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FDRE TECHNICAL & VOCATIONAL  
TRAINING INSTITUTE

FDRE TECHNICAL AND VOCATIONAL TRAINING  
INSTITUTE

FACULTY OF TVT LEADERSHIP AND MANAGEMENT  
DEPARTMENT OF TVT LEADERSHIP AND MANAGEMENT

LEADERSHIP STYLES AND ITS EFFECTS ON ORGANIZATIONAL  
CULTURE AT SAWLA POLYTECHNIC COLLEGE IN GOFA ZONE,  
SOUTH ETHIOPIA REGIONAL STATE

JUNE, 2024

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JUNE, 2024

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A Thesis submitted to the Department of TVT Leadership and Management  
in partial fulfillment of the requirement for the Degree of Masters of Arts in  
TVT Leadership and Management

Advisor Name: Teramaj Wale (PhD)

**JUNE, 2024**  
**ADDIS ABABA, ETHIOPIA**

## **DECLARATION**

I, Alemayehu Mekonnen Achame, student of FDRE TVT INSTITUTE hereby declare that the thesis in the title, “Leadership styles and its effect on organizational culture”, was my original work prepared under the guidance of advisor Tramaj Wale (PhD). All sources that have been referred to and quoted have been duly indicated and acknowledged with complete references. I further confirm 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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This thesis has been submitted for examination with my approval as the institute advisor.

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This is to certify that the Thesis prepared by Alemayehu Mekonnen entitled “Leadership styles and its effect on organizational culture” Submitted in partial fulfillment for the Degree of Masters of Arts in TVT 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 ACRONYMY

SPTC:	Sawla Polytechnic College
SPSS:	Statistical Package for Social Science
CLS:	Concept of Leadership
II-A:	Idealized Influence-Attributed
II-B:	Idealized Influence-Behavior
IC:	Individualized Consideration
IM:	Inspirational Motivation
LF:	Laissez-faire Leadership
MLQ:	Multifactor Leadership Questionnaire
M:	Main
OBT:	Outcome Based Training
IETT:	Industry Extension and Technology Transfer

## ABSTRACT

*The study would deal leadership style and its effect on organizational culture at Sawla polytechnic college. The main objective of this study was to examine the effect of leadership style on organizational culture. This study would use descriptive and explanatory research design. The methodology for this research study would use mixed approach. The sampling method was purposive and stratified sampling technique. From 171 of the total population 120 sample size would select from the total population of Sawla polytechnic college. The data obtained from the respondents would be analyzed by (SPSS) version 20. The primary data collected through surveying, questionnaire and interview from Sawla polytechnic college deans, trainers and administrative/supportive staffs. The data analyzed through descriptive statistics, correlation and regression analysis. The descriptive statistics of result specified the current dominant leadership style was transactional leadership and current dominant cultural trait was mission and consistency at Sawla polytechnic college. The result of the regression analysis indicated that leadership style had a medium effect on organizational culture. Amongst the three leadership styles transactional leadership style had strong effect than transformational and laissez-faire leadership styles. The result of the regression analysis showed the leadership style and its effect on organizational culture. The problems were recognized there were no earlier studies on the title leadership style and its effect on organizational culture at Sawla Polytechnic College. So the researcher initiated to conduct. Qualitative methods, including semi-structured interviews and narrative analysis utilized to investigate into the subjective experiences and perceptions of individuals within the College setting. Through qualitative inquiry, the study explored the personal narratives, and lived experiences of deans gained rich and contextually fixed perceptions into the complicate relationship between leadership styles and organizational culture. The outcome of this study to be isolated the dominant leadership styles and dominant cultural traits at the Sawla polytechnic college. Lastly, this study commented deans must pay attention to apply different leadership styles to transform the college with considerable cultural traits.*

**Keywords:** *Leadership styles, Transformational, Transactional, Laissez-faire, Organizational Culture and leadership styles*

# CHAPTER ONE

## INTRODUCTION

This chapter included background of study, statements of problem, research question, and objectives of the study, significance of the study, scope of the study, definitions of key terms and organization of the study.

### 1.1 Background of Study

Any organization's ability to fulfill its objectives was primarily determined by its people resource base, knowledge, skill, attitude, devotion and wisdom, (Mathis & Jackson, 2010). Furthermore, organizational culture was regarded as one of the crucial core skills of an organization, according, to Zang and Li's (2013) research. The most crucial factor in an organization's success was its organizational culture. The workplace culture could have both beneficial and bad consequences. Employee motivation, accountability and loyalty to the company could all be fostered by a good organizational culture, (Goldstone, 2007). According, to Schabracq (2007), however, contends that corporate culture was more concealed and articulated in accordance with personal perception than it was overt. In the same manner, organizations had personalities just like people do and institutional culture was what makes an organization unique. Just as each person and every company had their own set of values, (Drafke, 2008). An organization's structure was built around the successful creation of a culture that sustains a good learning environment. Establishing a relevant culture inside a business enhancements performance, (Awadh & Saad, 2013).According, to Raduan (2008) notes that a culture with a cohesive and productive set of values, beliefs, norms, and behaviors was associated with a high level of leadership competency.

Similarly, Organizations like human beings had their own personalities; and institutional culture was the personality of organizations. As every individual had a set of values and also every organization had a set of values, (Drafke, 2008). The structure of an organization based upon effective establishment of culture that kept learning environment strongly. The performance of

organization improves by launching a pertinent culture in an organization, (Awadh&Saad, 2013). According, to Raduan (2008) observed that, a high degree of leadership competency was related to culture with well-integrated and effective set of values, beliefs, norms and behaviors. Many researchers agreed that for culture to be linked with superior performance, it must be adaptable to changes in environmental situations. According, to Schein (2004), organizational culture was just as important today as it had been in the past. Employee loyalty depends on knowledge and awareness of culture, which can improve organizational behavior, (Brooks, 2006). Therefore, this study would aim to investigate the effect of leadership styles on organizational culture at Sawla Polytechnic College. The relationship between leadership styles and their effects on organizational culture was an interesting and critical area of study in organizational behavior and management. Understanding how different leadership styles could influence an organization's culture would essential for creating a positive work environment increasing employee engagement and driving overall performance.

Leadership styles encompass a range of approaches that leaders used to interact with their teams, made decisions, and achieved organizational goals. These styles must include transactional leadership, transformational leadership, and laissez-faire leadership, each with distinct characteristics that affect how leaders engaged with their teams, communicated their vision, and motivated individuals toward common objectives.

The background of a study on leadership styles and their effect on organizational culture involved to understanding the significance of leadership within the organizational context and how it shapes workplace dynamics.

Significance of Leadership Styles played a pivotal role in influencing organizational culture, employee engagement and performance effectiveness. The impact of various leadership approaches on workplace dynamics and team effectiveness underscores the critical role that leadership played within organizational settings, (Northouse, P. G. 2015).

Organizational Culture encompasses the shared values, beliefs, and behaviors that shape the work environment within a company. The influence of organizational culture on employee engagement, decision-making processes and overall performance underscores the relevance of studying the interaction between leadership styles and cultural dynamics,(Schein, E. H. 2010).Implications for employee engagement and productivity was to understanding the

interplay between leadership styles and organizational culture was essential for fostering a positive work environment, enhancing employee engagement and driving organizational performance, (Cameron, K. S., & Quinn, R. E. 2011). It provided actionable insights for leaders and decision-makers to tailor their leadership approaches to cultivate positive and thriving workplace environments. Long-term organizational performance was the result of effective leadership and a conducive organizational culture directly affected long-term organizational performance, including factors such as adaptability to change, employee satisfaction, and strategic decision-making. Exploring the dynamics between leadership styles and cultural attributes was fundamental to sustained organizational success. (Bass, B. M., & Avolio, B. J. 2004). This background highlighted the interconnectedness of leadership styles, organizational culture, and organizational performance, offering a rich and relevant area of study with practical implications for organizational success and employee well-being. The objective of the study was to examine the effect of transformational, transactional and laissez-faire leadership styles on organizational culture at Sawla Polytechnic College.

## **1.2 Statements of the Problems**

Lack of Involvement in the College must suffer from a lack of employee involvement in decision-making processes, leading to disengagement and low morale of staff ability ( Cameron, K. S., & Quinn, R. E. 2011). There would be inconsistencies in the implementation of policies and procedures, leading to confusion and a lack of trust within the organization.

Lack of adaptability in the College would struggle with adapting to changes in the external environment, such as shifts in student demographics or advancements in educational technology. (Schein, E. H. 2010). Mission Misalignment in the college would be a lack of clarity or alignment regarding the college's mission and values, leading to a lack of direction and purpose of staff ability. These issues had a significant impact on the overall effectiveness and performance of the college. Addressing these problems in organizational culture would be crucial for creating a positive and productive work environment.

Lack of clear communication could lead to misunderstandings, decreased morale, and an inability to align leadership styles with the organization's goals in the college, (M. Hickson, and 2014).

