family life is the primary building block of the traditional African personality which is distinctively communal in the African culture. It is said that traditional African societies had the ability to care not only for their immediate families, but also for the extended family. In addition, kinship has also strengthened ties across different administrative echelons, Kiggundu (1991:38).

Nzelibe (1986:17) and Messay (2006:9) express the opinion that African leadership is commonly guided by basic traditional values, assumptions and principles. These scholars refer to the details of administrative procedures dating back to ancient times that enabled African kingdoms to finish significant, big undertakings. Ancient African empires in Ethiopia, Ghana, Mali and Songhai, and Oyo provide historical evidence that effective leadership existed. Examples are given of ancient management and leadership, principles of delegation and authority and judiciary systems, Pankhurst (1990:15).

Kiggundu (1991:38) tries to describe that African leadership is highly personalized and authoritarian, and adds that such leadership was grounded in conquest and special relationships with the supernatural power. Just to mention one example, the people as well as all land in Ethiopia were considered to be the personal property of the emperor during the period of imperial rule.

Blunt and Jones (1997:14) describe African leadership as authoritarian, paternalistic, conservative and change-resistant. In addition, Mutabazi (2002:207) tries to show that African countries mostly consisted of small clans and kingdoms before colonization. Kings or regional clan chiefs wielded power. The successful leaders (head of a family, clan or kingdom) could exercise the ability to listen well and foreground the community' interests.

Moreover, Ngambi (2004:126) mentions that future heads or chiefs were trained to examine issues of a social nature and their effects on their communities. He states that each clan leader enjoyed some autonomy and that they learned from the experiences of their predecessors as well as from their own experiences about how to keep and protect their local interests without provoking other leaders. He identified common social principles in African leadership which pertain to appreciating their role in the ongoing cycle of life. In addition, they helped their subjects realize that their communal life was greater than that of individuals and groups. Regarding the human connection, the primary tasks of leaders pertain to establishing community and environment harmony. Universal fellowship is emphasized in their moral order and human relationships. It is therefore to be expected that such a leadership approach needs to adapt to work conditions in the complex technological modern order.

Furthermore, Ezzamel (2004:509) discusses work organization in ancient Egypt extensively. Unlike the incidental account in many leadership books, Ezzamel has produced an extensive exposition of the organization of work, including the ideas of labor division, administration and accounting in ancient Egypt.

In general, African leadership includes the individual's relationship with nature, supernatural beings, and the ancestors (Mbigi, 2005:195). Nzelibe (1986:12) argues that African leadership philosophy is grounded in the continuity from the material to the spiritual.

From the discussion so far on African leadership one may derive that both western and African leadership traditions show strong points and challenges, and that there are possibilities for enrichment from both sides. This study should be seen in this light. There are possibilities for TVET leaders of learning from the empirical research done in this study using a measuring instrument from western origin. The researcher's stance is thus that African leaders should enrich

their present leadership context taking their cultural heritage regarding leadership into account in attempts to enrich and improve their own leadership practice.

2.20 Leadership in Ethiopia

For historical reasons, Ethiopia was and is still often considered as "not quite Africa" both in the West and even in Africa itself. This perception goes back to the medieval European representation of Ethiopia as a legendary Christian state surrounded by Muslims. According to Tekeste (1990:7), in colonial Africa, the country retained its prestige as one of the only independent sources of African culture. These views are based on the ancient independent state tradition of Ethiopia. At least since the first century BC, a central state has been known as the Aksum. The state was centered on a monarchy buttressed by a universal religion, namely Christianity since about 340 AD, hence, the politico-religious literary and juridical tradition, Teshome (2001:54). Ethiopia is conceived to be a Christian country, and this is acknowledged in education. Accordingly, the church provided an educated workforce, while the rulers in this time also strove producing "God-fearing" persons. According to Messay (2006:30) the idea that the "Fear of God is the Beginning of Wisdom" was the point of departure of church education.

The church education system resulted in significant accomplishments like the basilica of Axum, the rock churches of Lalibela, the architecture of the Fasilidas in Gondar, a unique literary system, a unique alphabet and number system, the art of Saint Yared and the philosophy of Zar'a Yacob, for example, Mercier (2001: 45). This education contributed to building a nation-state, developing a well-functioning bureaucracy and creating and maintaining esteemed social and ethical systems like "*fereha-egziabiher*- the fear of God". Bahru (1994:131). The presence of an indigenous state is important indeed when analyzing the pattern of leadership in Ethiopia.

However, it is realized that leadership behavior ignores many of the problems in developing countries. According to Donham (2002:548), Clapham (2002:9), Teshale (1995:419) and Messay (2006:30), Ethiopia has suffered for long not only from poor but from malicious leadership as well. Ethiopia had been suffering despotic rule even since ancient times to the present. It should be noted here that although the current period is not an era of despotism, clear features of despotism is still observed in leadership styles exercised in Ethiopia at present. Accordingly, leaders still use power as an end in itself and not for the public good; they have implemented and

still implement poisonous social and racial strategies. At present, the top leaders of the country have used their leadership power to create the domination of one ethnic group over all ethnicities in the country. Secondly, they have also used their nefarious leadership to create enmity among the diverse ethnic groups in Ethiopia. Thirdly, their malicious leadership has gone to the extent of using the divide and rule method even among members of the same ethnic group. Nepotism is also one of the worst characteristics of the existing leadership in Ethiopia. This is highly manifest in the field of employment and the placement of leaders in organizations. In general, the present day leadership in Ethiopia has become the creator of new and complicated problems that will certainly be hard to resolve in future.

Although the study of leadership is an issue that has widely attracted Western academics interest, the African and particularly the Ethiopian perspective has been neglected. In line with this idea, Gebru (2004:6) is of the opinion that both international academic leadership studies and other agencies of development have paid extremely little attention to Ethiopian leadership. Messay (2006:7) has suggested that Westerners have not tackled the Ethiopian leadership problems sufficiently for fear of being labeled racist if they criticize Ethiopian leaders. Therefore, one may conceive the idea that this has allowed Ethiopian leaders to continue their type of leadership. In the light of this, it is imperative that Ethiopian TVET leaders also learn from other leadership traditions to improve their functioning.

Ethiopia, unlike other African states, was not colonized. This helps the country to preserve its own culture, Teshome (2001:54). In Ethiopia, societal culture as a humane orientation is emphasized, Messay (2006:13). The most significant difference between Western and Ethiopian culture is its priority given to a humane orientation. In comparison with the leadership paradigms used in Ethiopia, the Western world dominates the global understanding of leadership. A glance at Western leadership paradigms makes it possible to situate Ethiopian leadership in a wider context.

Although the literature tries to show a more complex picture of leadership in Ethiopia, little country specific information is available. Even when Ethiopian leadership has been discussed, it is done in a biased way. Messay (2006:19) has pointed out that Ethiopian leadership has been assessed in comparison with the contemporary Western leadership model and severe problems have been identified as a result. However, this comparative approach has misinterpreted the

essence and consequences of Ethiopian leadership and has wrongly suggested that a greater consistency with the Western model can always provide better solutions. Western notions of good leadership are not widely applicable in Ethiopia. The reason is that there are remarkable differences in values concerning authority, group loyalties and harmony. Therefore, using Western leadership paradigms as a model for Ethiopia is, in fact, a new kind of ideological imperialism, Blunt & Jones (1997:16). That is why many leadership and management approaches have failed for the last five decades without changing the lives of people in society (Kibur, 2010:12; Mesfin, 2012:4). By mentioning this, the researcher wants to demonstrate that he is aware of the complexities surrounding the application of Western models of leadership in Africa. Nevertheless he believes that TVET leaders may benefit from this study as there are also points of reference in the apparently opposing leadership traditions that may lead to a better understanding of TVET leadership practice.

Sub-Saharan African countries, including Ethiopia, feel that human-oriented leadership is indicative of good leadership when compared with other country clusters (Chhokar, Brodbeck & House, 2007:1021). Human-oriented leadership expresses kindness and considers relationships individually. It also shows a strong concern for the followers in a holistic way. It is important to mention here that generosity and compassion are the characteristics of human-orientated leadership that contribute to a leader's effectiveness. The value attached to a human orientation is apparently the biggest difference between the Western and the Ethiopian leadership styles. However, it also became apparent in this study that the people orientation reflected in FRL (transformational leadership) cannot be denied.

Ethiopians regard charismatic/value based, team-oriented and participative leadership as characteristics of good leadership during the time of war to defend the country from foreign aggressors. This is not often found to change the life of society. That is why the country suffers from starvation, Tekeste (2006:29). What the Ethiopians themselves hope for in leadership is also discussed in the Code of African Leadership, which is a declaration of the ideals of good African leadership.

Accordingly, it is possible to conceptualize an ideal type of powerful, visionary and transformational leader who possesses the characteristics required to contribute to the successful implementation and consolidation of policy reforms in Ethiopia. In line with this, Ahluwalia

(2001:178) suggests: Ideal traits appear to derive more from the way these transformative leaders commit themselves to a quest to advance the principles contained in a coherent policy paradigm than from any personally or genetically specific factors. As such, their commitment gives them the vision required to formulate a clear set of coherent goals. It also gives them the willingness to use their own authority and political skills to overcome and circumvent the resistance to reform generated by interest groups; to lead public opinion by taking firm positions on contentious issues; and to stand before the "bar of history" and be held to account for their persistence in striving to realize their policy vision.

Generally, a combination of personal elements and situational factors need to be considered in the study of leadership. Therefore, the need for economic transformation and growth in Ethiopia calls for a transformational leader who is willing and ready to combine a sound and logical understanding of the different dimensions of the task with an awareness of the need to cultivate meaningful solutions to the persistent underdevelopment of the country.

2.21 CONCEPTUAL FRAME WORK

When comes to creating a conceptual framework for analyzing how well the dean leads and how well employees perform, the full range leadership model (FRLM) is a helpful approach. The approach also incorporates signs of transactional, laissez-faire, and transformational leadership factors. According to this approach, a leader might adopt a laissez-faire style, which is extremely avoidant at one extreme and highly transformational at the other (Bass & Avolio, 1997:62). Bass and Avolio (2004: 49) remark that the basic feature of FRL is that every leader is believed to exercise each leadership style to some extent. They further state that the most effective FRL is achieved through the practice of both transformational and transactional leadership styles. Moreover, they add that the most dominant leadership style in FRL is the transformational one, while the least is the laissez-faire leadership style. Their statement indicates that the practice of each leadership style to some extent by every leader shows that all leaders have something that they commonly share in the practice of their leadership.

Bass and Avolio (1995:43) further refined the components of the FRLM to include "idealize attribute, idealize behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent rewards, management-by-exception active, management-by-exception passive, and the laissez-faire style." The first five components are transformational factors: IA - idealized attributes, IB - idealized behaviors, IM - inspirational motivation, IS intellectual stimulation, and IC individual consideration; the next two are transactional components: CR -

contingent reward, MBE(A)- management-by-exception active, and the last two passive avoidant factors of the schema are: MBE(P) management-by-exception passive and LF-laissez-faire style as shown in Figure1.

Figure 1 Full Range Leadership Model - relationship of leadership style factors and indicators

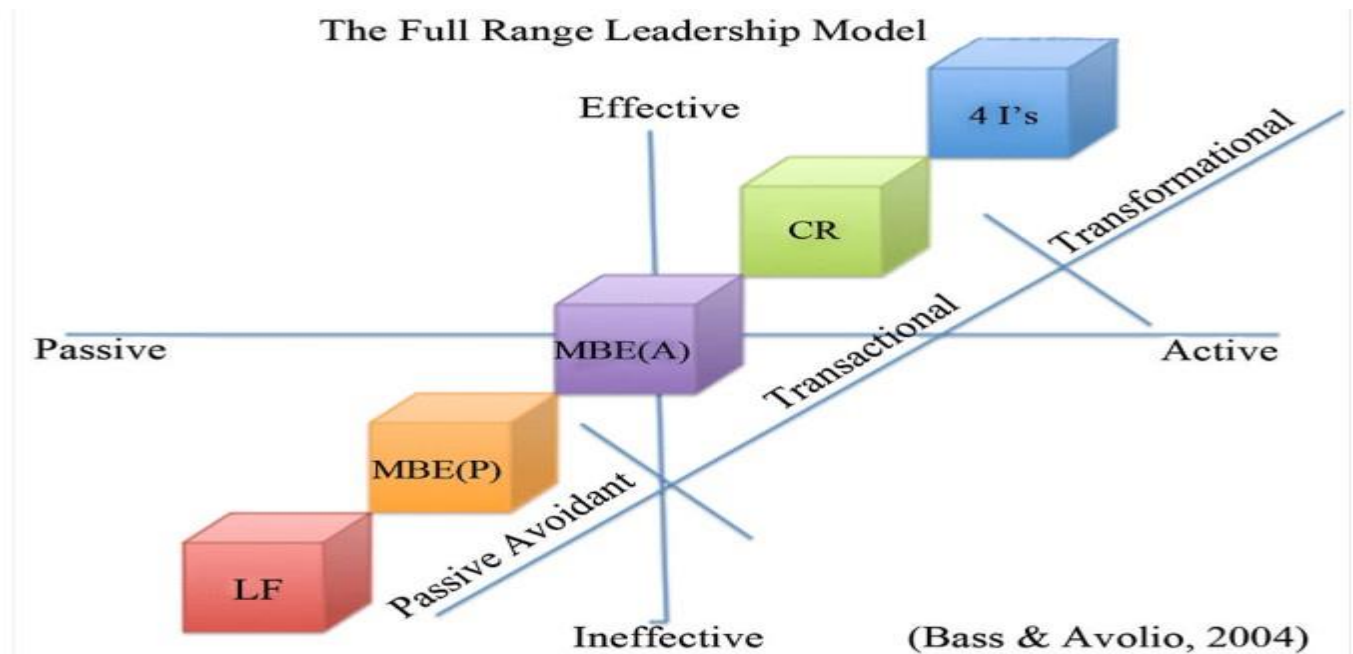


Figure 1 Full Range Leadership Model - relationship of leadership style factors and indicators

(Adapted from Bass & Avolio, 2004: 21).

In this research, the FRLM is studied aimed at evaluating the effectiveness of TVET college deans' leadership styles with the help of the Multifactor Leadership Questionnaire (MLQ). The above figure states that the FRLM starts at the top with transformational leadership being the most effective type of leadership, then slowly progresses down to transactional leadership, middle of the road leadership, and lastly, passive-avoidant leadership (management by exception passive and laissez-faire) which is the most ineffective.

CHAPTER THREE

RESEARCH METHODS AND DESIGN

Introduction

The previous two chapters try to consult the secondary data in explaining the background information and theories which are the foundation of the study. Whereas, this chapter is primarily devoted to discuss about research methods and design to collect primary data from participants of the study to answer the basic research questions indicated in Chapter One.

3.1 Research Design

Descriptive and exploratory design that combines quantitative and qualitative approaches, with quantitative research as the primary method and qualitative research as a supplementary method, There are three types of research approaches; those are quantitative, qualitative and mixed methods approaches (Creswell.2014). The purpose of this particular mixed approach used to assist in the interpretation of qualitative findings, the primary focuses of this design was initially to explore a phenomenon.

3.2 Research Approach

The researcher used mixed research approach. This is primarily because the problem needs to apply both the qualitative and quantitative approaches, this research paper employs both of them in mixed research, where the quantitative and qualitative methods are mixed concurrently at one or more stages or across the stages of the study (Collins, 2000). The other reason was to better understand and uncover the research problem with open -ended qualitative and close-ended quantitative data. The purpose of this particular mixed approach used to assist in the interpretation of qualitative findings, the primary focuses of this design was initially to explore a phenomenon. Here comes the consistency between the major objective of this study and the purpose of this design. It noted that the main intention of this research was to assess the effectiveness of leadership styles of Deans in Shambu poly technical colleges. Thus the method used for this research was descriptive survey. This method believed to be useful because it allowed gathering data from a wide range of respondents and enables to describe the existing situation of TVET College.

3.3 Population of the study

As a matter of fact, the main purpose of this study is to assess on the effectiveness of leadership styles of Deans in Shambu poly technic College, Oromia regional State. The target population of the study included trainers, trainees, deans, and administrative staff, of Shambu Polytechnic College, Horo Guduru Wollega Zone Job creation and skill Office Head and Shambu Town Job creation and skill Office Head. The total population of the study is 1117

Table 1 Total Population of the study

No	Categories	Total Population
		Number
1	College trainer/instructors	46
2	College trainees	1,054
3	The vice dean of the collage	3
4	Administrative staff	12
5	Zone TVET office head	1
6	Shambu town TVET office head	1
	Total	1117

Sources: - Shambu Polytechnic College, Zonal and Town job creation and skill Bureau Head, 2016 G.C report

3.4 Sampling and sampling techniques

3.4.1 Sampling techniques

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

3.4.2 Sample size

Among the total population size 294 samples or participants/respondents were included to the study, using Taro Yamane (Yamane 1967), and formula with 95% confidence level. This formula is obviously used to determine the size against finite population. After determining the sample size using a proportionate sampling technique, from a total of 46 instructor/trainers in the

college, 40 was selected, from 12 supportive staff 12 was selected and from 1054 trainees 239 was selected.

The calculation formula of Taro Yamane is presented as follows.

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

Where :

n= sample size required

N = number of people in the population

e = allowable error (%), where is N= 1115 and e =5% =0.05

Substitute numbers in formula:
$$n = \frac{1115}{1+1115(0.05)^2} = \frac{1115}{1+1115(0.0025)} = \frac{1115}{3.7875} = 294$$

$$n = 294$$

After calculated the total samples determined using the above formula was 294, so, 294 samples was for the questionnaire, and out of those College, 3 vice deans, 1 zone job creation and skill office head and 1 town job creation and skill office head was taken for interview.

Table 2 Sample Population of the study

No	Categories	Population Size		Sample Size		Data type
		Number	%	Number	%	
1	College trainer/instructors	46	100	40	13.6%	Questionnaire
2	College trainees	1054	100	239	81.3%	
3	The vice dean of the collage	3	100	3	1%	
4	Administrative staff	12	100	12	4.1%	
		1115	100	294		
6	The vice dean of the collage			3		Interview
7	Zone TVET office head			1		
8	Town TVET office head			1		
	Total			4		
	Grand Total			298		

Sources: - Shambu Polytechnic College, Zonal and Town Job creation and skill Bureau Head, 2016 G.C report

Stratified Simple random and purposive sampling techniques will be employed to select the sample in this study. Purposive and stratified simple randomization techniques were used for actual sample selection. Stratified simple random is used in these research because the sampled population is not homogenies. It is a form of probability sampling method that is most commonly used in quantitative research techniques. On the other hand, purposive sampling is a type of non-random sampling most commonly used in qualitative research techniques to ensure that the sample size includes a small proportion of the population included as subjects in this study.

According to Kothari (2004), using the purposive sampling technique is a useful way to save time and money on research. Thus, trainers and trainees will be selected using Stratified simple random sampling, but the College deans, zone and town job creation and skill bureau head, has selected using purposive sampling.

3.5 Data sources

In order to attain the objective of the study, the researcher employed both primary and secondary data sources. The primary data were collected from participants in Shambu Polytechnic College. The participants were deans, trainers, trainees, administrative staff of college, Horo Guduru Wollega Zone Job creation and skill office head and Shambu town Job creation and skill office head. In view of supporting the information gathered through primary sources, secondary data related to leadership style were collected from official documents and different published books, journals, and articles.

3.6 Data collection instruments

The research instruments employed for data collection consisted of adopted questionnaires; semi structured interview (for the senior TVET officials and College deans), documents and observation checklist;

The researcher conducted semi structured interviews after explaining the purpose of the study to the participants, deans of the college, Horo Guduru Wollega Zone job creation and skill office head and Shambu town job creation and skill office head. Finally, document analyses will be done by the researcher.

3.6.1 Questionnaires

According to Ticehurst and Veal (2000:14), open-ended and pre-coded questions are the two types of survey questions. Open-ended questions may cause low quality results for the reason that they can have very low response rates from Deans, trainees, trainers and administrative workers.

3.6.2 Semi-structured interviews

Semi-structured interviews are used to collect data by means of direct and verbal interaction between the interviewer and the interviewee (Walliman, 2006:94; Lankshear & Knobel, 2004:202). This method involves a semi-structured environment in which information is collected in a question and open- response interaction situation. In-depth interviews will produce the most comprehensive information Nesbary (2000:26).

3.7 Pilot test

The questionnaires were piloted to maintain reliability and to evaluate the appropriateness before they administered. The researcher used adopted questionnaires. The pilot test was conducted at Shambu Polytechnic College, and 10 trainers and 15 trainees, total 25 respondents, were selected, and 45 questions were distributed. The purpose of the pilot test checked whether the researcher and the respondents properly communicating through the instrument and add some value to the reliability and validity of the questioners on the base of the feedback obtained. Based on the results obtained, some questions modified by incorporating the inputs obtained from the respondents and other concerned individuals. After the researcher got all the corrected items, the questionnaires distributed to the respondents. To increase the quality of the responses, the return time made short through continuous follow up.

3.8 Reliability and Validity of data

3.8.1 Validity of the measuring instrument

According to Cohen et al. (2007:133), validity enables one to consider whether or not the research design, instruments and procedures accurately assess the variables or constructs the research process is intended to measure.

The researcher selected the MLQ (5X-Short Form to measure transformational, transactional and Laissez-faire leadership styles (Bass & Avolio, 2004: 14), because it has been validated in many respects: it has been used in many studies across the world representing a range of cultures Kirkbride (2006:30) and (Hartog, Muijen and Kolopman (1997:27), for example, confirm to the validity of the MLQ (5XShort Form). The researcher used the adopted questionnaires in order to collect data that related to Assessment on the Effectiveness of Leadership Style of Deans in Shambu Polytechnic College, Oromia Regional State, so that the adopted questionnaires were valid.

3.8.2 The reliability of the MLQ 5X Short form questionnaire

Reliability pertains to the extent to which results are consistent over time and an accurate representation of the total population under study. Moreover, it refers to the instrument's ability to measure consistently and accurately if applied to the same population repeatedly. Therefore, reliability indicates whether or not an instrument consistently yields the same result Joppa, (2000:1048).

The MLQ5X questionnaire has been used extensively in more than 200 studies in recent years, and excellent consistency reliability has been reported in these studies. Internal consistency reliability of each leadership component and job-related element of the MLQ (5X-Short Form) questionnaire was verified by Avolio and Bass in a comprehensive study involving 2000 respondents and reported excellent Cronbach alpha coefficients on each of the nine leadership constructs and three job-related satisfaction constructs of the questionnaire, Bass & Avolio (2000:13).

In an independent study reported by Muenjohn and Armstrong (2008:9) for example, the coefficient alpha of the MLQ was found to be 0.93. The consistency reliability of the nine leadership construct scales of the MLQ varied between 0.74 and 0.94. The researcher, therefore, felt confident that the reliability of the measuring instrument could be guaranteed, given the translation of the questionnaire to Afan Oromo was executed exactly.

Table 3: Alpha Coefficients for MLQ 5X; total sample Bass and Avolio (2000)

Leadership component	Mean rating	Std. Dev	Norm alpha
Idealized attributed	2.56	0.84	0.86
Idealized behavior	2.64	0.85	0.87
Inspirational motivation	2.64	0.87	0.91
Intellectual stimulation	2.51	0.86	0.90
Individual consideration	2.66	0.93	0.90
Contingent reward	2.20	0.89	0.87
Manage by exception (active)	1.74	0.77	0.74
Manage by exception (passive)	1.11	0.82	0.82
Laissez faire	0.89	0.74	0.83
Job satisfaction	2.57	1.28	0.94
Extra effort	2.60	1.16	0.91
Effectiveness	2.62	0.72	0.91

Results of scale reliability tests performed on the three sets of responses to performance (dean-effectiveness, extra effort and job satisfaction)

Table 3 above reported the results of four scale reliability tests that were conducted on the subsets of responses to questions that probed the three work performance constructs of extra effort, effectiveness and job satisfaction which represents quantitative measures of the outcome of exhibited leadership style. In Table 4 below the following results of scale reliability test was reported: the first column of the table listed the three performance constructs. The second column listed the subsets of questions that probed each outcome- performance component and the fourth column reports the standardized Cronbach alpha coefficient calculated for each construct. Column 3 was again included to illustrate that although scale reliability tests often indicate that the responses to some question have to be removed (or transposed) from a construct-description to improve internal consistency reliability, this was not the case in this study. The response to all questions in each subset was used to describe each specific construct.

Table 4: Verification of internal consistency reliability of performance constructs (extra effort, effectiveness and job satisfaction).

Construct	Dimension	Number of Items	Cronbach's Alpha
Transformational		20	0.890
	Attribute	4	0.71
	Behavior	4	0.702
	Motivation	4	0.734
	Stimulation	4	0.737
	Consideration	4	0.78
Transactional		12	0.834
	Reward	4	0.775
	Manage by exception, active	4	0.7
	Manage by exception, active, passive	4	0.75
Laissez faire		4	0.768
Performance		9	0.915
	Extra Effort	3	0.830
	Effectiveness	4	0.816
	Satisfaction	2	0.772

Since the Cronbach's alpha values are all greater than 0.70, the internal consistency of transformational, transactional, laissez-faire items was reliable (good internal consistency). The researcher used the adopted questionnaires in order to collect data that related to assessment of the effectiveness of leadership styles of Deans in Shambu poly technic college, so that the adopted questionnaires were reliable.

3.9 Data collection Procedures

The essential data was collected using certain methods. As a result, the initial step in this process was to give the questionnaire to a sample of responders. Conducting structured interviews with a few of the chosen sample respondents served as the second activity. The third and last part of this process involved analyzing documents that were related to the study. And, I translated it into Oromo language so that the people/respondents could understand my questions and give me adequate answers. Then, using the above-mentioned technologies, the work of analyzing all the data gathered was completed. Items for the questionnaire were generated and sent to the adviser for approval. Then, pilot testing was conducted for 15 trainees and 10 trainers to cross-check the clarity of the questionnaire and improvement was conducted. All the questions were pilot tested. This was done to make a pilot survey the aim of pre-testing the survey questionnaire. The pilot

survey was used to determine whether the words in each question contained an adequate range of response categories. After pilot survey correction was made to the questionnaire. Then it was distributed to respondents in Shambu Polytechnic Colleges. After two weeks the respondent returned back the questionnaire and depending on their response analysis was made. A semi-structured interview was conducted from selected vice deans, Horo Guduru Wollega Zone Job creation and skill office head and Shambu town job creation and skill office head. Finally, responses from questionnaires and structured interviews were analyzed.

3.10 Methods of Data analysis

This study is going to use both qualitative and quantitative data analysis methods (a mixed approach). Qualitative data can be collected through structured interviews with the interviewees to the study. Whereas, once the quantitative data from the respondents is completed, classified, appropriately counted, and presented in frequency tables, it is analyzed using frequency distribution tables. The Statistical Package for Social Sciences (SPSS) version 20 is used to analyze the data. Inferential statistics was used to analyze the data from respondents' about leadership style in Shambu Polytechnic College. The analysis and interpretation of the qualitative data will be presented in the form of theme narrations, based on the replies gained from the data gathered through structured interviews. In order to bring out the information in line with the research objectives, the data will be presented and analyzed.

3.11 Ethical considerations

Ethics refers to the type of agreement that the researcher enters into with his or her research participants, when working with participants, it is crucial that the researcher should consider ethical considerations. Due to the fact that social science research entails gathering data from and about people, ethical difficulties arise (Creswell, 2018). As a result, the researcher made great efforts to ensure that all research respondents were engaged in accordance with accepted ethical considerations. Ethics were taken into consideration at all phases of the research process, including before starting the study, once it had started, during data collection and analysis, and when reporting, distributing, and storing the data. The researcher's responsibilities included safeguarding research participants, building trust with them, promoting research integrity,

avoiding misbehavior and improper behavior that could reflect poorly on their organizations or institutions, and managing novel, difficult issues.

Every respondent was given a consent form to sign before the interview began, which was approved by the technical and vocational training institute research ethics committee. The college gave the researcher permission letters allowing them to conduct fieldwork at the college. The researcher maintained his or her promises to participants to distribute copies of the research report, and the study was conducted with the utmost honesty and integrity. Hardcopies and written notes from the fieldwork were safely saved in the family library, and the researcher's laptop was used to store the data with a password. Additionally, these research data were maintained for duration of more than five years in accordance with ethical standards. The participants' job at the college and/or businesses or their safety while collecting the data during fieldwork was either minimal or nonexistent. All responses were treated in confidence.