Resistance to change in the College would be a resistant culture can hinder the effectiveness of transformational or adaptive leadership styles, delaying the organization's ability to adapt to environmental and market changes, (K. Cameron, 2012).

Lack of inclusivity and diversity in the College and the organizational cultures with limited inclusivity and diversity must struggle to align with modern, inclusive leadership styles, impacting employee engagement and overall culture, (E. P. Wilson, 2018).

Ignoring employee well-being in the college would be cultures that neglect employee well-being can hinder the effectiveness of leadership styles focused on employee engagement or adaptive leadership, leading to reduced productivity and increased turnover, (S. Lowell, 2019).

The purpose of this study would investigate the relationship between leadership styles and their effects on organizational cultures and aims to examine how different leadership styles, like transformational, transactional, and laissez-fair leadership, guidance the development and maintenance of various organizational cultures, including involvement, consistency, adaptability, and mission of cultures.

The research would found to address the following research questions and aimed to provide understanding into how leadership styles impact the organizational culture at Sawla Polytechnic College and to identify potential areas for improvement or alignment between leadership approaches and cultural traits. This research would contribute to a better understanding of the changing aspects between leadership styles and organizational cultures, with the goal of enhancing the overall effectiveness and positive impact of leadership within the college.

The study would examine the leadership styles and its effects on organizational culture, defining clear issue would basic for guiding investigate and understanding the particular areas of effect. This issue explanation points to investigated how value-based, transformational and laissez-faire leadership styles impact the standards, values and behaviors inside an organization and how these leadership styles shape worker engagement and organizational execution,(Bass, B. M., & Riggio, R. E, 2006). Surveying and decision-making forms in forming organizational culture, (Northouse, P. G. 2015). This issue expression centers on understanding leadership styles influenced the decision-making forms inside an organization and how these forms contribute to the large social flow, worker strengthening, and work fulfillment. This problem statement

Pursues to investigate how different leadership styles impact the encouragement of innovation, risk-taking and creativity among employees and how these factors contributed to shaping the organizational culture for long-term competitiveness.

Evaluating the effect of transactional leadership on workplace productivity and employee motivation and aimed to analyze how transactional leadership impacts workplace productivity and employee motivation within organizational culture. It investigated the effects of contingent rewards and active supervision on employee performance, (Bass, B. M., & Avolio, B. J. 1994). Investigating the effect of different leadership styles on decision-making processes and aimed to compare the effect of various leadership styles on organizational decision-making processes, (Smith, J., & Johnson, L. 2021). Revisiting the relationship between contingent rewards, active supervision and employee performance of meta-analysis. *Journal of organizational behavior*, 35(4), 789-804. It finds to understand how different leadership approaches shape the cultural norms related to decision-making within the organization, (Avolio, B. J., & Bass, B. M. 2004). For instances, frame specific areas of inquiry for understanding the effect of leadership styles on organizational culture. Each statement targeted a distinct aspect of leadership and organizational culture providing a focused basis for further research and investigation within this field.

According, to Games Omod Ojullu 2018 he was entitled leadership comportment and organizational culture at opono polytechnic college: in case of GNR stare. The study was conducting quantitative research approach used. The result of the study agreed that, an effective leader could determine laissez-faire leadership styles was a positive effect on organizational culture and transformational and transactional leadership style was found to have less positive effect on organizational culture. In this research the researcher conducted mixed research approach with descriptive design to scan the problems in comprehensive and increase strengthens to the study. According, to Frehiwot Taye 2020 she was entitled Effects of leadership styles on organizational performance in Jima University and her focus was leadership styles only on organizational performance by descriptive design and mixed approach. This study was focused leadership styles effect on organizational culture because before knowing organizational culture was the prior things in once organization for organizational performance and commitment. According, to Kalkidan Nigussu 2022, she entitled effect of

leadership styles on employee organizational performance in CBE Hawassa University her focus was on EOP only. According, to Lidiya Endedlu 2020 she entitled leadership styles and its effect on organizational performance: in case of CBO St. Marry University. She was used quantitative research approach while this research was mixed approach and in depth studies the problems. According, to Mebratu Birhanu 2021 he entitled effects of leadership styles on organizational culture and he used that quantitative approach and tried to see only effects of leadership styles on organizational culture and in this research the researcher used mixed research approach and tried to see both leadership styles and its effect on organizational culture.

### **1.3 Research Questions**

The study guided by the following research questions:

- Which type of leadership style is dominant at Sawla Polytechnic College?
- Which cultural traits are currently dominant at Sawla Polytechnic College?
- What is the effect of leadership styles on organizational culture at Sawla Polytechnic College?
- What is the relationship between leadership styles and organizational culture at Sawla Polytechnic College?

### **1.4. Objectives of the Study**

#### ***1.4.1. General Objective***

The general objective of the study was to examine the effect of leadership styles on Organizational culture at Sawla Polytechnic College.

#### ***1.4.2. Specific Objectives***

- To identified the dominant leadership style at Sawla Polytechnic College.
- To examined the type of organizational culture currently dominant at Sawla Polytechnic College.
- To analyzed leadership styles and its effect on organizational culture at Sawla Polytechnic College?

- To understand the relationship between leadership styles and organizational culture at Sawla Polytechnic College.

## 1.5. Significance of the Study

- The study would mainly focus on the analysis of the leadership styles and its effect on organizational culture at Sawla Polytechnic College. So, the research tried to examine how Leadership styles affect organizational culture. The study would be mainly useful for Sawla Polytechnic College deans or leaders, all staffs and it also valuable for all academicians who would conduct the study on the area. The study would allow considerable significance for academicians, policy makers, and researchers, as it had the potential to enrich scholarly understanding, inform decision-making, and advance research agendas in the field of leadership and organizational culture.
- This study would mainly bring enhancement on organizational culture performance and effectiveness by acting better leadership styles at the college by understanding how different leadership styles influence organizational culture could help in identifying the most effective approaches for achieving strategic goals of the college, fostering innovation and increment of productivity.
- The study would Examining the effects of various leadership styles on organizational culture can provided visions into how to create a positive, attractive and supportive workplace that adopts employee satisfaction , well-being and knowhow of leadership styles played a crucial role in shaping the work environment and employee experiences within organization.
- This study would change leadership styles, attitude, ability and essential for guiding college or organizations through periods of change and transformation.
- The study would improve the overall cultural dynamics within the college can influenced the strategic direction and adaptability of Sawla Polytechnic College by accepting the optimal leadership approaches that aligned with the organizations goals and values could significantly result its flexibility and strategic decision-making capabilities.
- The study would make to guide all leaders that different leadership styles can attracted, retained, and developed talent in distinct ways by accepting the effect of leadership styles on organizational culture can informed talent management strategies, including recruitment, training, and succession planning, to ensured alignment with the organization's cultural values and objectives.

- This study would give good understanding for leaders to consideration of organizational culture and leadership styles were critical factors in building elasticity and adaptability in the face of responsibilities. Studying the interplay between leadership styles and organizational culture can produced insights into how to cultivate a strong, agile and responsive organizational culture of involvement, consistency, adaptability and mission that can thrived in dynamic and uncertain environments.
- This study would explore Leadership styles and their effects on organizational culture can provide valuable knowledge on how leaders could effectively communicated, collaborated, and made decisions to promote a culture of trust, transparency, and inclusivity within the college.
- This study would use to the college to get findings on leadership styles and organizational culture can offer practical implications for leaders, managers and human resource professionals seeking to enhanced leadership development programs, improve organizational communication and foster a culture that aligned with the college's values and strategic objectives.
- The study would exploring the specific effects of transactional, transformational, and laissez-faire leadership styles and can offered insights into how to optimized leadership behaviors by understanding how leadership styles influenced organizational culture was crucial for maximizing organizational effectiveness.
- The study would get findings can provided actionable insights for fostering a sustainable organizational culture that adapts to environmental changes and contributes to the college's long-term viability by considering how leadership styles influenced cultural dynamics.

## 1.6 Scope of the Study

Defined the scope of the study on leadership styles and their effects on organizational culture at Sawla Polytechnic College involved by considering the conceptual, methodological, geographical and temporal or time frame aspects of the research.

### 1.6.1 Conceptually

This study would conceptually explore the effect of different leadership styles (e.g., transformational, transactional, laissez-faire) on the organizational culture at Sawla Polytechnic College. This conceptual exploration would investigate into the specific implications of these

leadership styles on employee engagement, decision-making processes and the overall cultural dynamics within the college.

### ***1.6.2 Methodologically:***

Methodologically, this study would use descriptive method in combination of quantitative and qualitative research approaches, including questionnaire and interviews within the college context. These methods would allow for a comprehensive assessment of leadership behaviors, employee perceptions and cultural dynamics provided valuable empirical evidence for the researcher study's findings.