Therefore, there were a number of ethical considerations that were made during the study. Voluntary participation of respondents was encouraged. That one took a lot of time and effort to answer structural interviews and questionnaires, and participation could interfere with the respondents' daily activities. In order to give the respondents the opportunity to exercise their right to voluntary participation, the researcher was required to explain the goals and relevance of the study to them. Questions were phrased in ways that were not rude or upsetting to their personality in order to prevent any psychological injury. They were given the assurance that the data they provide was kept private. Information that required the researcher to identify the names of respondents was removed in order to guarantee this. Furthermore, a note requesting assistance from the respondents to provide the necessary data for the study is displayed on the first page of the questionnaire.

3.12 Communication of the result

If the researcher is successful at the conclusion of the research, he agreed to provide hard copy and soft copy documents of the thesis to the zone and college where the study will be conducted. I will prepare training programs and meetings, and further more will disseminate web page.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter deals with the analysis, interpretation, and presentation of data that were obtained through questionnaires and semi-structured interviews. The data were collected from the Shambu Polytechnic College sample target, and the target respondents for closed-ended and open-ended questions included deans, trainers, trainees, administrative staff of the college, Horo Guduru Wollega Zone Job creation and skill head, and Shambu town Job creation and skill office head. For these facts, questionnaires were distributed to 294 respondents to the MLQ (5X-short) questionnaire.

4.1 The Respondents

The following designated in a clear and accurate graphic form below, Accordingly, the respondents, trainees, trainers, Supportive staff and Deans are described with their numbers and percentages for a total of 294 respondents 239 (81.3%) trainees, 40 (13.6%) trainers, 12(4.1%) supportive staff and 3(1.0%) has been described.

Figure 2 Respondent Proportion

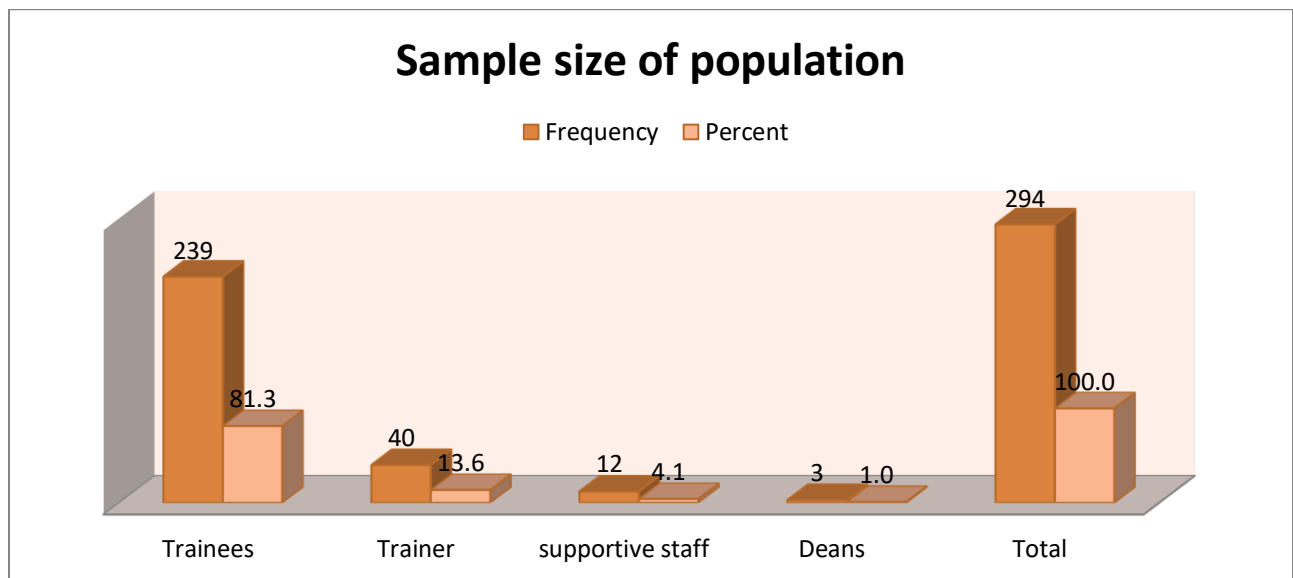


Table 5: Response Rate of the Study

Where EX = Expected, RE = Responded

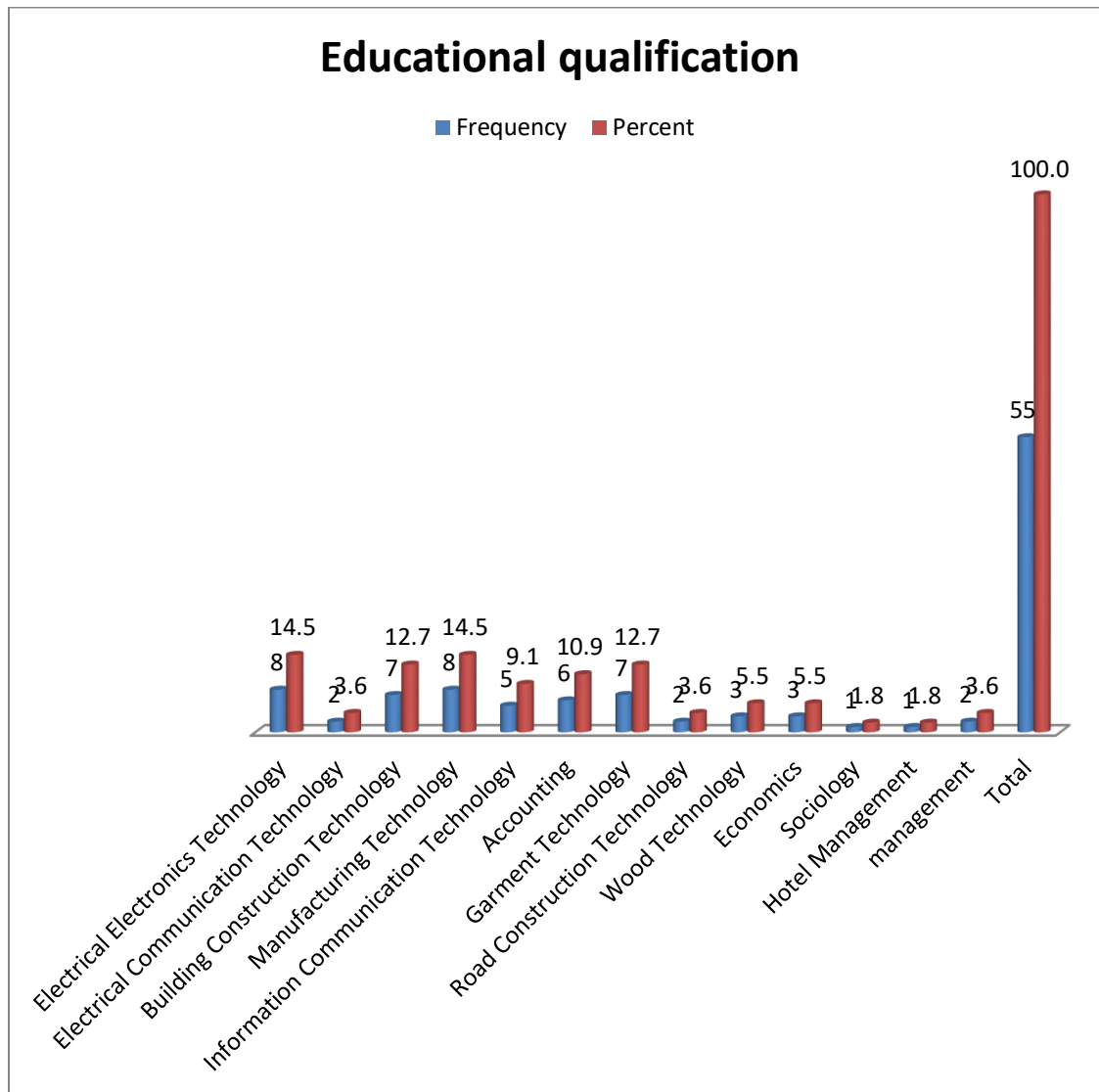
S N	Respondents	Targeted Polytechnic for sample size	Shambu College	Total Response		
		EX.	RE.	EX.	RE.	%
1	College trainer/instructors	40	40	40	40	100
2	College trainees	239	239	239	239	100
3	Supportive staff	12	12	12	12	100
4	Dean of the collage	3	3	3	3	100
		294	294	294	294	100
5	Zone Job creation and skill office head	1	1	1	1	100
6	Town Job creation and skill office head	1	1	1	1	100
	Total	2	2	2	2	100

Sources: - Shambu Polytechnic College, Zonal and Town TVET Bureau Head, 2016 G.C

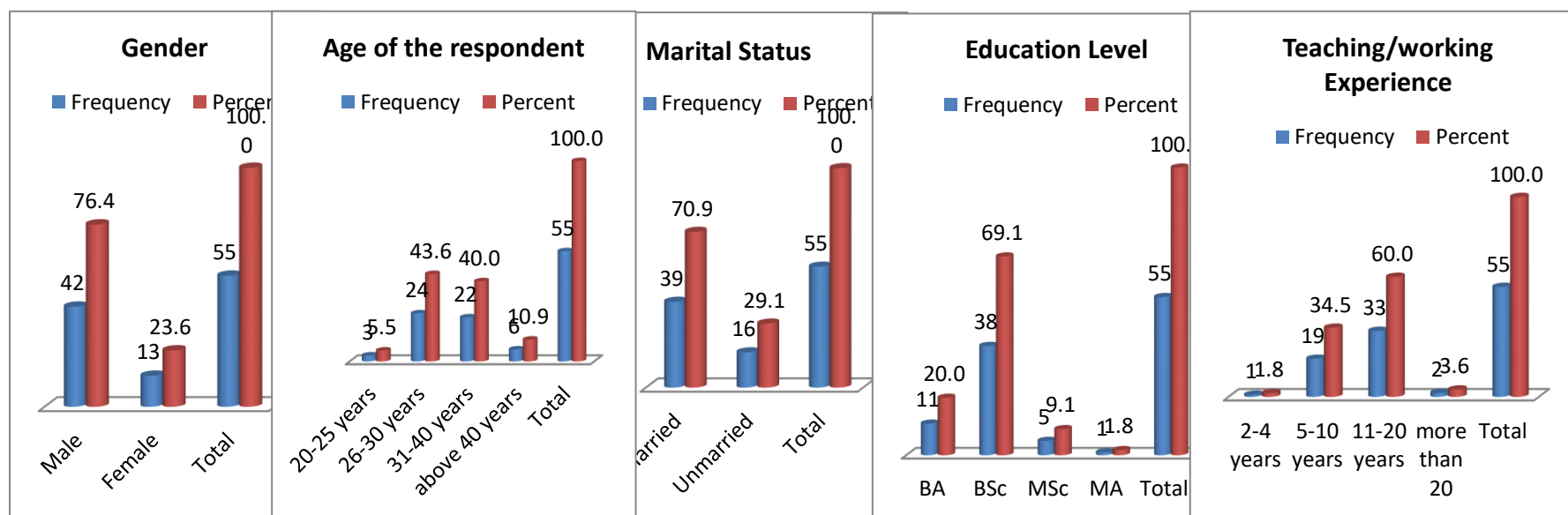
4.2 Response Rate/Background of the Respondent

Background information about the respondents is given in this section, including the respondents' ages, sex, marital status, levels of study, and years of stay; teaching experience or work experience. It was proposed and looked at to attend Shambu Polytechnic College. As a result, the information in figure 3 displays the demographic characteristics of the deans, supportive staff, trainers, and trainees who took part in this study and completed the questionnaires.

Figure 3: Demographic Characteristics of the Trainers and Staff Managements



Demographic Characteristics of the Trainers and administrative staff

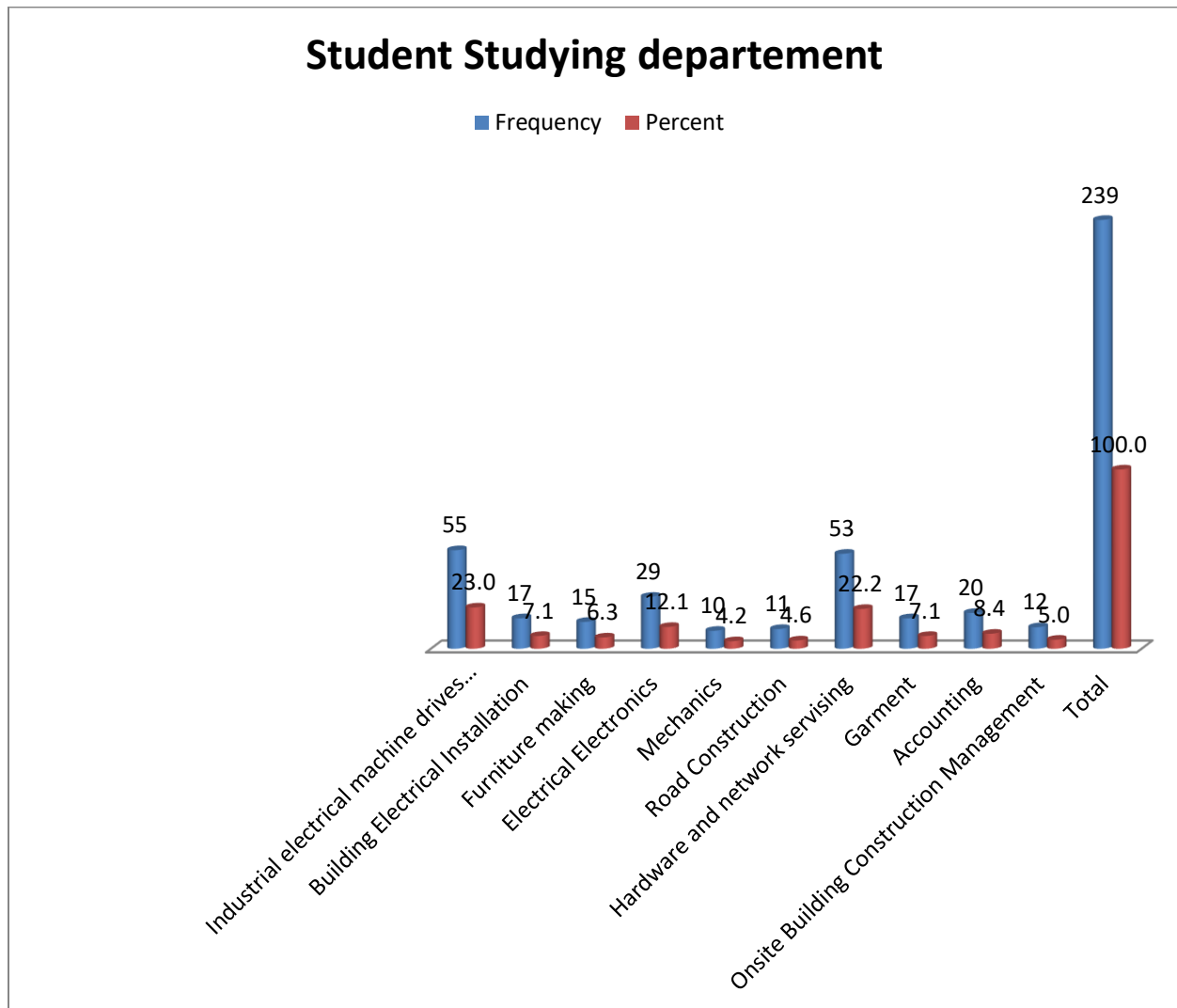


In the above figure 3 demographic characteristics of the Trainers and Staff managements indicates that, Occupation background 8(14.5 %) from Manufacturing Technology department, 8(14.5 %) from Electrical Electronics Technology , 7(12.7) from Garment Technology departments, 7(12.5%) from Building Construction Technology , 6(10.9) from Accounting, 5(9.1%) from Information Communication Technology, 3(5.5%) from Economics and Wood technology, 2(3.6%) from Road Construction Technology department and management , 1(1.8%) from Hotel Management, Sociology, departments are covering the maximum percentages of the respondents respectively.

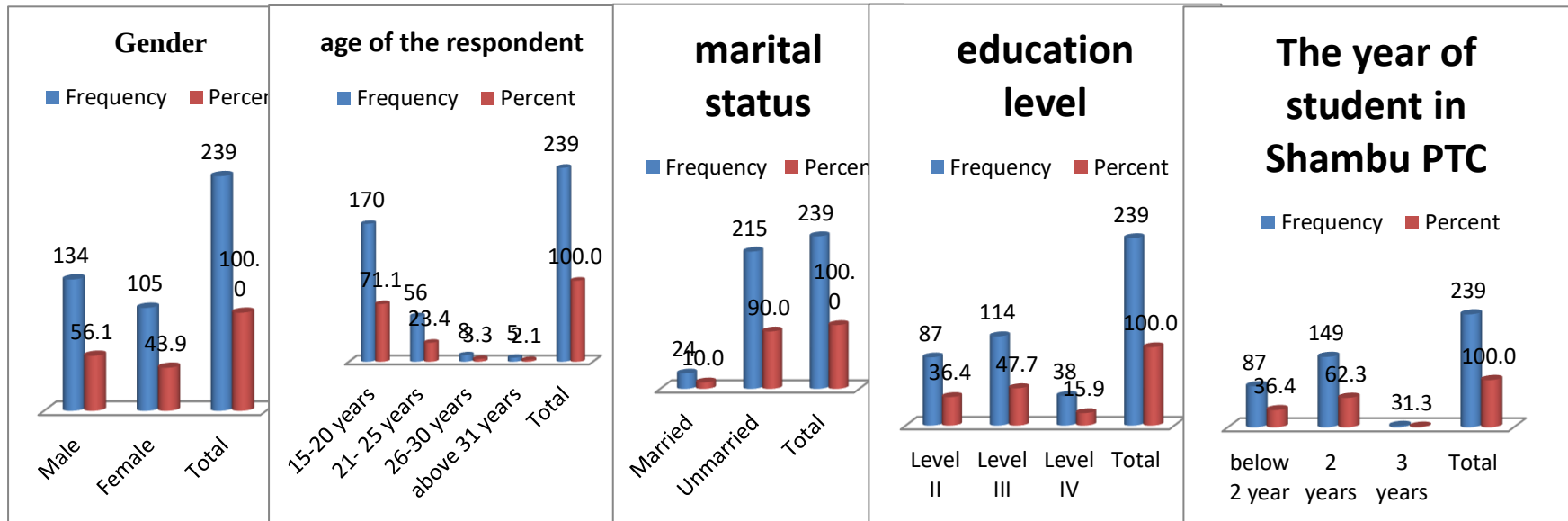
According to the above table, males indicates that 42(76.4 %) of the Deans, trainers, , administrative staff of college, TVET office head of Horo Guduru Wollega Zone and Shambu town who responded, which is slightly higher than females, who represented for 13 (23.6 %) of the total 55 respondents. The age groups of respondents from 26-30 years covers 24 (43.6), the determined percentage of the respondents which followed by the age group 31-40 years that covers 22(40%) , above 40 years covers 6 (10.9 %) and 3(5.5).

The table which is with the information about marital status shows that, 39(70.9%) of the respondents are married and the outstanding 16(29.1%) of the participants are unmarried. Regarding to the respondent Educational qualification background 44(80%) BSc, 8(14.5%) BA, and 3(5.5%) MSc. In terms of work experience more than 11-20 years 33(60%) of deans, trainers, department heads, sector heads, administrative staff of college, TVET office head of Horo Guduru Wollega Zone and Shambu town, 5-10 years 21(38.2%) of deans, trainers, department heads, sector heads, administrative staff of college, TVET office head of Horo Guduru Wollega Zone and Shambu town and 2-4 years 1(1.8%) of deans, trainers, department

Figure 4: Demographic Characteristics of the Trainee's Respondents



Demographic Characteristics of the Trainee's Respondents



In the above figure 4 demographic characteristics of the Trainee's Respondents indicates that, Student studying department background 55(28%) from Industrial electrical machine drives services department, 53(22.2%) from Hardware and network servicing department, 29(12.1%) from Electrical Electronics department, 20(8.4%) from Accounting departments, 17(7.1%) from Building Electrical Installation department and from Garment department , 15(6.3%) from Furniture making, 12(5%) from Onsite Building Construction Management departments, 11(4.6%) from Road Construction and 10 (4.2%) from Mechanics departments are covering the maximum percentages of the respondents respectively.

As shown in the figure above, respondents were of both genders, with 134 males (56.1%) and 105 females (43.9%) respondents, Most of the respondents that were participated males. According to the age group of the respondents, 170 (71.1 percent) were between the ages of 15–20 years. 56(23.4%) from 21-25years, 8 (3.3%) from 26-30 years, above 31 years 5(2.1%)

The table which is with the information about marital status displays that, 24(10%) of the respondents are married and the outstanding 215(90.9%) of the participants are unmarried. Regarding to the respondent Educational level background 87(35.4%) level II, 114(47.7%) level III, and 38(15.9%) level IV and 0(0%) level I. in terms of the year of Study in Shambu Polytechnic College 2 years 149(62.3%), below 2 year 87(36.7%), and 3 years 3(1.3%) and 4 years 0(0%) are covering the maximum percentages of the respondents respectively.

Analysis results related to the perceived leadership styles of TVET deans

In the following sub-sections the results of the leadership style response-data is presented. Composite frequency tables of the nine sub-dimensions of the three leadership style constructs of deans participant responses (deans, trainers, trainees and administration) to the nine subsets of questions in the MLQ (5X short) questionnaire that query the nine sub-dimensions of the three leadership styles are presented in Tables 6 to 14 below, an overview of how the respondents perceived the leadership styles of their deans (including the deans themselves) can be derived from the "totals row" in each composite frequency table. These rows reflect participants' response patterns to the subsets of questions that probe each sub-dimension of the three leadership styles (respectively five, three and one components of the transformational, transactional and laissez-faire leadership styles Bass&Riggio (2006:15). The distribution of responses in each totals-row of the tables that follow.

Table 6: Composite one-way frequency tables for the four questionnaire items that probe the Transformational leadership style sub-dimension of: idealized influence, attributed.

Item	Never (%)	Once in a While (%)	Some times (%)	Fairly Often (%)	Frequently, if not always (%)	Total
Instill pride in others for being associated with me.	62 (21.1)	63 (21.4)	82 (27.9)	64 (21.8)	23 (7.8)	294
Go beyond self-interest for the good of the group	21 (7.1)	50 (17.0)	84 (28.6)	98 (33.3)	41 (13.9)	294
Act in ways that build others' respect for me	46 (15.6)	52 (17.7)	68 (23.1)	86 (29.3)	42 (14.3)	294
Display a sense of power and confidence.	36 (12.2)	52 (17.7)	67 (22.8)	91 (31.0)	48 (16.3)	294
Total	165	217	301	339	154	1,176

Table 6 indicated that, the majority of responses reflected the perception that the sub- dimension of the leadership component of idealized influence, attributed (of the transformational style) was fairly often always observed to be present in deans' interaction with staff and trainees (41.92%,) This indicated that the trainees and the administration observed their deans followed transformational leadership styles.

Table 7: Composite one-way frequency tables for the four questionnaire items that probe the transformational leadership style sub-dimension of: idealized influence, behavior (trainees, teachers and deans,

Item	Never (%)	Once in a While (%)	Some times (%)	Fairly Often (%)	Frequently, if not always (%)	total
Talk about my most important values and beliefs	65 (22.1)	63 (21.4)	60 (20.4)	70 (23.8)	36 (12.2)	294
Specify the importance of having a strong sense of purpose.	18 (6.1)	43 (14.6)	79 (26.9)	114 (38.8)	40 (13.6)	294
Consider the moral and ethical consequences of decisions.	28 (9.5)	55 (18.7)	68 (23.1)	103 (35.0)	40 (13.6)	294
Emphasize the importance of having a collective sense of mission.	32 (10.9)	58 (19.7)	62 (21.1)	98 (33.3)	44 (15.0)	294
	143	219	269	385	160	1176

Table 7 indicated that, the majority of responses reflected the perception that the component of idealized influence, behavior of the transformational style) was fairly often to always, reported in deans' behavior (46.34%; see Table 7), this indicated most of the respondents observed their deans followed transformational leadership styles

Table 8: Composite one-way frequency tables for the four questionnaire items that probe the transformational leadership style sub-dimension of inspirational motivation

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always	Total
Talk optimistically about the future.	31 (10.5)	38 (12.9)	79 (26.9)	91 (31.0)	55 (18.7)	294
Talk enthusiastically about what needs to be accomplished.	32 (10.9)	60 (20.4)	98 (33.3)	67 (22.8)	37 (12.6)	294
Articulate a compelling vision of the future.	46 (15.6)	64 (21.8)	68 (23.1)	73 (24.8)	43 (14.6)	294
Express confidence that goals will be achieved.	26 (8.8)	69 (23.5)	64 (21.8)	91 (31.0)	44 (15.0)	294
Total	135	231	309	322	179	1176

Table 8 indicated that, the majority of responses reflected the perception that the component of inspirational motivation (of the transformational style) was fairly often to always observe in deans' behavior (42.6%). This indicated most of the respondents observed their deans followed transformational leadership styles.

Table 9: Composite one-way frequency tables for the four questionnaire items that probes the transformational leadership style sub-dimension of: intellectual stimulation

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always	Total
Re-examine critical assumptions to question whether they are appropriate.	33 (11.2)	76 (25.9)	80 (27.2)	81 (27.6)	24 (8.2)	294
Seek different perspectives when solving problems.	31 (10.5)	54 (18.4)	91 (31.0)	86 (29.3)	32 (10.9)	294
Get others look at problems from many different angles.	37 (12.6)	68 (23.1)	75 (25.5)	82 (27.9)	32 (10.9)	294
Suggest new ways of looking at how to complete assignments.	36 (12.2)	59 (20.1)	91 (31.0)	75 (25.5)	33 (11.2)	294
Total	137	257	337	324	121	1176

Table 9 indicated that, the majority of responses reflected the perception that the component of intellectual stimulation (of the transformational style) was fairly often to always reported (37.84%). This indicated most of the respondents observed their deans followed transformational leadership style.

Table 10: Composite one – way frequency table for the four questionnaire items that probe the transformational leadership style sub-dimension of: individualized consideration (Trainees, trainer’s administration staff and deans ,)

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always	Total
Spend time teaching and coaching.	39 (13.3)	68 (23.1)	64 (21.8)	89 (30.3)	34 (11.6)	294
Treat others as individuals rather than just as a member of a group.	60 (20.4)	63 (21.4)	76 (25.9)	63 (21.4)	32 (10.9)	294
Consider an individual as having different needs, abilities, and aspirations from others.	37 (12.6)	63 (21.4)	79 (26.9)	82 (27.9)	33 (11.2)	294
Help others to develop their strengths.	38 (12.9)	61 (20.7)	84 (28.6)	79 (26.9)	32 (10.9)	294
Total	174	255	303	313	131	1176

Table 10 indicated that, the majority of responses reflected the perception that the component of individualized consideration (of the transformational style) was fairly often to always reported for deans (37.75%). This indicated most of the respondents observed their deans followed transformational leadership styles.

Table 11 Composite one – way frequency table for the four questionnaire item that probes the transactional leadership style sub-dimension of: intrinsic reward

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always	Total
Provide others with assistance in exchange for their efforts.	28 (9.5)	57 (19.4)	78 (26.5)	99 (33.7)	32 (10.9)	294
Discuss in specific terms who is responsible for achieving performance targets.	38 (12.9)	68 (23.1)	83 (28.2)	72 (24.5)	33 (11.2)	294
Make clear what one can expect to receive when performance goals are achieved.	42 (14.3)	70 (23.8)	87 (29.6)	73 (24.8)	22 (7.5)	294
Express satisfaction when others meet expectations.	37 (12.6)	63 (21.4)	76 (25.9)	92 (31.3)	26 (8.8)	294
Total	145	258	324	336	113	1176

Table 11 indicated that, the majority of responses reflected the perception that the component of intrinsic rewards (of the transactional style) was fairly often to always reported (38.18%). This indicated most of the respondents observed their deans followed transaction leadership styles.

Table 12: Composite one way frequency tables for the four questionnaire items that probe the transactional leadership style sub-dimension of: manage by exception, active

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always
Focus attention on irregularities, mistakes, exceptions, and deviations from standards.	70 (23.8)	67 (22.8)	68 (23.1)	64 (21.8)	25 (8.5)
Concentrate my full attention on dealing with mistakes, complaints, and failures.	55 (18.7)	77 (26.2)	65 (22.1)	67 (22.8)	30 (10.2)
Keep track of all mistakes.	47 (16.0)	64 (21.8)	84 (28.6)	74 (25.2)	25 (8.5)
Direct my attention toward failures to meet standards.	32 (10.9)	69 (23.5)	92 (31.3)	78 (26.5)	23 (7.8)

Table 12 indicated that, the majority of responses reflect the perception that the component of management by exception, active (of the transactional leadership style) was fairly often to always report (33.68%). This indicated most of the respondents observed their deans followed transaction leadership styles.