### ***1.6.3 Geographically:***

This study would focus specifically on Sawla Polytechnic College, it located in Gofa Zone, South Ethiopia Regional State researching into the organizational culture within this unique educational context. The findings would highlight the distinction interplay between leadership styles and cultural dynamics within the geographically delimit to assessing the organizational culture and focused on the Sawla Polytechnic College and the study focused only on the effect of transformational, transactional and laissez-faire leadership styles on organizational culture at Sawla Polytechnic College to provide insights for the college's leadership and management strategies.

### ***1.6.4 Time:***

The study would be conducted within the given time frame, i.e. from January 30, 2024 up to the June 30, 2024, and defined period. It would assess how these effects evolved over time, allowing for a comprehensive analysis of the dynamics within the college environment.

By addressed the conceptual, methodological, geographical and temporal dimensions that the researcher study would provide a comprehensive understanding of the implications of different leadership styles on the organizational culture at Sawla Polytechnic College offered actionable insights for the college's leadership and organizational development.

## 1.7 Definitions of key Terms

**Leadership style:** Leadership can be defined as the ability to inspire, influence, and guide individuals or a group of people towards a common goal or vision. It involves setting a clear direction, providing motivation, and fostering collaboration to achieve desired outcomes (Northouse, P. G. (2018).

**Transformational leadership:** This style involves inspiring and motivating others to achieve high levels of performance by building strong relationships, setting a compelling vision, and encouraging creativity and innovation. Transformational leaders empower their followers to reach their full potential and create positive change within the organization (Bass, B. M., & Riggio, R. E. 2006).

**Transactional leadership:** was an exchange process based on the fulfillment of predetermined obligations and was typically represents as setting objectives , monitoring and controlling outcomes and depending take and give approach (Antonakis et al.,2003).

**Laissez-faire leadership:** Was involved a hands-off approach, granting significant autonomy to followers, often provided minimal guidance or intervention, (Northouse, P. G. 2015). Laissez-faire leaders had few or no authority within their group or organization.

**Organizational culture:** Culture could be defined as a combination of shared values, norms, arrangements, beliefs, communications and expansion of behavior which gives direction to peoples. The basic idea of culture arrived through sharing of learning processes which was based on the proper allocation of resources (Ahmed and Shafiq, 2014).

**The effect of leadership styles on organizational culture:** The effects of leadership styles on organizational culture were critical in understanding the impact of leadership on the workplace environment (Asencio, H.2016).

## **1.8 Organization of the Study**

This research was organized in five chapters. The first chapter deals Introduction of the study, background of the study, Statement of the Problem, objectives of the study, research questions, scope of the study, and definition of Terms and organization of the study, Chapter two deals reviewed literatures about leadership styles, organizational culture, the effect of leadership styles on organizational culture, summary, research gap and conceptual framework and, Chapter three contained research methodology, research approach, research design, target population ,sampling size and sampling technics, methods of data analysis, ethical consideration and Chapter four included results and discussion. Finally, chapter five included summary of major findings, conclusion and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This Chapter was deals related review literatures about leadership styles, organizational culture the effect of leadership styles on organizational culture and empirical analysis/evidence summary, research gap and conceptual framework

#### 2.2. The concepts of Leadership Styles

Leadership styles encompass a diverse spectrum of approaches that leaders employed to interact with their teams, made decisions and derived organizational goals. Bass, B. M., & Avolio, B. J. (1994). Johnson, A., & Smith, K. (2021). Explored the relationship between transformational and transactional leadership styles on employee engagement: A systematic review. *Leadership Quarterly*, 28(3), 456-472. These leadership styles represented a selection of approaches that leaders adopt to engage with their teams and shape organizational cultures. Each style carried distinct characteristics and has varied impacts on employee engagement, decision-making processes and overall organizational dynamics. Leadership was life blood of any organization and its importance cannot be underestimated. According to baton definition, leadership was the interaction process which occurs between leader, other workers and the goal of which was to reach the determining aims of management. Leadership was among the fundamental and many important needs of every organization. It's frequently regarded as the solution to most organizational problems and it could direct human assets toward the proper objectives of the organization and be sure that organization functions were aligned using the exterior atmosphere. Leadership style was a leader's method of providing direction, implementing plans and motivating people. Furthermore, effective leaders could predict the long run odds and style choice methods to fulfill uncertainties. As the communities become more science oriented today, persons with quality leadership abilities becomes the convincing order to made people in their environment reach the determined aim. According to Antonakis et al, (2003).The leadership style exemplary consists, Transformational, transactional, and laissez-faire types of leadership styles

(Bass, 1999). Johnson, A., & Smith, K. (2021). Exploring the relationship between transformational, transactional, and laissez-faire leadership styles on employee engagement. A systematic review. *Leadership Quarterly*, 28(3), 456-472. Bass also introduced the Multifactor Leadership Questionnaire (MLQ) to measure the full range Leadership which according, to Turner and Müller (2005), was the most widely used leadership measures, Bass's exemplary encompasses nine factors or leadership behaviors explained each of the leadership styles derived from research studies by using the MLQ. It contained of five transformational leadership factors, three transactional leadership factors and one no transactional laissez-faire leadership.

### **2.2.1 Transformational Leadership**

Transformational leadership referred to the leader moving the follower beyond immediate self-interests through core motivation by using his idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 2006).

According, to Yukl, (2008) indicated that transformational leaders made followers more aware of the importance and value of the work and induce followers to go above self-interest for the seek of the organization. Its focus was on being proactive, expecting nothing in return, inspiration and motivation of followers to work for goals that go beyond their self- interest. Learning opportunities were create and followers to stimulate to solve problems. The leaders grew strong emotional bonds with their followers and they possess good visioning and creating better management skills. Transformational leader identified subordinates needed which he/she seeks to meet with full involvement of followers (Puni et al. 2018).This looked for renovate of visionary. It becomes combined vision where followers work to achieve the vision into actuality. In other words, transformational process could be seeing through different transformational leadership manners as: ascribed charisma, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Transformational leadership style could got better productivity due to transformational leadership style desires to extend comprehension and human resources budding. The transformational could defined as the leader ensures that followers were actively aware of the importance of expressing organizational objectives and values by establishing themselves as a role model by gaining the confidence and trust of followers (Maroua M. 2022).Leader with transformational leadership provided opportunity and

confidence to his/her subordinates to hold out duties in accordance together with his/her mindset to achieved organizational goals. Transformational leader encourages subordinates to possess vision, mission and organization goals, encouraging and motivating to point out maximum performance, stimulates subordinates to act critically and to unravel problems in new ways and treat employees individually. More frequent transformational leadership behaviors implement would bring significant positive effect to enhance psychological empowerment quality of subordinates. Transformational leader that gives attention to individuals going to be capable to direct vision and mission of organization to providing motivational support, and creating new ways to figure out effectively (Yitawok B, 2020).According to Bass et al. (2003), transformational leaders focus on developing their followers by inspiring , promoting collaboration, motivating and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader and were proud to identify themselves with the leader and develop a strong sense of loyalty to them. Transformational leadership focuses on inspiring and motivating followers to achieve beyond expectations. It involved setting a compelling vision, providing individualized support, and stimulating intellectual growth, (Bass, B. M. 1985).

Transformational leadership encompassed four key components: Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence. Each component supporting of transformational leadership (Avolio, B. J., & Yammarino, F. J., 2013).

#### ***2.1.1.1 Inspirational Motivation***

Transformational leaders would inspire and motivate their followers through a compelling vision, offering a sense of purpose and excitement about the future. They articulated a clear and appealing vision that energized and mobilized their teams, (Avolio, B. J., & Yammarino, F. J. 2002). Inspirational Motivation refers that of transformational leaders inspire and motivate their followers by setting a compelling vision and challenging them to achieve higher levels of organizational performance, (Avolio, B. J., Walumbwa, F. O., & Weber, T. J. 2009).

### ***2.1.1.12 Individualized Consideration***

Transformational leaders would provide individualized support and mentoring to their followers, demonstrating a genuine concern for their personal and professional development. They would follow to understand the unique needs, strengths and aspirations of each team member, (Bass, B. M., & Riggio, R. E. 2006).

Individualized Consideration the transformational leaders show genuine concern for the needs and development of each team member, providing personalized support and guidance and these four components of transformational leadership styles have been extensively studied in recent research literature, highlighting their importance in driving organizational success and fostering a positive work environment, (Wang, H., Sui, Y., Luthans, F., Wang, D., & Wu, Y. 2014).

### ***2.1.1.3 Intellectual Stimulation***

Transformational leaders would encourage creativity and innovation within their teams, challenging assumptions and fostering a culture of continuous learning. They stimulated their followers to thought creatively and explore new perspectives and approaches, (Avolio, B. J., & Yammarino, F. J. 2002).

Intellectual Stimulation on transformational leaders encourages creativity and innovation among their team members by challenging them to think critically and explore new ideas, (Judge, T. A., & Piccolo, R. F. 2004).

### ***2.1.1.4 Idealized Influence***

Transformational leaders would serve as role models for their followers, embodying values, ethics and behaviors that inspired and earned the respect and trust of their teams. They led by example and set high standards for others to follow, (Northouse, P. G. 2015).

Each of these elements represented fundamental aspects of transformational leadership, contributing to the leader's ability to inspire, support, challenge and guide their teams towards a shared vision and collective success. These components had been extensively discussed and researched within the context of transformational leadership, providing a rich understanding of their effect on organizational dynamics and they were willing to take risks and described by followers as having exceptional capabilities, being persistent and determined.

Idealized Influence (Charisma) on the transformational leaders' exhibit charismatic qualities that make them role models for their followers, gaining their trust besides admiration, (Bass, B. M., & Riggio, R. E. 2006). They have high ethical and decent standards can be trusted to do the right thing. According, to Bass and Avolio (1990), Idealized Influence could be classified in idealized influence attributes (IIA) and idealized influence behavior (IIB). Idealized influence (attributes) take place when followers recognize with follow those leaders who were trusted and perceived as having a accurate mission and vision. Idealized influence (behavior) represents to a leader conduct which affects the followers recognizing with leaders wanting to reproduce them. These typical behaviors made that transformational leadership confidently affects employees job-related attitudes positively (Judge & Piccolo, 2004) and was generally careful very effective.

### **2.2.2 Transactional leadership style**

Transactional leadership style was skill holder based on the fulfillment of foreordained obligations and was normally spoken to as setting destinations, observing and controlling results (Antonakis et al., 2003). Agreeing, to Bass et al. (2003), it happens when the creator sets desires, measures and objectives to remunerate and teach the supporter depending on the acceptability of a follower's implementation. The creator required to set up objectives for their followers, clarified the prospects for the attendant's work and characterized the parts levels of specialist, obligation and significant forms, so the subordinates would get it what was anticipating of them. In answer, the youngsters would acknowledge a few chosen upon compensate.

Transactional leadership style was agreeing, to Bass (2004) characterized and measured by three measurements like unexpected rewards for great execution, administration by exemption dynamic and administration by exemption detached for destitute execution. Transactional leadership style focused unexpected rewards, management by exception (dynamic mediation

when things go off-base), and would clear courses of action for organizing work and parts, (Avolio, B. J., Bass, B. M, Judge, T. A., & Piccolo, R. F. 2004).

The unexpected rewards-dimension relates to the degree to which a pioneer advances satisfactory execution utilizing rewards. It alludes to pioneer behaviors centered on clarifying part and errand prerequisites and giving devotees with fabric or mental rewards unexpected on the fulfillment of legally binding commitments (Antonakis et al., 2003). It was a useful value-based authority behavior too trade of rewards for summit agreed-on goals. By satisfying guarantees of acknowledgment, pay increments and change for workers who perform well and value-based pioneer was skilled to induce things done. Bass (2004) thus, claims that by giving unexpected rewards a value-based pioneer might rouse a sensible degree of commitment, loyalty and commitment for execution from specialists. Unexpected compensate was totally appropriate when managing with given and brilliant individuals who recognize the necessities of their works and want small additional support to realize victory. Management-by-exception dynamic happen when the pioneer screens supporters to affirm blunders were not made and concurs the status quo to exist without presence tended to (Bass & Avolio, 2004). In its modern remedial shape, in dynamic administration -by- exemption, the pioneer indicates the guidelines for understanding as well as what begins unsuccessful execution and might rebuff supporters for presence of understanding with those guidelines. That fashion of administration infers closely checking for nonconformities, botches and taking medicinal activity as quickly as conceivable when was happen (Antonakis et al., 2003). Indeed when performed well, this administration fashion was tends to deliver execution of a direct standard. The most pointer of dynamic management-by-expectation administration fashion were those pioneers who organize to recognize on the off chance that something has gone off-base, show up and connect generally to botches and deviations, stay caution for infringement of the rules and teach supporters how to redress botches. In this manner, eleven management-by-exception detached pioneers intercede as it were when things go off-base (Bass & Avolio, 2004). In its more detached shape, the pioneer either holds up for issues to emerge some time recently taking activity or takes no activity at all or would be considered passive-avoidant. Such detached pioneers maintain a strategic distance from supporting agreements, clarifying desires and giving objectives and guidelines to be accomplished by devotees (Antonakis et al., 2003). These pioneers as it were intercede when the great circumstances gotten to be justifiable. So, they tend to have a generally broad execution

acknowledgment run and destitute execution observing frameworks. The imperative markers for this authority fashion were those pioneers who take no activity unless an issue emerges, disregard unneeded alter, apply remedial activity when botches are made and make vitality on keeping up status quo and settle the issue and continue to typical operational.

### **2.1.2 Laissez-faire Leadership Style:**

Laissez-faire leadership style would donate specialist to workers and divisions or subordinates were permitting to working as they select with negligible or no resistance. This fashion of leadership style was commonly considered detached and unsuccessful frame of authority (Antonakis et al., 2003). A laissez-faire leadership style shows inactive impassion close the assignment and specialists which ignoring issues and subordinate needs (Yukl, 2008). Laissez-faire leadership was Characteristics exceptionally small direction from developers, precisely, this sort of fashion total opportunity for supporters to create choice. Laissez-faire leadership included a hands-off approach, giving noteworthy independence to supporters, frequently given negligible direction or mediation, (Northouse, P. G. 2015). Laissez-faire creator had few or no specialist inside their gather or organization. The work of laissez-faire leadership utilized to fitting choices trusting their adherents and respectable individuals into the organization. The parts of laissez-faire followers included self-assessment and issue sounding with exceedingly preparing and self-directing supporters and they were most fruitful in encompassing. Laissez-faire leadership was ordinarily characterized as a detached, avoidant and incapable shape of authority fashion. Laissez-faire specialist was not coordinated to situations in which the individuals require heading, (Arisman, 2022).

Most laissez-faire style exceptionally rest upon work environment and setting of the college some time recently any activity performed. They were given freehand in choosing their possess approaches and strategies to make free choices. There were numerous administration styles out there and the pertinence depends on numerous turbulent commerce situations. Presently on transformational, transactional and laissez-faire leadership styles were taken for this consider and an exertion would be made to see on the off chance that one particular style was being practiced at Sawla polytechnic college in Gofa Zone, South Ethiopia Regional State, Ethiopia.

## **2.3 Organizational Culture**

### **2.3.1 Concepts of Organization Cultures**

Culture could be defined as a combination of shared values, norms, arrangements, beliefs, communications and expansion of behavior which gives direction to peoples. The basic idea of culture arrived through sharing of learning processes which was based on the proper allocation of resources, (Ahmed and Shafiq, 2014). According, to in addition with this Schein (2010) defined culture refers to as a design of shared essential presumptions learning by a group because it reply its issues of outside adjustment and inner integration, which had worked well sufficient to be considered substantial. So, to be considers to modern individuals as the proper way to seen, thought, and feel in connection to those issues. Supporting Schein's definition Denison and Neale (2008) discovered that organizational culture as the basic shared values, standards, convictions and norms that serve as establishment for an organization's administration framework, as well as the set of administration enhances and behaviors that both illustrated and strengthened those fundamental standards and honest stand since they had meaning for the individuals of an organization. It moreover supporting with the thought that later organizations had come to get it fair how critical the wellbeing of their culture was to their victory. According, to Chenot (2007) communicated “organizational culture” as a system of suggestions and data that make into learning standards. At that point these made measures permitting workers to survey their possess behavior in connection to others and, on the other hand, other behavior in connection to organizational benchmarks. He moreover clarified the organizational culture comprised of conventional or generally selecting thoughts, behaviors and relates shared values. This supposition was additionally supporting by Cameron and Quinn (2011) as culture must be a socially building control of organizations that serves as the social adhesive authoritative of an organization together. By and large, the over said creators concur with the concept of organizational culture as the standards, shared values, convictions and articulation that representative’s share in their organization.

Organizational culture represented the shared values, beliefs, behaviors and norms that shape the work environment within a company. Understanding organizational culture was crucial as it influences how employees interact, made decisions and perceive the organization.

Shared values and beliefs of organizational culture were often defined by the shared values and beliefs that guided employee behavior and decision-making within the workplace, (Schein, E. H. 2010). Cultural artifacts and norms were visible elements such as symbols, rituals and stories reflect and reinforce the shared values and identity of the organization, setting the tone for acceptable norms and behaviors., (Deal, T. E., & Kennedy, A. A. 1982). Leadership influence in the leadership style and approach of top management played a crucial role in setting the tone for the organizational culture and influencing how employees engage with the company's values and objectives, (Kotter, J. P. 1992). Employee engagement and job satisfaction was strong organizational culture fosters employee engagement, commitment, and a sense of belonging, contributing to overall job satisfaction and performance. According, to Cameron, K. S., & Quinn, R. E. (2011), in "diagnosing and changing organizational culture. Effect on organizational performance in organizational culture significantly powers a company's identity, work practiced, and performance, thereby influencing its competitive advantage and overall success permitting by Denison, D. R. (1990) in shared and corporate culture and organizational effectiveness. Understanding these elements was integral to developing and sustaining a positive and thriving organizational culture, fostering employee engagement and driving organizational success. It was essential to understand how involvement, consistency, adaptability and mission were integral to organizational culture and a brief elaboration on each element.