Table 13 : Composite one – way frequency tables for the four questionnaire items that probe the transactional leadership style sub – dimension of: manage by exception, passive

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always
Fail to interfere until problems become serious.	32 (10.9)	99 (33.7)	85 (28.9)	52 (17.7)	26 (8.8)
Wait for things to go wrong before I take action	55 (18.7)	57 (19.4)	70 (23.8)	84 (28.6)	28 (9.5)
Show that I am a firm believer in "If it ain't broke, don't fix it."	85 (28.9)	59 (20.1)	69 (23.5)	54 (18.4)	27 (9.2)
Demonstrate that problems must become chronic before I take action.	47 (16.0)	53 (18.0)	71 (24.1)	79 (26.9)	44 (15.0)

Table 13 indicated that responses did not clearly reflect the perception that the component of management by exception, passive (for the transactional style) was fairly often to always reported (only a 33.26%)

Table 14 Composite one – way frequency table for the four questionnaire items that probe the laissez-faire leadership style

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always
Avoid getting involved when important issues arise...	68 (23.1)	79 (26.9)	79 (26.9)	42 (14.3)	26 (8.8)
Am absent when needed.	78 (26.5)	62 (21.1)	87 (29.6)	49 (16.7)	18 (6.1)
Avoid making decisions.	65 (22.1)	63 (21.4)	87 (29.6)	55 (18.7)	24 (8.2)
Delay responding to urgent questions.	66 (22.4)	64 (21.8)	84 (28.6)	52 (17.7)	28 (9.5)

Table 14 indicated that the majority of responses reflected the perception that characteristics of the laissez faire style are never or very seldom observed in deans' interaction with staff (46.44%). This indicated most of the respondents observed their deans followed transaction leadership styles. The composite tables presented in this sub-section suggest that respondents fairly often observe most of the sub-dimension constructs of the transformational and transactional leadership styles in their deans, and seldom laissez- faire traits.

Table 15 Composite one-way frequency table of the subset of questionnaire questions that probe willingness to put in extra effort, effectiveness and job satisfaction

Item	Never	Once in a While	Some times	Fairly Often	Frequently, if not always	Total
Get others to do more than they are expected to do.	26 (8.8)	56 (19.0)	89 (30.3)	86 (29.3)	37 (12.6)	294
Heighten others' desire to succeed.	20 (6.8)	54 (18.4)	61 (20.7)	116 (39.5)	43 (14.6)	294
Increase others' willingness to try harder.	30 (10.2)	44 (15.0)	59 (20.1)	118 (40.1)	43 (14.6)	294
Total	76	156	209	320	123	882
Am effective in meeting others' job-related needs.	30 (10.2)	51 (17.3)	69 (23.5)	106 (36.1)	38 (12.9)	294
Am effective in representing others to higher authority	42 (14.3)	62 (21.1)	76 (25.9)	83 (28.2)	31 (10.5)	294
Am effective in meeting organizational requirements.	36 (12.2)	56 (19.0)	66 (22.4)	95 (32.3)	41 (13.9)	294
lead a group that is effective	24 (8.2)	52 (17.7)	69 (23.5)	106 (36.1)	43 (14.6)	294
Total	132	221	271	390	153	1176
Use methods of leadership that are satisfying	29 (9.9)	50 (17.0)	91 (31.0)	83 (28.2)	41 (13.9)	294
Increase others' willingness to try harder	28 (9.5)	61 (20.7)	59 (20.1)	97 (33.0)	49 (16.7)	294
	57	111	150	180	202	588

Similar to the analysis strategy for leadership styles, once an initial overview of the status of perceived performance (job satisfaction, dean-effectiveness, and extra-effort) was established by means of the above reported frequency tables the internal consistency reliability of these performances constructs as measurable variables of the outcome of leadership styles - had to be verified.

Composite frequency tables of the three performances construct (extra effort, effectiveness and satisfaction) The results of this subsection (Tables 15) that stated in the above for the outcome-of-leadership style concepts (extra effort, effectiveness and satisfaction) by studying the totals-row in Tables 15 presented above, it can be assumed that the majority of respondents perceived the three outcome-aspects of leadership-styles as occurring often, 2 response-rating percentage for willingness to put in extra effort, was 36.28% (320 of 882 responses); for effectiveness of deans the percentage was 33.16% (390 of 1176 responses), and for job satisfaction the percentage was 30.61% (145 of 475). (This result speaks to sub- research questions three to five).

These preliminary findings suggest that performance under the leadership style/s of TVET deans was in general perceived to be positive. To determine and discriminate between levels of performance (more positive or negative) under different leadership styles, the researcher argued that quantitative measures of performance can be derived from response-data presented above in Tables 15 and the performance constructs they represent (along with the internal consistency reliability verified for these constructs). These calculated measures enabled research to compare groups.

Similar to the interpretation of the score-values for the leadership style constructs, the mean scores for the performance constructs (reflected in Table 15 below), can be interpreted as indicating that these means strengthen the suggestion derived from the exploratory composite frequency tables, namely that the three aspects of performance (extra effort; effectiveness and job satisfaction) was observed to be satisfactory (majority mean performance scores of fairly often ("3") to always ("4") was reported). This statement was validated by the mean scores of the three performance constructs of 2.49, 2.65 and 2.63 reported for all respondents in Table 15. These means all approximate the frequency-of- occurrence rating scale level of "3" (fairly often). This can be interpreted as a positive perception of all three aspects of performance. Similar performance mean scores were reported in Table 15 for the deans', trainees' and trainers' response groups. As exception to this was a mean score of 2.39 awarded the extra-effort teacher performance construct by students. This exception approximates a rating value of '2' (some times) which suggests that students experienced that the aspect of extra effort of teacher performance under TVET college deans' specific leadership styles was less positive

Such findings, are of utmost importance to the field of education, since workers who are motivated to put in extra effort, are effective in what they do and satisfied with their jobs, are more likely to contribute significantly to the enhancement of the quality of education.

Once internal consistency reliability of the various concepts was verified, quantitative perception measures (scores) of how the respondents experienced their deans' leadership styles can be calculated. (Scores are calculated as the mean rating response of the responses each respondent assigned to each subset of questionnaire questions that measured a dimension or sub-dimension of leadership style). Tables 16 presented below reflect the means of these scores.

Scores calculated for the sub-dimension and comprehensive leadership style constructs Table 16 reported the leadership style scores and their standard deviations for all respondents (columns 2 and 3); deans (columns 4 and 5); teachers (columns 6 and 7); and students (columns 8 and 9). The first impression that investigation of Table 16 brings to mind, is that the reported mean scores strengthen the suggestion derived from the composite frequency tables of responses reported that the components of the transactional and transformational leadership styles are perceived by respondents to present more often in TVET deans behavior than the laissez faire style.

The question might well be asked how this deduction is made. This is explained if borne in mind that the score values and therefore also the means of the score values reported in Table 16 are interpreted according to the frequency-of-occurrence rating scale, with smaller score values (mean score that approximate "0" or "1") indicating that a specific component leadership trait is never or very seldom perceived to be present in deans, whereas larger mean scores (means in the region of "3" and "4") indicate that a specific leadership trait was observed fairly often or always for example be deduced from Table 4.16 that: All respondents perceived deans to very seldom (mean score of 1.63 which approximates "1") exhibit the laissez-faire leadership style: faire often the transactional style (mean score of 3.76) and sometimes (mean score of 2.08) the transformational leadership style. The same perception-trend was reported for the separate groups: deans, trainers and trainees

The deduction can therefore be made that deans perceive that they practice the transformational style to somewhat less of an extent than they do the transactional style (sometimes and fairly often respectively), and, that they very seldom/ to a very limited extent practice the laissez faire style. At the same time trainees, trainers and administration staff express the same perception trend: they perceive deans to exhibit the transaction and transformation styles (fairly often and sometimes respectively), and very seldom the laissez faire style, but, to somewhat less of an extent than deans perceive this to be the case.

Table 16 the means of the perception scores for the various components of leadership style means reported are for all respondent, deans, trainer, trainees and administration.

		Participants							
		Administrative		Dean		Trainer		Trainees	
		Means	SD	Means	SD	Means	SD	Means	SD
Transformational		2.09	.59	2.8	.39	2.15	.73	2.02	.69
	Attribute	2.17	.79	2.72	.57	2.18	.88	2.02	.89
	Behavior	2.19	.94	3.16	.38	2.24	.82	2.09	.89
	Motivation	2.16	.59	3.00	.82	2.11	.88	2.12	.95
	Stimulation	2.06	.83	2.88	.69	2.13	.97	1.97	.84
	Consideration	1.90	.73	2.28	.39	2.10	.92	1.93	.80
Transactional		3.61	1.45	4.25	1.14	4.01	1.62	3.68	1.50
	Reward	1.92	.81	3.09	.60	2.12	.98	1.93	.87
	MBE Active	2.29	.59	2.62	1.50	2.92	1.48	2.32	1.40
	MBE Passive	1.64	1.03	2.03	.49	1.98	.90	1.78	.85
Laissez Faire		1.41	1.03	1.16	.96	1.70	1.09	1.67	.89
	Extra Effort	2.49	.83	2.92	.81	2.25	1.10	2.24	.99
	Effectiveness	2.19	.80	2.79	.64	2.26	1.05	2.05	1.00
	Satisfaction	2.08	.94	2.69	1.19	2.33	1.03	2.16	1.12

Table 17: Classification of leadership style according to norms for dominant leadership styles

A. Transformational leadership style dominant/not dominant									
		Dean		Administrative		Trainer		Trainees	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	Less than 2.5	1	33.33	8	66.67	29	72.5	172	71.97
	Greater or equal to 2.5	2	66.67	4	33.33	11	27.5	67	28.03
	Total	3	100	12	100	40	100	239	100
B. Transactional leadership style dominant/not dominant									
		Dean		Administrative		Trainer		Trainees	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	Less than 2.5			2	16.67	6	15	50	20.92
	Greater or equal to 2.5	3	100	10	83.33	34	85	189	79.08
	Total	3	100	12	100	40	100	239	100
C. Laissez faire leadership style dominant/not dominant									
		Dean		Administrative		Trainer		Trainees	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	Less than 2.5	3	100	10	83.33	30	75	190	79.5
	Greater or equal to 2.5			2	16.67	10	25	49	20.5
	Total	3	100	12	100	40	100	239	100

- ✓ Table 17 a. indicated that , most of the dean perceived themselves they follow the dominant leadership styles that is transformational leadership.
- ✓ Table 17 b. Most of the dean, administration, trainers and trainees perceived themselves they follow the dominant leadership styles that is transaction leadership.
- ✓ Table 17 c. showed that most of the dean perceived themselves and most, administrations, trainers and trainees perceived their deans did not follow laissez-faire leadership styles.
- ✓ Table 17 a. and 17 b. showed that, most of the respondents perceived that the transformational and the transactional leadership styles were the dominate leadership styles.
- ✓ Table 17 c. showed that, most of the respondents perceived that the laissez-faire leadership style was the non-dominant leadership styles.
- ✓ From Tables 17 it can be realized that the earlier, exploratory analyses suggestions of the frequently perceived dominance of the transformational and transactional leadership styles are confirmed.

Pearson's Correlation Coefficient

To determine the linear relationship among transformational, transactional and laissez- faire constructs, the Pearson's Correlation Coefficient was used. For this purpose, three pair wise correlations (transformational with transactional, transformational with laissez- faire, and transactional with laissez-faire) were calculated and the p-values associated with the significance of each of the three correlations are presented in the following table.

Table 18: The correlation of the three leadership styles

	Transformational with Transactional	Transformational Laissez -Faire	Transactional with Laissez -Faire
Correlation	0.556	0.130	0.417
P-value	<0.001*	<0.044*	<0.001*

The results in the table show that the three pair-wise correlations are significant at 5% level of significance. Hence, it can be concluded as:

Transformational and transactional leadership styles had a positive medium correlation (0.556). In other words, those who exercise transformational leadership styles are likely to exercise also transactional leadership styles and vice versa.

The correlation between transformational and laissez-faire leadership styles was positive ($r=0.130$). Even if the correlation was low, it had a significant value.

Transactional and laissez-faire leadership styles was also positive correlated ($r=0.417$)

Multiple Regression Analysis

The major objective of this study was to examine the effect of leadership styles on the performance sub-dimensions (extra-effort, leadership effectiveness and satisfaction) and performance as a whole.

Table 19: Multiple regression analysis of leadership styles

Construct	Leadership Style		
	Transformational	Transactional	Laissez - Faire
Performance	0.624 (p-value <0.001)	0.501 (p-value <0.001)	0.071 (p-value =0.279)
Extra Effort	0.578 (p-value <0.001)	0.428 (p-value <0.001)	0.032 (p-value=0.627)
Effectiveness	0.596 (p-value <0.001)	0.508 (p-value <0.001)	0.123 (p-value=0.058)
Satisfaction	0.507 (p-value <0.001)	0.395 (p-value <0.001)	0.041 (p-value=0.535)

Transformational and transactional leadership styles were significantly associated with performance and performance and its dimensions at 5% level of significance. But, laissez- faire was not significantly associated with each dimension of performance and performance as a whole at 5% significance level. Therefore, this variable was excluded from being included in the linear regression model.

Table 20: The effect of Leadership Styles on Extra Effort

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.418	.174		2.398	.017
	Transformational	.712	.091	.492	7.789	.000
	Transactional	.103	.042	.155	2.460	.015

a. Dependent Variable: Extra Effort

In this regression equation, the fact that the regression coefficient for the transformational component was relatively large (0.492) and the regression coefficient for the transactional leadership style component was relatively small (0.155), implies that the perceived presence of the transformational leadership style in deans enhanced teachers' administration willingness to put in extra effort to a greater extent than will the perceived presence of the transactional leadership style in deans' behavior.

The prediction equation therefore indicated that perceptions of trainers' and administration willingness to put in extra effort was positively influenced by the presence of the transformational leadership style in TVET deans and to a lesser extent by the transactional leadership style TVET deans are perceived to exhibit. The results of the step wise regression analysis to determine the relationship between the leadership styles that deans was perceived to exhibit and this impact on willingness to put in extra effort by trainers.

Table 21: the effect of Leadership Styles on Leadership Effectiveness

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.160	.165		.968	.334
	Transformational	.647	.087	.454	7.481	.000
	Transactional	.167	.040	.256	4.218	.000

b. Dependent Variable: Leaders' Effectiveness

In this regression equation, the fact that the regression coefficient for the transformational component was relatively large (0.454) and the regression coefficient for the transactional leadership style component was relatively small (0.256), this implies that the perceived presence of the transformational leadership style in deans' enhanced leaders effectiveness to a greater extent than the perceived presence of the transactional leadership style in deans' behavior.