### ***2.3.1.1 Involvement***

Involvement refers to the extent to which employees were actively engaged in decision-making processes, problem-solving and contributing to the overall success of the organization study taken by (Saks & Gruman 2014), and found that high levels of employee involvement were positively associated with job satisfaction, organizational commitment and increments of performance outcomes.

Involvement also referred to the level of engagement and participation would exhibited by employees in organizational processes, decisions, and activities. It reflected the degree to which individuals feel integrated into the organization and had a voice in shaping its direction, (Deal, T. E., & Kennedy, A. A. 1982).

### ***2.3.1.2 Consistency***

Consistency in organizational culture pertains to the alignment between would state values, behaviors, and actual practices within the organization. It encompassed the degree to which the organization's actions were congruent with its professed values and desired cultural attributes. According, to Schein, E. H. (2010), "organizational culture and leadership" provides comprehensive insights into the significance of consistency and cultural congruence in organizational culture.

Consistency in organizational culture refers to the alignment between the values, beliefs and behaviors within an organization research studied by Cameron and Quinn (2011), suggests that organizations with consistent cultures tend to have higher levels of employee engagement, job satisfaction and organizational performance.

### ***2.3.1.3 Adaptability***

Organizational adaptability refers to the ability of an organization to respond effectively to changes in the external environment and adopt new strategies or practices as needed. A recent study by Helfat et al., (2020), found that organizations prioritize adaptability in their culture were more likely to achieve sustainable competitive advantage and brings long-term success to an organization.

Adaptability reflected the organization's capacity to respond to changes in the external environment, internal dynamics, and market conditions. It signified the ability to evolve, embrace innovation, and adjust to emerging challenges, (Cameron, K. S., & Quinn, R. E. 2011). Adaptability was "diagnosing and changing organizational culture based on the competing values framework".

### ***2.3.1.4 Mission***

The mission of an organization defines its purpose, values, objectives, vision, and goals and serves as a guiding principle for decision-making and behavior. According, to Bart et al. (2018), suggests that a clear and compelling mission statement can enhance employee engagement, organizational commitment and alignment organizational mission with strategic objectives.

The mission of an organization summarized its overarching purpose, guiding principles, and desired impact. It serves as an encouragement for employees, aligning their actions with the

organization's broader objectives, (Denison, D. R. 1990). The Corporate culture and organizational effectiveness provides understandings to the role of mission and vision in shaping organizational culture and effectiveness. Understanding how involvement, consistency, adaptability, and mission intertwine and manifested within organizational culture was crucial for development a positive and successful work environment. This framework draws from prominent references that offer comprehensive perceptions to the significance of these elements within organizational culture.

#### **2.4 The effect of leadership styles on organizational culture**

The effects of leadership styles on organizational culture were critical to understanding the impact of leadership on the workplace environment. Transformational leadership and organizational culture, (Asencio, H.2016). The effect of transformational leadership was linked to the development of a positive organizational culture characterized by high levels of employee motivation and engagement on long-term organizational objectives, (Avolio, B. J., Bass, B. M., & Elenkov, D.S. 1991 & 2005). Transactional leadership and workplace climate the effect of transactional leadership was associated with a focus on maintaining existing organizational systems, creating a structured work environment characterized by adherence to rules, and establishing clear rewards for performance, (Ogbanna, E. & Hartnell, C.A., & Bass, B. M., & Avolio, B. J. 1995 & 2011). Laissez-faire Leadership and Decision-Making Processes: The effect of Laissez-faire leadership was associated with a lack of direct guidance and minimal intervention, potentially leading to a disorganized or uncertain organizational culture with a lack of clear direction in decision-making processes. Northouse, P. G. (2015).

#### **2.5 Empirical Evidence**

Numerous studies showed that the relationship between leadership styles, such as transformational, transactional and laissez-Faire leadership styles and that of organizational culture. For instance, Dariush.et.al. (2014) contend the study on the assessment of effect of leadership style on organizational culture in 'Members of Australian Professional Selling Association' (MAPSA) Company. The study was conducting quantitative survey method used to gather all pertinent information with descriptive design, confirmatory fact analysis and structural equation modeling (SEM) and also a two-step approach were employed using SPSS 19. The result of the study agrees that, an effective leader could determine both transformational and

transactional leadership styles and specially, transformational leadership style was a positive effect on organizational culture and transactional leadership style was found to have less positive effect on organizational culture. Laissez-fair leadership style was associated with a negative effect on organizational culture in general. In their work entitled “The Impact of Leadership Styles on Organizational Culture” by Lutifisurucu and Dr.TahirYeshilda, (2017), aimed to study the impacts of leadership style on organizational culture among manufacturing organization Kochalli, Turkey, context. The study employed descriptive analysis to investigate the effect of the leadership style on organizational culture. Survey design was used to collect data. The result showed that transactional leadership style did not have significance and any influence on the current organizational culture. According, to Andrews Kelin.et al., (2013) aimed to investigate the impact of leadership style on organizational culture and firm effectiveness in 311 organizations with a total sample population of 2662. The data analyzed and collected through the use of two standard and previously validated questionnaire. A descriptive method was engaged to the study. The findings from the study describe that leadership skills of managers and supervisors were critical factor in creation and reinforcement of cultural norms. Furthermore, cultural norms look to positively impact on organizational effectiveness. According, to Nogo (2015) conducted a research on the effect of leadership styles on organizational culture in small scale enterprise. The analysis was shown that transformational leadership style use positive but in significant effect on organizational culture. On the other hand, each behavior of transactional leadership style considered in the study has significant positive effect on organizational culture. Consequently, the study concluded that transactional leadership style was more appropriate in inducing culture in small scale enterprises than transformational leadership style.

## **2.6 Summary**

The review of related literature on leadership styles and their effects on organizational culture provides insights into the various leadership styles, such as transformational, transactional and laissez-faire, and their impact on shaping the culture within organizations. Researchers have explored how different leadership styles influence employee attitudes, behaviors, and organizational Culture. The review highlights the importance of aligning leadership styles with organizational culture to promote a positive work environment and enhance employee engagement and productivity for the college.

## **2.7 Research Gap**

The research gaps considered in previous studies on the related title with the researcher title:

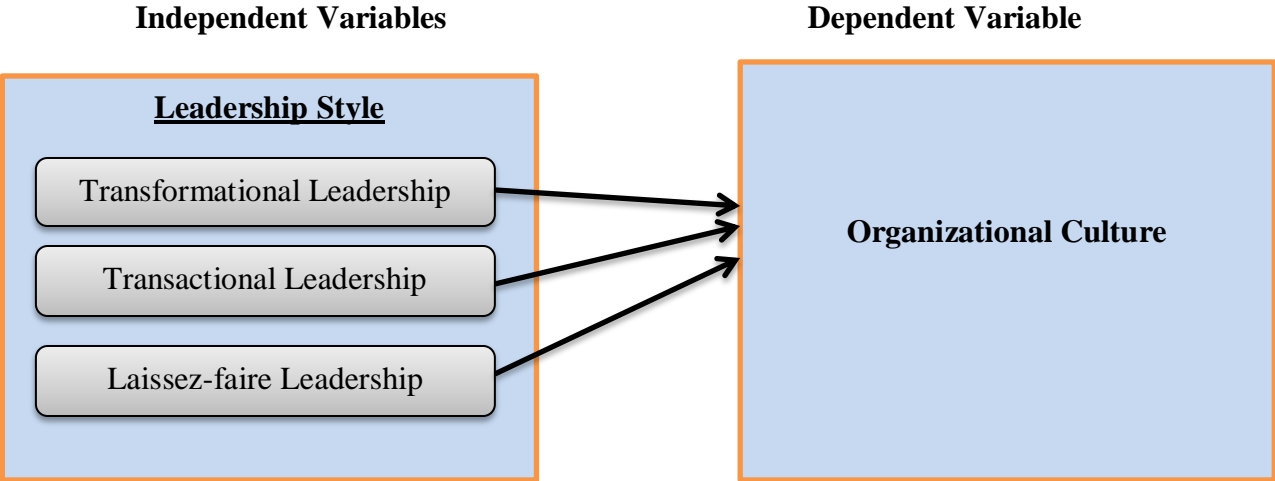
According, to (1) Games Omod Ojullu June, 2018 he was entitled leadership comporment and organizational culture at opono polytechnic college: in case of GNR stare. The study was conducting quantitative research approach used. The result of the study agreed that, an effective leader could determine laissez-faire leadership styles was a positive effect on organizational culture and transformational and transactional leadership style was found to have less positive effect on organizational culture. In this research the researcher conducted mixed research approach with descriptive design to scan the problems in comprehensive and increase strengthens to the study. According, to (2) Frehiwot Taye August, 2020 she was entitled Effects of leadership styles on organizational performance in Jima University and her focus was leadership styles only on organizational performance by descriptive design and mixed approach. This study was focused leadership styles effect on organizational culture because before knowing organizational culture was the prior things in once organization for organizational performance and commitment. According, to (3) Kalkidan Nigussu June, 2022, she entitled effect of

leadership styles on employee organizational performance in CBE Hawassa University her focus was on EOP only. According, to (4) Lidiya Endedlu June, 2020 she entitled leadership styles and its effect on organizational performance: in case of CBO St. Marry University. She was used quantitative research approach while this research was mixed approach and in depth studies the problems. According, to (5) Mebratu Birhanu Febr, 2021 he entitled effects of leadership styles on organizational culture and he used that quantitative approach and tried to see only effects of leadership styles on organizational culture and in this research the researcher used mixed research approach and tried to see both leadership styles and its effect on organizational culture.

## **2.8. Conceptual Framework**

As discussed in the reviews, there was considerable practical research that supports the argument that leadership plays a pivotal role in influencing organizational culture, (Dubrin 2009). The study would try to explore the three leadership styles that used to be practice and how organizational culture is affected by them. The conceptual framework for the study was presented below in figure. The conceptual framework of the study would show the dependent

variable and independent variables. The dependent variable which known as outcome variable was the Organizational culture. The dependent variable consists the four cultural traits like involvement, consistency, adaptability and mission. On the other hand, the independent variables of the study would classify under leadership styles those were (transformational, transactional and laissez-fair styles).



Source: - Own sketch, 2024

Figure 1 Conceptual frame work

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This section deals with research methodological issues such as research approaches, research design, target population, sampling size, sampling technics, data type and methods of data collection, methods of data analysis reliability and validity test and ethical Consideration.

### 3.2 Research Approaches

The research approach selection was based on the research objective, the nature of the research, the problem area and research questions. The researcher would use mixed approach for this study from three basic types of research approaches that were quantitative, qualitative and mixed approaches. The researcher likely chose a mixed-methods approach for studying leadership styles and their effect on organizational culture because it allows for a comprehensive and holistic understanding of the phenomenon by integrating both quantitative and qualitative data, (Creswell & Creswell, 2017, Johnson & Christensen, 2014 & Creswell & Poth, 2018).

Quantitative research gathered data in a numerical form and it can be measured in different units of measurement.

Qualitative research used a variety of methods for the breadth and depth of understanding of how people perceive their social environments and in consequence, how they act within the social environment.

Mixed research could be conducted through sequential designs (where one method follows the other) or concurrent designs (where both methods were conducted simultaneously), offering flexibility in approach and to explore diverse faces of the research question or problem, (Creswell, J. W., & Plano Clark, V. L. 2017).

The mixed research approach would allow for triangulation, where findings from different methods were compared and contrasted to validate or cross-verify the results, enhancing the overall reliability and validity of the study.

Mixed research approach would provide more detailed and holistic understanding of the research topic, enriching the analysis and interpretation of results, (Creswell, 2003).The approach offers flexibility in adapting to the specific needs and nature of the research problem, allowing the

researcher to adapted the methodological approach to best address the research question, (Yukl, G. 2012). *Leadership in Organizations* (8th Ed.). Upper Saddle River, NJ: Prentice Hall.

The research approach would raises to the techniques, procedures and tools that were used to conduct research and gather data to answer research questions, test hypothesis and in this study the researcher would use descriptive statistics that contains measure of central tendency (mean, media and mode) and measure of dispersion (range, standard deviation, variance and coefficient of variance, percent, percent valid, cumulative).

The nature of research problem and objectives would involve both quantitative and qualitative aspects for using two paradigms or which was mixed approach. Then one paradigm was used to frame the qualitative aspects of the study and another for the quantitative aspects of the study. This was acceptable the researcher would be tasked with explaining the rationale for using both of these paradigms in the research studies, (Guba, E. G., & Lincoln, Y. S. 2005). Paradigm or pragmatism in the methodological approach that researcher would adopt when conducting their studies. Pragmatism encourages the researcher would prioritize the use of methods and approaches that were the most effective in addressing the research problem, regardless of their theoretical underpinnings. This approach allows researcher would draw from a range of methodologies, both qualitative and quantitative or mixed approach to solve complex problems and explored research questions. Pragmatism was repeatedly applied in mixed methods research, where researcher would use combine qualitative and quantitative approaches for this study to gain a comprehensive understanding of research problems, (Creswell, J. W., & Plano Clark, V. L. 2017).

### **3.3 Research Design**

A research design could be arrange that indicates the strategies and methods for collecting, analyzing and interpreting the required data. According, to Burns and Bush (2003) inquire about plan categorized into three sorts: descriptive or graphic, exploratory, and causal. The researcher used a descriptive design from three classes to empower and characterize numerical data for quantitative, whereas explanatory design utilizes to investigate the link between the variables and organizational culture for qualitative.

3.3.1. Descriptive design aimed to describe characteristics of a phenomenon under study. In this context, descriptive design could be used to outline the existing site of leadership styles within the organization and to provide an overview of the current organizational culture.

Descriptive or graphic inquire was utilized to describe the characteristics of objects, individuals, groups, organization or situations. The third one was causal or informative, which must be accepting of understanding a phenomenon in terms of conditional explanations. A research design which utilized in this think about must be an expressive and informative inquire about designs. According, to Creswell (2003) descriptive studied or considered design permits an analyst to assembled data, summarized, displayed information and translated it for the reason of clarification. In expressive inquire about, the essential center was to describe particular conclusions to look at the connections and varieties within the pertinent factors by considering a huge test of the population, (Lee & Ling, 2008).

3.3.2. Explanatory design looks for understood the causal relationships between different variables. In this study, explanatory design can helped in understanding the effect of specific leadership styles on various facets of organizational culture, providing deeper perceptions into the cause-and-effect dynamics. Exploratory design was the characterized as looking for unused bits of knowledge or bringing a few truths into modern light, (Schein, E. H. 2010). Organizational Culture and Leadership. San Francisco, CA: Jossey-Bass.

### **3.4 Target Population, sampling size and sampling techniques**

#### **3.4.1 Target Population**

In this research the total population of 171 (1 dean and 2 vice deans), 101 trainers, 67 administrative or supportive staff of the total permanent workers were currently working at Sawla polytechnic college in the year of 2023/2024. Therefore, technically by using purposive and stratify sampling to separate supportive staff and trainers from the total population. This sampling method was used to maximize the probability of the sample selection (Yamane, 1973). So, the research includes dean, Vice deans, trainers and administrative staff with total population was 171.

#### **3.4.2 Sampling Size**

From the total population of, 1 dean and 2 vice deans are purposively selected the remaining was by using the formula of Yemane and stratify them accordingly:

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

Where: n was the sample size,

N was the population size (171) and the sum of deans, trainers and supportive staffs and e was the level of precision, the confidence interval of 95% and assuming the margin of error e=0.05.

$$n_{Total} = \frac{N}{1 + N(e)^2} = n_{supportive\ staff} + n_{trainer} + n_{deans} = \frac{171}{1 + 171(0.05)^2} = 120$$

$$n_{trainer} = \frac{117 * 101}{168} = 70, \quad n_{supportive\ staff} = (117 * 67) / 168 = 47$$

From 120 sample size of the research 3 deans were purposively selected and 70 trainers and 47 administrative staffs would be participating as a respondent and then trainers and supportive staffs were selected Stratified or Strategically.

**Table 1 population and sample size.**

No	Division	Total Population	Sample size	Remark
1	Deans/Leaders	3	3	
2	Trainers/ Instructors	101	101*117/168=70	
3	Administrative staffs/Supportive/employees/	67	67*117/168=47	
Total		171	120	

Source: 2023/2024 HRM Sawla polytechnic college.

### 3.4.3 Sampling Techniques:

The researcher would use purposive sampling and stratified to ensure the different subgroups within the population, such as different departments were represent proportionally in the sample.

This allows for a more accurate representation of the entire population and reduces the potential for unfairness.

**3.4.3.1 Purposive sampling** was in the context of leadership styles and their effects on organizational culture involves deliberately selecting individuals or groups with specific leadership experiences or characteristics that were relevant to the research objectives, (Schein, E. H. 2010). This method allows the researcher would gather insights from individuals who have firsthand knowledge of leadership styles and their effect on organizational culture, which could provide valuable qualitative data for analysis and interpretation. (Schein, E. H. 2010).

It also known as judgmental or selective sampling, which was a non-probability sampling method in which researcher would deliberately select specific individuals or groups that possess certain characteristics or meet particular criteria relevant to the research objectives, (Patton, M.