The prediction equation therefore indicated that perceptions of teachers', administration and dean's effectiveness positively influenced by the presence of the transformational leadership style in TVET deans and to a lesser extent by the transactional leadership style TVET deans are perceived to exhibit.

Table 22: the effect of Leadership Styles on Satisfaction

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.405	.201		2.016	.045
	Transformational	.653	.105	.416	6.187	.000
	Transactional	.117	.048	.163	2.422	.016

C. Dependent Variable: Satisfaction

The respective transformational and transactional leadership style regression-coefficients (0.416 and 0.163) in the above regression equation was positive and relatively large, which implies that job- satisfaction of trainers (perceptions) were positively influenced by deans that exhibit the transformational or transactional leadership styles in their dealings with trainees and trainers and

administration. The prediction therefore indicated that perceptions of job satisfaction are positively influenced by the transactional and transformational leadership styles of TVET deans

Table 23: the effect of Leadership Styles on Performance

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.324	.152		2.134	.034
	Transformational	.664	.080	.500	8.337	.000
	Transactional	.134	.036	.221	3.685	.000

D. Dependent Variable: Performance

In the above regression equation, the regression coefficient for the transformational and transactional leadership style components were relatively large (0.86 and 0.61 respectively), and that of the laissez-faire component small and negative (-0.08). This implies that the presence of the transformational and transactional leadership styles in deans' enhanced perceptions of performance in general but the presence of the laissez-faire leadership styles in deans had a small, negative effect on performance-perceptions. The prediction therefore indicated that perceptions of general performance was positively influenced by the presence of the transformational and transactional leadership style observed in TVET deans leadership, but negatively to a very limited extent by the presence of the laissez- faire leadership style observed in deans' behavior.

(Comment: please note that in preliminary stepwise regression analyses in this study - not included in the thesis the type of respondent, namely, trainees or trainers was also included in the regression model as an explanatory variable to investigate whether type of respondent would impact perceptions of performance (for all three aspects). The researcher pointed out that difference between trainers and trainees (a biographical effect) were not significant in these regressions (the effect was removed by the analysis process in interim steps of the stepwise for is regression analyses). For this reason, separate regress in interim not performed for trainers and trainees).

4.3 Results of the Qualitative Interview Data

This section briefly overviews the findings deduced from participant responses to the open-ended questions that were asked of participants while completing the MLQ (5X SHORT) questionnaire (Appendixes A-D), as well as responses to semi-structured interviews conducted with TVET college deans and the zone and town head of job creation and skill office (Appendixes-E).

Interviews were conducted at each college, and separately with the federal and bureau head at TVET. Conducted at a time convenient for both the officials and the researcher. It is fortunate that these interviews were conducted as incorporated in the research design, as responses to the open ended questions of the MLQ questionnaire were rather limited, especially in the case of trainees and trainers. The researcher opinion that the reason for the limited open ended questionnaire responses can be attributed to the biographical characteristics of respondents indicating that they were mostly young, had limited training and experience and could therefore offer little input concerning management issues that they knew even less about.

The deans of the college say their leadership style is transformational leadership followed by transactional leadership style. Because can change their leadership style depending on the situation. Also, the biggest problem they face is that not everyone has the same hub and ability. There are also many activities in TVET; for those activities they use different leadership styles. As a capacity building and administration dean says that when they use different leadership style for different activities the staff think that you are harming one and benefiting the other. The deans says that their leadership style is one in which most people are satisfied, but do not satisfy every staff member equally. The indicator of this is the success of the all-round movement in the college. Among the existing types of Leadership, transformational leadership is the best. Because transformational leadership brings people to a goal and brings a radical change.

As the head of zone and Shambu town job creation and skill office said the Leadership is the means by which human beings are led and by which the activity of work is led. According to Shambu town job creation and skill bureau head said, he was abagada before he assigned as a head and his leadership attitude has great. As they said When they assign a dean, the first thing they consider as criteria is that whether he/she is a political supporter, the efficiency of the person and the acceptance he/she has among people. Although the Bureau does not have extensive support at the workplace level, it does support the organization to achieve some of its objectives through supervision.

The researcher therefore kept in mind that, though this is a mixed method study, the quantitative part of it carries the most weight.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to investigate the assessment on the effectiveness of TVET leadership of deans the case of Shambu Poly technic colleges in Oromia regional state. This was with the intention to find out the extend of leadership effectiveness of the Shambu poly technic colleges and recommend possible ways alleviating the problems. To this end , basic questions addressing the issues related to the leadership effectiveness in order to achieve the above aims the following basic questions were set;

- ✓ What are the most dominant leadership styles (transformational, transactional, and laissez-faire) practiced by the deans of Shambu poly technic Colleges?
- ✓ What is the relationship between the transformational, transactional and laissez- faire Leadership styles?
- ✓ To what extent are perceptions of the effectiveness of deans influenced by the leadership style (transformational, transactional and laissez-faire) deans are perceived to exhibit?
- ✓ To what extent are perceptions of job satisfaction influenced by the leadership style/s (transformational, transactional and laissez-faire) deans are perceived to exhibit?
- ✓ To what extent are perceptions of performance influenced by the leadership style's (transformational, transactional and laissez-faire) deans are perceived to exhibit

The study employed descriptive survey design, to address the research questions raised the researcher reviewed the relevant literature and prepared open-ended and close-ended written questionnaires as well as semi structured interview. On the basis of the reviewed literature collected data from Shambu poly technic colleges. The questionnaires after having been evaluated and checked by the thesis advisor were pilot tested in order to avoid irrelevant and ambiguous terms Based on the given communication necessary comments and modifications were made before distribution concerning the subjects of the study 3 Shambu poly technic college deans 48 trainers 1054 trainees and 24 administrations staff from Shambu poly technic colleges were included. Questionnaires, interviewees and relevant documents for the study title were used to collect the required data; the data obtained were presented analyzed and interpreted quantitatively and qualitatively. The major findings of the study analysis made were organized here under.

To recap, the findings of the qualitative analysis (Table 4.13) indicated that deans perceived their practice the transformational style most of the time. Furthermore, they admitted to using transactional-style leadership on occasion. They considered their effectiveness to be up to standard. On the other hand, the Zone and Shambu town job creation and skill bureau head perceived more of the transactional (even autocratic) leadership style to present itself in deans' behavior and experiences that deans' effectiveness sometimes suffer from an attitude of

indifference (*laissez-faire* style). These findings with a few exceptions that will be indicated-generally agree with the findings of the quantitative analysis, which are summarized in the bulleted section below. The qualitative findings in this research therefore in broad terms served to enrich the quantitative findings.

The quantitative findings indicated that: The research process and analyses were able to contextualize the research by indicating that most of the participating staff and deans were males, that teachers had teaching experience (mostly between 11 and 20 years' experience) and that deans were generally better qualified than teaching staff. Furthermore, research was able to form a first impression of how often respondents perceived the three leadership styles to present in their deans (by means of composite one-one frequency tables for the transformational, transactional and *laissez-faire* styles). Initial indications were that the transformational and transactional styles were observed far more frequently than the *laissez-faire* style. This finding addresses research question one. (The qualitative findings indicated that deans believe that they practice the transformational style more frequently than the transactional style and the *laissez-faire* style not at all).

The research process was also able to verify the internal consistency reliability of the three leadership style constructs. Once verified, research was able to calculate reliable measures of how the respondents perceive their deans leadership style and sub-dimensions of the leadership styles. Likewise, an overview of respondents' perception of performance - the outcome of leadership (effectiveness, trainers' extra effort, trainers' job satisfaction, and performance in general) - could be assessed and the internal consistency reliability of these mentioned constructs verified. Initial indications were that respondents expressed positive perceptions regarding effectiveness of deans; trainers' job satisfaction and trainers' willingness to put in extra effort. The aspects of performance were evaluated to be to "a reasonable extent" or satisfactory ('3' or fairly often).

(The qualitative findings indicated that the bureau head's opinion was that deans' leadership style was not always effective. This slight discrepancy between quantitative and qualitative findings might be explained as the scenario that deans evaluate themselves more positively than do other respondents as reported in the quantitative findings. The researcher cautions that only one bureau head's opinion was obtained. The relationship between performance indicators (as quantitative measurable representatives of the outcome of leadership) and leadership styles that deans exhibit were investigated in separate step wise linear regression models (In each model either job satisfaction scores; or effectiveness-scores; or willingness- to-put-in-extra-effort scores, or general performance scores was regarded as the independent variable and the three sets of leadership style scores and their interactions as the dependent variables).

The results indicated that: Perceptions of the effectiveness of deans were positively and statistically significantly influenced by the presence of the transformational and the transactional leadership styles (and to a small extent negatively by the interaction effect of these two styles).

Perceptions of trainers' job satisfaction were positively and statistically significantly influenced by the manifestation of the transformational and the transactional leadership styles (and to a small extent negatively by the interaction effect of these two styles). Perceptions of the willingness of teachers to go the extra mile were positively and statistically significantly influenced by the manifestation of the transformational style (to a great extent) and the transactional leadership styles (to a lesser extent) of deans.

(The qualitative findings seem to suggest that the influence use of the transactional leadership style were less prominent than that indicated in the three leadership style Performance relationship equations of the quantitative findings. In general, however, the quantitative and qualitative findings both include the transformational and transactional leadership styles as styles that impact performance even though, as indicated in the qualitative responses, deans themselves might over-estimate their actual use of the transformational leadership style. Thus: the qualitative results compliment and enrich the quantitative results. The researcher furthermore argues that deans might underplay the role transactional of leadership style based on their theoretical leadership knowledge that propagates the positive effect of the transformational leadership style on performance).

This chapter summarized by stating that these results answer the five sub-research questions the main research question. From these results one can deduce that the transformational and transactional leadership styles play an important part in how trainees and trainers perform, the satisfaction they experience in their jobs (trainers) and their willingness to put in extra effort. Good performance of trainees, trainers and administration in turn signifies their dean's effectiveness.

5.1 Conclusions

This research question was asked to determine which leadership styles Shambu poly technic college deans are currently perceived to use at government TVET colleges - the status quo. It was argued that by obtaining a "benchmark" of the current Ethiopian situation, these findings will assist in recommending adjustments to the present use of leadership styles to improve effectiveness and performance should research suggest (from the finding). From the literature review in Chapter 2 existing knowledge indicates that the transformational, transactional and laissez- faire leadership styles are acknowledged leadership styles amongst academics Barmes (2013:1567), with the Avolio (2010:50) and transactional styles Gill (2010:51) mast commonly used and with the laissez-faire style rarely employed (Bass & Riggio, 2006:15). These mentioned independent findings however, do not cover the Ethiopian academic environment and focus mostly on the European/USA environment.

In this study the findings of exploratory and more advanced analyses seem to verify the body of existing knowledge in general. However, by exception perceptions in this study indicated that Oromia deans appear to less frequently practice the transformational leadership style than

reported in other literature. More detail on the above-mentioned finding (Tables 4.5 to 4.13, in chapter four. For the components of the transformational leadership style (idealized influence, idealized behavior, inspirational motivation, intellectual stimulation and individual consideration) research respondents were of the opinion that these traits were observed fairly often or often (response scores of '3' or '4') in Oromia TVT deans' leadership (staff and trainees responses) For two of the three components of the transactional leadership style (namely contingent rewards and management-by-exception active) the same tendency was reported.

For the transactional leadership component of management-by-exception, passive, results reported a sometimes to fairly components often trend- therefore practiced to a lesser extent than the other transactional style. A trend of seldom was reported for the single laissez-faire leadership component. These results suggested that the transformational and transactional styles - in that order - were more often observed in Ethiopian TVET deans' leadership, while the laissez-faire style was used. The results therefore indicate that the leadership-style-status of IVET college deans mostly favored the transformational style, followed by the transactional style and rarely the laissez-faire style

With regard to dominance, presents a summary of perceived dominance of deans' leadership styles. Results indicated that; the transformational style was observed to be dominant in deans by all respondents as compared to the transactional and laissez-faire leadership styles perceived to be dominant by respectively of all respondents non dominance indicated for these two styles). So that the transformation leadership style was perceived to be the dominant leadership style of deans at the government TVET colleges

The existing knowledge as reflected in the literature (see paragraph 2.2.3), has indicated that leaders do not practice a single leadership style at all times, but apply different styles in different situations as they see fit. This observed tendency was also touched on in the previous discussion on the status of deans' leadership styles where it was indicated that, for the TVET colleges of Shambu polytechnic colleges, both the transformational and transactional leadership styles were reported to be observed fairly often in TVET deans' leadership. For government TVET study inter-dependence between leadership styles were established, or, worded differently: deans were perceived to switch between leadership styles or use leadership styles interchangeably. In particular, the transformational and transactional leadership styles were used such. Perceptions of deans' effectiveness were positively influenced by the perceived presence of the transformational or transactional styles in their leadership.

Perceptions of trainers' job-satisfaction are positively influenced by deans who exhibit transformational or transactional leadership. The joint presence of the transformational and transactional styles in deans' leadership tends to negatively affect perceptions of job performance to a limited extent.

The prediction implies that perceptions of willingness to put in extra effort are firstly positively influenced by the presence of the transformational leadership style in TVET deans and secondly (and to a somewhat lesser extent) by the transactional leadership style of TVET deans. In the regression analyses, the influence of the laissez-faire style was insignificant against the transformational and transactional leadership style-effects.

The predictive findings of the advanced regression analyses on the effectiveness, extra effort and job satisfaction performance components therefore compliment the earlier suggestion and findings of the exploratory analyses that indicated in the positive effect of firstly the transformational leadership style, and secondly, the transactional leadership style on performance enhancement.

5.2 Recommendations

The Oromia and zone job creation and skill bureau should be to create awareness amongst TVET transformational-transactional effect (increased performance and efficiency) that a dean leadership approach (with emphasis on the transformational style) has on staff and trainees, Leadership training chances for TVET deans should be programmed. The goal should be to reinforce and improve deans' use of acceptable leadership styles, particularly transformational ones, TVET colleges should have access to resources (materials, financial, and human) so they can promote the kinds of leaders they want in their institutions, The leadership styles of applicants at that level should be evaluated as part of the selection process for new TVET deans. If the dean leads with a transformational orientation, a staff-dean-team approach will be fruitful. A reward or performance assessment system for staff should be developed and implemented in TVET colleges. The deans should be use different leadership styles in different situation. The Ethiopian governments' TVET policy should seriously consider awareness campaigns and leadership style courses/training for deans (and aspiring deans) focused on conveying the value of the transformational and transactional leadership styles in dealing with academic staff and trainees. Most of the challenging problems are come from lack of appropriate leadership. In order to minimizing the TVET problem it has to be creating leadership role on TVET deans.

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APPENDIXES-A
TECHNICAL AND VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

Questionnaire for deans to complete

Dear Respondents,

The aim of this questionnaire is to rate your own leadership style for the purpose of Master's Degree study entitled as " Assessment On The Effectiveness Of Leadership Style Of Deans In Shambu Polytechnic College, Oromia Regional State". Participation in the study is voluntarily and I welcome your input. Confidentiality and anonymity are guaranteed. The findings of the study will be used for research purposes only.

Thank you for your cooperation!!

Instructions:

1. There are no correct or incorrect answers. Please give us your frank and honest opinion.
2. Please complete the section on personal biographical information before completing the behavior rating section
3. Statements listed are to describe your leadership style as perceived by you. You are requested to rate your perception of how frequently you display the listed behavior.
4. A legend to the frequency rating scale indicates the perception options.
5. Please select only one option per listed statement by placing an X in one of the boxes.
6. You are going to evaluate your own leadership style.
7. Please contact me at 0922425397 / Unetu Fikadu if you have any questions

Part I: Demographic Profile of the Respondent

1. Name of the respondent (not mandatory)_____
2. Sex: **A.** Male **B.** Female
3. Age: **A.** 20-25 **B.** 26-30 **C.** 31-40 **D.** Above 40
4. Marital Status: **A.** Married **B.** Unmarried
5. Education Qualification_____
6. Education Level : **A.** BA **B.** BSc **D.** MSc **E.** MA
7. Total Years of Experience in the teaching and other
A. 1 year **B.** 2-5 Years **C.** 6-10 Years **D.** 11- 15 Years **E.** >15 Years

Part II: Leadership Attributes:

In the tables below, list of descriptive statements are given. Please judge how frequently each of the items fits your leadership style as you perceive it.

N.B: 1. The word 'others' in the items may mean your peers, clients. Direct reports, supervisors, and/or all of these individuals

2. If you think that an item is irrelevant or has no concrete answer, you can leave it blank.

3. Numbers from 0-4 representing forwarded ideas are put on the column below; forward your idea on the bases of this. Example, " 0" means never.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always				
0	1	2	3	4				
No	Items			0	1	2	3	4
1	Instill pride in others for being associated with me.							
2	Go beyond self-interest for the good of the group							
3	Act in ways that build others' respect for me							
4	Display a sense of power and confidence.							
5	Talk about my most important values and beliefs							
6	Specify the importance of having a strong sense of purpose.							
7	Consider the moral and ethical consequences of decisions.							
8	Emphasize the importance of having a collective sense of mission.							
9	Talk optimistically about the future.							
10	Talk enthusiastically about what needs to be accomplished.							
11	Articulate a compelling vision of the future.							
12	Express confidence that goals will be achieved.							
13	Re-examine critical assumptions to question whether they are appropriate.							
14	Seek different perspectives when solving problems.							
15	Get others look at problems from many different angles.							
16	Suggest new ways of looking at how to complete assignments.							
17	Spend time teaching and coaching.							
18	Treat others as individuals rather than just as a member of a group.							
19	Consider an individual as having different needs, abilities, and aspirations from others.							
20	Help others to develop their strengths.							
21	Provide others with assistance in exchange for their efforts.							
22	Discuss in specific terms who is responsible for achieving performance targets.							
23	Make clear what one can expect to receive when performance							

	goals are achieved.					
24	Express satisfaction when others meet expectations.					
25	Focus attention on irregularities, mistakes, exceptions, and deviations from standards.					
26	Concentrate my full attention on dealing with mistakes, complaints, and failures.					
27	Keep track of all mistakes.					
28	Direct my attention toward failures to meet standards.					
29	Fail to interfere until problems become serious.					
30	Wait for things to go wrong before I take action					
31	Show that I am a firm believer in "If it ain't broke, don't fix it."					
32	Demonstrate that problems must become chronic before I take action.					
33	Avoid getting involved when important issues arise...					
34	Am absent when needed.					
35	Avoid making decisions.					
36	Delay responding to urgent questions.					

Part III: **Outcomes of Leadership:** Please judge how frequently each of the items fits your Leadership style results as you perceive it. You are requested to rate your perception according to the frequency legend supplied below.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always		
0	1	2	3	4		
No	Items	0	1	2	3	4
1	Get others to do more than they are expected to do.					
2	Heighten others' desire to succeed.					
3	Increase others' willingness to try harder.					
4	Am effective in meeting others' job-related needs.					
5	Am effective in representing others to higher authority					
6	Am effective in meeting organizational requirements.					
7	lead a group that is effective					
8	Use methods of leadership that are satisfying					
9	Increase others' willingness to try hander					

Part IV: This section has open-ended questions. Please respond as accurately and completely as possible.

1. How does the culture of the organization influence your leadership style in terms of opportunities and constraints?

2. Are there any particular scenarios that impede you to exercise the preferred/ required optimal leadership style?

3. Could you explain how the leadership style that you have adopted in your college leads to academic excellence?

4. What are your key leadership challenges?

APPENDIXES-B
TECHNICAL AND VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

Questionnaire for Trainers to complete

Dear Respondents,

The aim of this questionnaire is to rate your dean leadership style for the purpose of a Master's degree study entitled as "Assessment on the Effectiveness of Leadership Style of Deans in Shambu Polytechnic College, Oromia Regional State ". Participation in the study is voluntarily and I welcome your input. Confidentiality and anonymity are guaranteed. The findings of the study will be used for research purpose only.

Thank you for your cooperation!!

Instructions:

1. There are no correct or incorrect answers. Please give us your frank and honest opinion
2. Please complete the section on personal biographical information before completing the behavior rating section.
3. Statements listed below describe "the leadership style employed by the college dean". You are requested to rate your perception of how frequently your dean displays the listed behavior.
4. A legend to the frequency rating scale indicates the perception options.
5. Please select only one option per listed statement by placing an X in one of the boxes,
6. You are going to evaluate the "chief dean of the college" (don't evaluate the outcome based core process leader, the capacity building core process leader and the Industry extension and technology transfer core process leader vice deans).
7. Please contact me at 0922425397 / Unetu Fikadu if you have any questions

Part I: Demographic Profile of the Respondent

1. Name of the respondent (not mandatory)_____
2. Sex: **A.** Male **B.** Female
3. Age: **A.** 20-25 **B.** 26-30 **C.** 31-40 **D.** Above 40
4. Marital Status: **A.** Married **B.** Unmarried
5. Education Qualification_____
6. Education Level : **A.** BA **B.** BSc **D.** MSc **E.** MA
7. Total Years of Experience in the teaching and other
B. 1 year **B.** 2-5 Years **C.** 6-10 Years **D.** 11- 15 Years **E.** >15 Years

Part II: Leadership Attributes: in the tables below, list of descriptive statements are given. Please judge how frequently each of the items fits your leadership style as you perceive it.

N.B: 1. The word 'others' in the items may mean your peers, clients, Direct reports, supervisors, and/or all of these individuals

2. If you think that an item is irrelevant or has no concrete answer, you can leave it blank.

3. Numbers from 0-4 representing forwarded ideas are put on the column below; forward your idea on the bases of this. Example. "0" means never.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always		
0	1	2	3	4		
No	Items	0	1	2	3	4
1	Instill pride in others for being associated with me.					
2	Go beyond self-interest for the good of the group					
3	Act in ways that build others' respect for me					
4	Display a sense of power and confidence.					
5	Talk about my most important values and beliefs					
6	Specify the importance of having a strong sense of purpose.					
7	Consider the moral and ethical consequences of decisions.					
8	Emphasize the importance of having a collective sense of mission.					
9	Talk optimistically about the future.					
10	Talk enthusiastically about what needs to be accomplished.					
11	Articulate a compelling vision of the future.					
12	Express confidence that goals will be achieved.					
13	Re-examine critical assumptions to question whether they are appropriate.					
14	Seek different perspectives when solving problems.					
15	Get others look at problems from many different angles.					

16	Suggest new ways of looking at how to complete assignments.					
17	Spend time teaching and coaching.					
18	Treat others as individuals rather than just as a member of a group.					
19	Consider an individual as having different needs, abilities, and aspirations from others.					
20	Help others to develop their strengths.					
21	Provide others with assistance in exchange for their efforts.					
22	Discuss in specific terms who is responsible for achieving performance targets.					
23	Make clear what one can expect to receive when performance goals are achieved.					
24	Express satisfaction when others meet expectations.					
25	Focus attention on irregularities, mistakes, exceptions, and deviations from standards.					
26	Concentrate my full attention on dealing with mistakes, complaints, and failures.					
27	Keep track of all mistakes.					
28	Direct my attention toward failures to meet standards.					
29	Fail to interfere until problems become serious.					
30	Wait for things to go wrong before I take action					
31	Show that I am a firm believer in "If it ain't broke, don't fix it."					
32	Demonstrate that problems must become chronic before I take action.					
33	Avoid getting involved when important issues arise...					
34	Am absent when needed.					
35	Avoid making decisions.					
36	Delay responding to urgent questions.					

Part III: Outcomes of Leadership: Please judge how frequently each of the items fits your Leadership style results as you perceive it. You are requested to rate your perception according to the frequency legend supplied below.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always				
0	1	2	3	4				
No	Items			0	1	2	3	4
1	Get others to do more than they are expected to do.							
2	Heighten others' desire to succeed.							
3	Increase others' willingness to try harder.							
4	Am effective in meeting others' job-related needs.							
5	Am effective in representing others to higher authority							

6	Am effective in meeting organizational requirements.					
7	lead a group that is effective					
8	Use methods of leadership that are satisfying					
9	Increase others' willingness to try harder					

Part IV: This section has open-ended questions. Please respond as accurately and completely as possible.

1. How would you describe the leadership style of your college?

2. In your opinion, what are the factors that affect the style of leadership in your college context?

3. Why do you think that this is the best kind of leadership style that should be used?

4. How does the dean's leadership impact the effectiveness of the college?

5. What leadership challenges does your college face?

APPENDIXES-C
TECHNICAL AND VOCATIONAL TRAINING INSTITUTE
FACULTY OF TVET LEADERSHIP AND MANAGEMENT
DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

Questionnaire for Administrative Workers to complete

Dear Respondents,

The aim of this questionnaire is to rate your dean leadership style for the purpose of a Master's degree study entitled as "Assessment on the Effectiveness of Leadership Style of Deans in Shambu Polytechnic College, Oromia Regional State ". Participation in the study is voluntarily and I welcome your input. Confidentiality and anonymity are guaranteed. The findings of the study will be used for research purpose only.

Thank you for your cooperation!!

Instructions:

1. There are no correct or incorrect answers. Please give us your frank and honest opinion
2. Please complete the section on personal biographical information before completing the behavior rating section.
3. Statements listed below describe "the leadership style employed by the college dean". You are requested to rate your perception of how frequently your dean displays the listed behavior.
4. A legend to the frequency rating scale indicates the perception options.
5. Please select only one option per listed statement by placing an X in one of the boxes,
6. You are going to evaluate the "chief dean of the college" (don't evaluate the outcome based core process leader, the capacity building core process leader and the Industry extension and technology transfer core process leader vice deans).
7. Please contact me at 0922425397 / Unetu Fikadu if you have any questions

Part I: Demographic Profile of the Respondent

1. Name of the respondent (not mandatory)_____
2. Sex: **A.** Male **B.** Female
3. Age: **A.** 20-25 **B.** 26-30 **C.** 31-40 **D.** Above 40
4. Marital Status: **A.** Married **B.** Unmarried
5. Education Qualification_____
6. Education Level : **A.** BA **B.** BSc **D.** MSc **E.** MA
7. Total Years of Experience in the teaching and other
C. 1 year **B.** 2-5 Years **C.** 6-10 Years **D.** 11- 15 Years **E.** >15 Years

Part II : Leadership Attributes: in the tables below, list of descriptive statements are given. Please judge how frequently each of the items fits your leadership style as you perceive it.

N.B: 1. The word 'others' in the items may mean your peers, clients, Direct reports, supervisors, and/or all of these individuals

2. If you think that an item is irrelevant or has no concrete answer, you can leave it blank.

3. Numbers from 0-4 representing forwarded ideas are put on the column below; forward your idea on the bases of this. Example. "0" means never.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always				
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No	Items			0	1	2	3	4
1	Instill pride in others for being associated with me.							
2	Go beyond self-interest for the good of the group							
3	Act in ways that build others' respect for me							
4	Display a sense of power and confidence.							
5	Talk about my most important values and beliefs							
6	Specify the importance of having a strong sense of purpose.							
7	Consider the moral and ethical consequences of decisions.							
8	Emphasize the importance of having a collective sense of mission.							
9	Talk optimistically about the future.							
10	Talk enthusiastically about what needs to be accomplished.							
11	Articulate a compelling vision of the future.							
12	Express confidence that goals will be achieved.							
13	Re-examine critical assumptions to question whether they are appropriate.							
14	Seek different perspectives when solving problems.							
15	Get others look at problems from many different angles.							

16	Suggest new ways of looking at how to complete assignments.					
17	Spend time teaching and coaching.					
18	Treat others as individuals rather than just as a member of a group.					
19	Consider an individual as having different needs, abilities, and aspirations from others.					
20	Help others to develop their strengths.					
21	Provide others with assistance in exchange for their efforts.					
22	Discuss in specific terms who is responsible for achieving performance targets.					
23	Make clear what one can expect to receive when performance goals are achieved.					
24	Express satisfaction when others meet expectations.					
25	Focus attention on irregularities, mistakes, exceptions, and deviations from standards.					
26	Concentrate my full attention on dealing with mistakes, complaints, and failures.					
27	Keep track of all mistakes.					
28	Direct my attention toward failures to meet standards.					
29	Fail to interfere until problems become serious.					
30	Wait for things to go wrong before I take action					
31	Show that I am a firm believer in "If it ain't broke, don't fix it."					
32	Demonstrate that problems must become chronic before I take action.					
33	Avoid getting involved when important issues arise...					
34	Am absent when needed.					
35	Avoid making decisions.					
36	Delay responding to urgent questions.					

Part III: Outcomes of Leadership: Please judge how frequently each of the items fits your Leadership style results as you perceive it. You are requested to rate your perception according to the frequency legend supplied below.