Q. 2002). This method was often used when researcher would seek to include participants who have specialized knowledge or experiences related to the research topic, (Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. 2015).

3.4.3.2 Stratified sampling was a sampling method in which the population was divided into subgroups or strata based on certain characteristics and then samples were randomly selected from each stratum. This method ensures that each subgroup was represented in the sample, which can provide more accurate and reliable results when analyzing the data, (Lohr, 2010). This technique involves dividing the population into homogeneous subgroups, known as strata, based on specific characteristics relevant to the research. Within each stratum, a sample was then randomly selected, ensuring representation from each subgroup,(Kish, L. 1965). If the population divided into sub-groups and can draw from each of these sub-groups and stratified sampling was preferred and different divisions or subgroups that collectively mark up the entire population. For this research, the population of Sawla polytechnic college divided into three sub-groups based on work labels and divisions in the college. Sampling was defined as any procedure that draws conclusions based on measurements of a portion of the population, (Zikmund et al., 2010).In this research the researcher would use purposive sampling technics for dean and vice deans as well as stratified sampling technics for the remaining sample size for trainers and supportive staffs/administrative staffs in the case of trainers it was further stratified in to departments.

**Table 2 sampling techniques**

No	Participants	Population size		Sample size	Respondent Rate	In %	Sampling technics
1	College leaders (Deans)						Purposive sampling
1.1	Dean (Main)	1		1	1	100%	
1.2	V/dean(OBT)	1		1	1	100%	
1.3	V/dean(IETT)	1		1	1	100%	
2	Departments						
2.1	SCW	52	52*117/168	36	36	100%	Stratified sampling
2.2	Welding Work	8	8*117/168	6	6	100%	
2.3	Web and Multi-Media	7	7*117/168	4	4	100%	

2.4	Garment Production	6	6*117/168	4	4	100%	
2.5	Wood Work Technology	8	8*117/168	6	6	100%	
2.6	Hardware and Networking	8	8*117/168	6	6	100%	
2.7	Auto Electric	6	6*117/168	4	4	100%	
2.8	Agro-processing	6	6*117/168	4	4	100%	
3	Supportive/Administrative staffs	67	67*117/168	47	47	100%	
<b>Total</b>		171		120			

Source: 2023/2024 HRM Sawla polytechnic college.

### 3.5 Measurement and Variable

#### 3.5.1 Measurement

Measurement refers to the process of assigning numbers or labels to variables, thereby allowing the researcher to quantify and analyze those variables. It involves the creation of scales, questionnaires or other instruments to collect data related to the study's constructs.

#### 3.5.2 Variables

Variables were characteristics, properties or attributes that can take on different values. In the context of studying leadership styles and their effects on organizational culture, variables represent the aspects being measured, analyzed, or studied.

##### 3.5.2.1 Dependent Variable

The dependent variable was the outcome or criteria that we want to measure and analyze as impacted or influenced by the independent variable(s) in a study. In the context of leadership styles and their effects on organizational culture, the dependent variable could encompass various aspects of organizational culture, such as involvement, consistency, adaptability and mission.

##### 3.5.2.2 Independent Variables

Independent variables were the factors or conditions that assumed to influence the dependent variable. In this context, independent variables could include three different leadership styles, such as transformational, transactional and laissez-faire leadership styles.

**Transformational leadership** was refers to the leader moving the follower beyond immediate self-interests through intrinsic motivation by using his idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

**Transactional leadership** was an exchange process based on the fulfillment of predetermined obligations and was typically represents as setting objectives, monitoring and controlling outcomes and depending on take and give approach in legal aspects.

**Laissez-faire leadership** used to appropriate decisions trusting their followers and respectable members into the organization. Conducts from deans to get appropriate and in-depth information, (A. et al. 2020), *Journal of Organizational Behavior*, 41(4), 432-445.). This approach combines the flexibility of open-ended questioning with a predefined set of core questions or topics, allowing for in-depth exploration of participants' perspectives while ensuring that areas of interest were addressed. Semi-structured interviews offer a balance between structure and flexibility while there was a predetermined list of core questions or topics, the interviewer has the freedom to explore emergent themes or delve deeper into certain responses during the interview.

The interviewer would starts with a set of core questions or topics, often organized in an interview guide. These questions serve as a framework to guide the conversation, ensuring that specific areas of interest were covered while allowing for exploration, (Schein, E. H. 2010). Semi-structured interviews prioritize the participant's viewpoint, allowing them to shape the direction of the conversation. This participant-centered approach supports the collection of rich, contextualized data that reflects the diversity of individual experiences and perspectives.

Interviewers would use probes and follow-up questions to further explore participants' responses, clarify points or encourage elaboration on specific topics. This probing technique helps to uncover deeper insights and nuances in participants' narratives. Semi-structured interviews were commonly used in qualitative research to gather detailed, in-depth data on individuals' experiences, beliefs and perceptions, (San Francisco, CA: Jossey-Bass).

## **3.6. Data type and methods of Data Collection:**

### **3.6.1 Data Type**

The aim of this study was to examine leadership styles and its effect on organizational culture in Sawla Polytechnic Colleges of Gofa Zone, South Ethiopia Regional State. Positively, the data was collected through primary by questionnaire and interviews were used.

#### **3.6.1.1 Primary Data Sources**

Primary data would be collected from Sawla Polytechnic College deans, trainers and administrative staffs or supportive staffs/ through by using combination of quantitative and qualitative or mixed approaches were employed. Quantitative data was collect by using a semi-structured questionnaire consisting of close ended and open ended by the use of stratify that from trainers and administrative staffs while qualitative data was collected by purposive that from dean and vice deans to use for this study.

#### **3.6.2 The method of data collection**

Which was being active to this study was descriptive and explanatory research design method and it was used for this research because it was an appropriate method for measuring respondent's opinions clearly. The data collection tools that were being used to gather information from sample respondents was questionnaire and interview.

##### **3.6.2.1 Questionnaire**

A questionnaire was a research instrument used to collect data by posing a series of questions to respondents. It was part of also data collection instrument and semi-structured questionnaires would administer personally and by the researcher would confirm the pertinent information was obtained. In the context of leadership styles and organizational culture, a questionnaire could be designed to gather perceptions and understandings about leadership behaviors and their effect on the organization's cultural attributes. Open questions required in-depth explanation from the respondents, (deans) whereas closed -ended question required for a specific response. Therefore, in this research, both opened and closed questions were used. According, to (Creswell, (2012) states questionnaire <questions> which were closed- ended and open- ended and the merits of this type of questing was to determine closed- ended responses cannot useful information to support the theories and concepts in the literature and a total of **120** questionnaires would distributed ,administered and collected by self-administration within the **20** working days.

### ***3.6.2.2 Semi-structured interview***

Interviews were optimal for collecting data in depth from individuals' of their personal perspectives, opinions, beliefs and experiences, particularly when sensitive topics were being explored. Consequently, Semi-structured type of predetermined questions would prepare and conducts from deans to get appropriate and in-depth information, (A. et al. 2020), *Journal of Organizational Behavior*, 41(4), 432-445.). This approach combines the flexibility of open-ended questioning with a predefined set of core questions or topics, allowing for in-depth exploration of participants' perspectives while ensuring that areas of interest were addressed. Semi-structured interviews offer a balance between structure and flexibility while there was a predetermined list of core questions or topics, the interviewer has the freedom to explore emergent themes or delve deeper into certain responses during the interview.

The interviewer would starts with a set of core questions or topics, often organized in an interview guide. These questions serve as a framework to guide the conversation, ensuring that specific areas of interest were covered while allowing for exploration, (Schein, E. H. 2010). Semi-structured interviews prioritize the participant's viewpoint, allowing them to shape the direction of the conversation. This participant-centered approach supports the collection of rich, contextualized data that reflects the diversity of individual experiences and perspectives.

Interviewers would use probes and follow-up questions to further explore participants' responses, clarify points or encourage elaboration on specific topics. This probing technique helps to uncover deeper insights and nuances in participants' narratives. Semi-structured interviews were commonly used in qualitative research to gather detailed, in-depth data on individuals' experiences, beliefs and perceptions, (San Francisco, CA: Jossey-Bass).

## **3.7. Pilot test, Reliability test and Validity test**

### **3.7.1 Pilot test**

A pilot test would involve running a small-scale version of the study to test its feasibility. For this research a pilot test could involve running the research instruments (e.g., survey questionnaires and interview guidelines) on a small sample of 16 individuals to identified and checked any vague terms and un-clarified issues taken before in to consideration and revised the questionnaire and distributed and conducted the full research study without sample size and administered by self-administration within 12 work days in Sawla polytechnic college.