Never	Once in a While	Sometimes	Fairly Often	Frequently, if not always				
0	1	2	3	4				
No	Items			0	1	2	3	4
1	Get others to do more than they are expected to do.							
2	Heighten others' desire to succeed.							
3	Increase others' willingness to try harder.							
4	Am effective in meeting others' job-related needs.							
5	Am effective in representing others to higher authority							

6	Am effective in meeting organizational requirements.					
7	lead a group that is effective					
8	Use methods of leadership that are satisfying					
9	Increase others' willingness to try harder					

Part IV: This section has open-ended questions. Please respond as accurately and completely as possible.

1. What are the major problems which lower trainees achievement train's in your TVET Institution?

2. What are the major problems in your Institution related with Administration?

3. What strategies do you suggest to improve the performance of train's in TVET Institution?

4. Please suggest possible solution to minimize the existing problems of training process?

APPENDIXES-D

INISTITIYUUTII LEENJII TEKNIKAA FI OGUMMAA FEDERALAA

GAAFFII LEENJIFAMTOOTAAN GUUTANIIF

Kabajamtoota Deebii kennitoota,

Kaayyoon gaaffilee kanaa kaayyoo qo'annoo Digirii Maastarsii mata duree "Madaallii Bu'a qabeessummaa Akkaataa Hoggansa Diinii Kolleejjii Pooliteetikii Shaambuu, Naannoo Oromiyaa" jedhuun akkaataa itti aanaa Diinii keessanii madaaluudha. Qo'annicha irratti hirmaachuun fedhiidhaan waan ta'eef galtee keessan nan simadha. Iccitii fi maqaa dhoksuun wabii qaba. Argannoon qorannichaa qorannoo qofaaf kan oolu ta'a.

Tumsa keessaniif galatoomaa!!

Qajeelfamoota:

1. Deebii sirrii ykn sirrii ta'e hin jiru. Mee yaada keessan ifaafi amanamaa nuuf kennaa.
2. Maaloo kutaa madaallii amala osoo hin xumurin dura kutaa odeeffannoo seenaa jireenyaa dhuunfaa guuti
3. Ibsi tarreeffame akkaataa hoggansa kee akka ati hubattutti ibsuuf. Amala tarreeffame hammam akka agarsiiftu ilaalcha kee akka madaaltu si gaafatama.
4. Irra deeddeebbii gara iskeelii madaallii firikuweensii filannoowwan hubannoo agarsiisa.
5. Maaloo hima tarreeffame tokkoof filannoo tokko qofa filadhu, saanduqawwan keessaa tokko keessa X kaa'uudhaan.
6. Akkaataa hoggansa mataa keetii madaaluuf jirta.
7. Gaaffii yoo qabaataan Unatuu Fiqaaduu 0922425397 irratti na quunnamaa

Kutaa I: Profaayilii Dimoogiraafii Deebii Kenname

8. Maqaa (dirqama miti)_____ .
9. Saala: **A** . Dhiira **B** . Dhalaa
10. Umurii: **A** . 15-20 **B**. 21-25 **C**. 26-30 **D** . 30 ol
11. Haala Gaa'elaa: A. Gaa'ela kan qabu B. Kan hin fuudhin
12. Muummee Leenji'aa jiraan_____
13. Gulantaa itti leenji'aa jiraan.
A . Gulantaa I **B** . Gulantaa II **C**. Gulantaa III **D** . Gulantaa IV
14. Turtii Kolleejjicha keessatti qabaan
D. Waggaa 2 gadi **B** . Waggaa 2 **C** . Waggaa 3 **D** . 11- Waggaa 3 ol

Kutaa II: Amaloota Hooggansaa:

Gabateewwan armaan gadii keessatti tarreen hima ibsituu kennameera. Maaloo tokkoon tokkoon wantootaa akkaataa hoggansa itti aanaa diinii akka ati hubattutti yeroo meeqa akka walsimu murteessii.

NB: 1. Jechi 'kanneen biroo' jedhu meeshaalee keessa jiru hiriyootee kee, maamiltoota jechuu ta'uu danda'a. Gabaasa kallatti, supparvaayizaroote, fi/ykn namoota dhuunfaa kana hunda

2. Meeshaan tokko barbaachisaa miti ykn deebii qabatamaa hin qabu jettee yoo yaadde duwwaa dhiisuu dandeessa.

3. Lakkoofsi 0-4 irraa yaada dabarfamee bakka bu'u tarree armaan gadii irratti kaa'ameera; kana bu'uura godhachuun yaada keessan fuulduratti dabarsaa. Fakkeenyaaf," 0" jechuun gonkumaa jechuudha.

Gonkumaa	Yeroo Tokko Tokko	Yeroo tokko tokko	Yeroo baayyee Haqaan	Yeroo baay'ee, yoo yeroo hunda hin taane				
0. 0.	1. 1.	2. 2.	3. 3.	4. 4.				
Lakki	Wantoota			0. 0.	1. 1.	2. 2.	3. 3.	4. 4.
1.	Kanneen biroo quuqamuun kunuunsuun akka isaanitti dhagahamu gochuu							
2.	Dantaa Ofii irraa milkaa'ina yaada (Fedhii) gareetiif carraaqii gochuu							
3.	Karaa kabaja namoonni biroo naaf qaban ijaaruun hojjechu							
4.	Miira humnaa fi ofitti amanamummaa agarsiisuu.							
5.	Waa'ee gatiiwwanii (Dhimoota) barbaachisoo ta'an haasa'uu							
6.	Murtoo cimaa qabaachuun barbaachisaa ta'uu isaa ibsaa							
7.	Murtii ati murteessitu dhimmoota naamusaa Ilaalcha keessa							

	kan galchudha.					
8.	Barbaachisummaa miira ergama waloo qabaachuu cimsee ibsa.					
9.	Waa'ee egeree abdii guddaan dubbata.					
10.	Waan galma ga'uu qabu irratti xiiqiidhaan haasa'a.					
11.	Mul'ata ajaa'ibaa gara fuulduraatti ta'u (raawwatu) ifatti ibsuu					
12.	Galmi akka galman ga'u amantaa qabaachuu ni ibsa.					
13.	Gaaffilee ka'aan sirrii ta'uu isaa qorachuun Tilmaama murteessaa ta'e ni dhiyeessa					
14.	Yeroo rakkoo furuu ilaalcha (Maloota) adda addaa ni barbaada.					
15.	Namoonni biroo rakkoolee kallatti adda addaa hedduu irraa akka ilaalan ni taasisa.					
16.	Karaalee haaraa akkaataa hojii ittiin raawwataan yaada ni kenna.					
17.	Yeroo isaa barsiisuu fi leenjisu irratti ni dabarsaa.					
18.	Akka miseensa garee tokkootti osoo hin taane akka nama dhuunfaatti namoota biroof ni yaada.					
19.	Namni dhuunfaa tokko Namoonni kaan wanta irraa eegamu yommuu guutan itti quufinsa akka qabu ni ibsa. fedhii, dandeettii fi hawwii namoota biroo irraa adda ta'e akka qabutti ni ilaala.					
20.	Namoonni kaan cimina isaanii akka guddifatan gargaaraa.					
21.	Namoota biroo gargaruun bu'aa fooyya'aaf geessisuu.					
22.	Galmoota raawwii hojii galmaan ga'uuf eenyu akka itti gaafatamummaa qabu jechoota adda ta'een ni mari'ata.					
23.	Galmoota kaa'amaan osoo hin raawwatamiin qaamni galmicha raawwatu maal akka argatu/badhaafamu/fayyadamu dursee kan himu.					
24.	Namoonni kaan wanta irraa eegamu yommuu guutan itti quufinsa akka qabu ni ibsa.					
25.	sirna dhabuu, dogoggora, ala ta'uu fi istaandaardii irraa maquu irratti xiyyeeffata.					
26.	Xiyyeeffannoo koo guutuu dogoggora, komii fi kufaatii ilaaluu irratti ni xiyyeeffata.					
27.	Ka'umsa dogogoroota hundaa ni hordofa.					
28.	Ulaagaa bardaadamu galmaan gahuuf hanqinoota/ dadhabina jiran irratti kan xiyyeeffatudha.					
29.	Hanga rakkoon hammaatutti gidduu seenuu dadhabuu.					
30.	Tarkaanfii osoo hin fudhatiin dura wanti kallatti hin barbaadamneen akka deemaa jiru kan hubatu.					
31.	"hin cabne hin sirreessinaa" jedhee cimsee akkan amanu agarsiisi .					
32.	Tarkaanfii fudhachuu dura rakkoo to'achuu akka danda'u ni					

	agarsiisa.					
33.	Yeroo dhimmoonni barbaachisoo ta'an uumaman keessa seenuu irraa of qusadhaa...					
34.	Yeroon barbaadamutti dhabamuu					
35.	Murtoo kennuu irratti of qusachuu					
36.	Gaaffii ariifachiisaaf deebii kennuu ni harkifatta.					

Kutaa C: Bu'aa Hooggansaa: Maaloo tokkoon tokkoon wantootaa bu'aa akkaataa Hooggansaa kee akka ati hubattutti yeroo meeqa akka walsimu murteessii. Akkaataa irra deeddeebbii armaan gaditti dhiyaateen hubannoo kee akka madaaltu si gaafata.

Gonkumaa		Yeroo Tokko Tokko	Yeroo tokko tokko	Yeroo baayyee Haqaan	Yeroo baay’ee, yoo yeroo hunda hin taane						
0. 0.		1. 1.	2. 2.	3. 3.	4. 4.						
Lakki	Wantoota				0. 0.	1. 1.	2. 2.	3. 3.	4. 4.		
1.	Namoonni kaan waan isaan irraa eegamu caalaa akka hojjetan ni taasisa.										
2.	Fedhii namoota biroo milkaa'uuf qaban ol kaasaa.										
3.	Fedhii namoota biroo caalaatti carraaquuf qaban guddisuu.										
4.	Fedhii hojiin walqabatee namoota biroo guutuu irratti bu’a qabeessa										
5.	Namoota biroo gara aangootti fiduudhaan bu’aa qabeessa kan ta’e.										
6.	Ulaagaalee Dhaabbatichaa guutuu keessatti bu’a qabeessa kan ta’edha.										
7.	gareen bu’a qabeessa akka ta’u geggeessuu										
8.	Mala hoggansa quubsaa ta’an fayyadamuu										
9.	Namoonni biroo caallaati akka yaalaan fedhii isaanii akka guutaan jajjabeessuu.										

APPENDIXES-E

College Deans interview guide questions

1. How would you describe your leadership style
2. As a dean of a TVET College, what specific challenges do you face to lead your staff?
3. Do you believe that your leadership styles satisfy your trainers, administration and trainees?
4. Which types of leadership styles is best for you? Transformational, transactional laissez-faire?

APPENDIXES- F

zone and Shambu town Bureau TVET office interview guide questions

1. What is your attitude towards leadership?
2. What are the most important criteria, in your opinion, to appoint/assign for the position of deans?
3. How would you describe the leadership style of TVET deans?
4. What are the key aspects that deans' should be able to do in order to be effective leaders!
5. How do you perceive TVET deans' leadership style effectiveness?
6. How can you describe the working culture of our society compatible with transformational leadership?
7. Do you believe the Bureau facilitates the necessary resources for the TVET deans in order to accomplish the objective of the organizations?

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	ርዕስ/Title የወጭ ደብዳቤ መግለጫ ቅጽ	Issue No. 1	Page No. Page 1 of 1

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ቀን: 01/05/2016 ዓ.ም

ለ Shambu polytechnic college

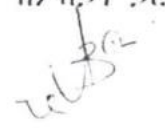
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ጉዳይ: ትብብር መጠየቅን ይመለከታል፡፡

በኢንስቲትዩታችን የTVET Leadership & Management/ Leadership & Management የ2ኛ ደረጃ ተማሪ የሆኑት Unetu Fikadu Jegeru የመመረቂያ የጥናትና ምርምር ስራቸውን

Assessment on the Effectiveness of Leadership Style of deans in Shambu polytechnic college, Oromia regional state.
 በሚል ርዕስ እየሰሩ በመሆናቸው በእናንተ በኩል ለጥናትና ምርምር ስራቸው አጋዥ የሆኑ መረጃዎችን በመስጠትና መጠይቆችን በመውላት አስፈላጊውን ድጋፍ እንድታደርጉላቸው ትብብራችሁን እየጠየቅን ለሚደረግላቸው ድጋፍና ትብብር ልባዊ ምስጋናችንን ለማቅረብ እንወዳለን፡፡

ከምስጋና ጋር


 Abebaw Lemm,
 TVET Leadership and
 Management Department Head

☎ 0116 4644 55 Director General Fax/ፋክስ 0116465675/78 ፖስታ 190310 Website: www.etu.edu.et
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 ☎ 0116464309 Administrative Directorate ☎ 0118933128 General Director Office
 ☎ 0118548874 Distance and Continuing Education ☎ 0116453334 HR

ማሳሰቢያ: ሁልጊዜ የማገናከቢያ ቁጥሮችን የጉዳዩን ርዕስና የሚመለከተውን ክፍል ይጥቀሱ
 Reminder: please Always Provide Ref. No. and Attention to

To: Federal Technical and Vocational Training Institute

Addis Ababa

Subject: **Issuing Confirmation.**

Student **Unetu Fikadu Tegegn** is MA student at Federal Technical and Vocational Training Institute Department of TVET Leadership and Management.

Currently he is working his research entitled with Assessment on the effectiveness of leadership style of deans in Shambu poly technic college, Oromia regional state.

He has requested to our organization letter confirmation that shows in collecting data for his thesis work. Accordingly he has collected data from our college by setting research instruments. I am sure the data gathered will help to analyzes, interpret and findings of the research.

With Regards!




Gizachew Gobena Raje
ገዢ ሰራተኛ ሥራ
/IA/Diinii fi A/A Leenjii Bu'aa Iiratti
Xhyeeffatee fi Misooma Leenjifamtoota
Vice Dean & Outcome Based
Training Process Owner

Verification of list of respondents

Verification of the study organizations cooperation July 2024

Verification of organizations cooperation

Organization those allowed me to collect primary data for this study verify their cooperation in the following manner.

No	Name of the respondents	Authorized representative	Organization	Contact information		Signature
				E-mail	telephone	
1	Hana Muluat	Vice dean	SHIPITC	hanamuluat45@gmail.com	0913310948	
2	Adugna Merga	Vice dean	KPT Shambu	adugnamerga2012@gmail.com	0943111371	
3	Gizachew Gebene	V/Dean	Shambu PTC	—	0972611154	
4	Bevenc Olita	Technical Skill	Technical Skill	—	0910922816	
5	Amehun Nuru	Head	Zone JC & Skill	—	0912-006100	