**Table 3 Reliability Statistics Test Result**

Variables	Cornbrash's Alpha	N of Items	
Transformational leadership	.651	5	
Transactional leadership	.762	5	
Laissez-faire leadership	.753	5	
Organizational Culture	Involvement	.788	5
	Consistency	<b>.765</b>	5
	Adaptability	.836	5
	Mission	.759	5
<b>Total scale of reliability</b>	<b>.885</b>	<b>35</b>	

### 3.7.2 Reliability Test

According, to Fraenkel and Wallen, (2008) reliability refers to the consistency, trustworthiness or Homogeneity of scores or answers from one administration of an instrument to another and from one set of items to another. Fraenkel and Wallen (2008) discuss reliability testing in their research methods textbook, "how to design and evaluate research in education." They provide guidance on assessing and ensuring the reliability of research measures and instruments.

In their book, they cover different aspects of reliability testing, including test-retest reliability, internal consistency reliability (such as Cornbrash's alpha), and inter-rater reliability. They explained the concepts, methods and considerations involved in assessing and improving the reliability of measures used in educational research.

Fraenkel and Wallen's book serves as a valuable resource for researchers in the field of education who were interested in understanding and applying reliability testing techniques to ensure the quality and validity of their research findings.

This reliability of a research was affected by errors of measurement and errors of instruments, which were caused either by random errors or systematic errors that in turn result incorrect interferences, (Drost 2011). Whereas, an instrument was reliable it provided consistent result. Cronbach's alpha would a commonly used test of internal reliability of an instrument. According, to Zikmund, Babinand Griffin (2010) scales with coefficient alpha between 0.8 and 0.95 were considered to have very good reliability, scales with coefficient alpha between 0.7 and

0.8 were considered to have good reliability and coefficient alpha between 0.6 and 0.7 agrees fair reliability. Therefore, the researcher would ensure reliability for this study.

### **3.7.3 Validity**

Validity refers to the degree to which a measuring tool precisely classifies honest divisions between the matters under inspection. The researcher would carefully review the questionnaire and interview questions to confirm their effectiveness. Accordingly, Sawla Polytechnic College would choose for a pilot test. This was the most critical criteria and that indicates the degree to which an instrument measures what it was supposed to measure, (Kothari, 2004). In order to achieve validity, the researcher would ensure the measuring instrument provides acceptable attention of the topic by containing suitable and pertinent items. The results of validity test were done with the help of correlation coefficient between each dimensions, carried out would using Pearson Product Moment Correlation, if  $r\text{-score} > r\text{-table}$  (based on the number of **120** respondent), then it would be determine as valid or not valid. Where the higher the value was the accuracy of the data and also the higher the validity of the data.

According, to Kothari (2004) does discussed validity in his book "research methodology methods and techniques." The book provides guidance on various aspects of research methodology, including the concept of validity and its importance in research.

In "research methodology methods and techniques," Kothari covers different types of validity, such as content validity, criterion-related validity and construct validity. He explains the concepts, methods and techniques used to establish and assessed the validity of research measures and instruments.

Kothari's book serves as a comprehensive resource for researchers from various disciplines who were interested in understanding and applying validity testing techniques to ensure the accuracy and credibility of their research findings.

### **3.8. Method of Data Analysis**

Methods of data analysis encompass a range of methods designed to derive meaningful insights and draw conclusions from research data, regardless of whether it was qualitative or quantitative. Both qualitative and quantitative data require distinct analytical approaches to effectively

interpret and understand the information would collect. To realize as success full achievement of the study, information that collect from different respondents through questionnaire would be preparing by statistical package for social science (SPSS version 20) and would be presenting by table and figure. Descriptive statistics such as frequency, percentages, mean and standard deviation of leadership style and organizational culture were used. To determine the presence of statistically significant relationship between leadership style dimensions (transformational leadership style, transactional leadership style and lassie-faire leadership style) and organizational culture (involvement, consistency, adaptability and mission), the Pearson Product Moment Correlation Coefficient was use. To show the effect of leadership styles on organizational culture to identify the effect of independent or predictor variables (transformational, transactional, and lassie-faire leadership style) on the dependent variables

(Involvement, consistency, adaptability and mission) in regression analysis. The research performing was descriptive explanatory, to distinguish the winning characteristic of organizational culture and look at practice of leadership in setting significant organizational culture. To analyze the leadership styles and its effects on organizational culture descriptive Statistics, an inferential statistics and regression examination would be utilize.

Qualitative data analysis was analysis of qualitative data such like text data from interview transcripts .Un like quantitative analysis which was statistics driven and largely independent of the researcher and it heavily dependent on the researcher would analytic and integrative skills and personal knowledge of social context where the data was collect. The emphasis in qualitative analysis was “sense making” or understanding a phenomenon, rather than predicting or explaining, (Miles, M. B., Huberman, A. M., & Saldana, J. 2013).

Qualitative data analysis methods were processes and procedures used to systematically analyze non-numerical or textual data collected in qualitative research. These methods enable researcher to gained rich, detailed insights into participants' perspectives, experiences and social phenomena. Qualitative data analysis involves coding, categorizing, and interpreting textual or visual data to uncover patterns, themes, and meanings, (Saldaña, J. 2015).

In this analysis the most commonly used would include, thematic analysis, content analysis, narrative analysis, grounded theory. Mixed methods analysis would combine qualitative and quantitative data analysis methods to provide a comprehensive interpretation of research

findings, (Teddlie, C., & Tashakkori, A. 2009). This approach integrated the strengths of both qualitative and quantitative data analysis techniques, (Creswell, J. W., & Plano Clark, V. L. 2017).

The regression model for this study was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where, Y-was Organizational culture

X1\_ Involvement

X2\_ Consistency

X3\_ Adaptability

X4\_ Mission

$\beta_0$  \_ constant term

$\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  were the coefficients of regression equation for each variables and  $\varepsilon$  was the error term.

### **3.9 Ethical Considerations**

The researcher would have apply the necessary ethics when conducting the research, because ethics was very important behavior for all human beings and especially better for researchers during on the research work. Ethics considerations included voluntary participation, informed permission and confidentiality of information, transparency of information, frankness to research participants. In this study, participants were voluntarily allow to participate and prospective research participants were fully involve in the research and they were voluntarily ask to fill informed consensus forms to participate . To satisfy the respondents, the researchers would good performance and personal behaviors like respecting respondents, punctuality and commitment to the work. The researcher would expected to respect social norms, cultures and give value for the participants on the research and in also the researcher would more respect and accepts all the corrections and comments which were given by the advisor. There were certain principles which the researcher followed to contact with the participants and the researcher contacted the participants through in the Sawla Polytechnic College. For this the questionnaires were designed to identify the problem which was distribute to the participants to get pertinent permission from them and questionnaire held adequate information in clearly designate.

# CHAPTER FOUR

## RESULT AND DISCUSSION

### 4.1 Introduction

This chapter deals with results and discussion through questionnaire from the respondents. The first section in this chapter deals with the demographic characteristics of the respondents and the next section deals with the analysis of data related to leadership style, organizational culture and the results.

### 4.2 Response rate

Out of 120 questionnaires was distributed and 120 questionnaires were correctly filled and collected. These accounts a response rate of 100% and found to be adequate to analyze the data. Then the collected data was analyzed by the help of descriptive design and inferential statistical methods for each variable and the results were presented in tables and discussed in these sections below.

**Table 4 Response rate:**

No	Response Rate	distributed questionnaires	Completed and conducted questionnaires	Percentage (%)
1	Respondents	120	120	100%

Source: Own Survey, 2024

By way of the above table 5 shows about 120 questionnaires were dispatched and 120 respondents were successfully completed the questionnaires and returned back all questionnaires. The total number of response rate was about 100%. According, to Cooper Schindler (2014) and Mugenda (2003) deals that the response rate was adequate for analysis. Therefore, the response rate of this study was greatly acceptable to done the analysis

### 4.3 Demographics of the respondents

The respondent's demographic study involved gender, age of respondent, marital status, respondent current job category in college, and service years in the college, type of employee in college and educational background of respondent.

Table 5 Demographics of the respondents

No	Dimensions	Alternatives	Frequency	Percent (%)
1	Gender	Male	84	70%
		Female	36	30%
		Total	120	100%
2	Age	18-29	53	44.2%
		30-39	47	39.2%
		40-49	20	16.7%
		Total	120	100%
3	Marital status	Married	105	87.5%
		Unmarried	15	12.5%
		Total	120	100%
4	Current job category	Trainers	73	60.8%
		Supportive staff	47	39.2%
		Total	120	100%
5	Service year	1-5	7	5.8%
		6-10	36	30.0%
		10-15	58	48.3%
		16-30	19	15.8%
		Total	120	100%
6	Type of employee	Permanent	120	100%
7	Education background	Certificate	3	2.5%
		Diploma	6	5.0%
		Degree	100	83.3%
		Masters	11	9.2%
		Total	120	100%

Source: Own Survey, 2024

The above table 6 summary of demographic information of respondents and figure 2 displayed gender of the respondents that 84 (70%) respondents were male and 36(30%) of the respondents were female. Thus, this denotes that the number of the male respondents greater than that of the female respondents. This specified that there was a considerable difference in gender participation in Sawla polytechnic college.

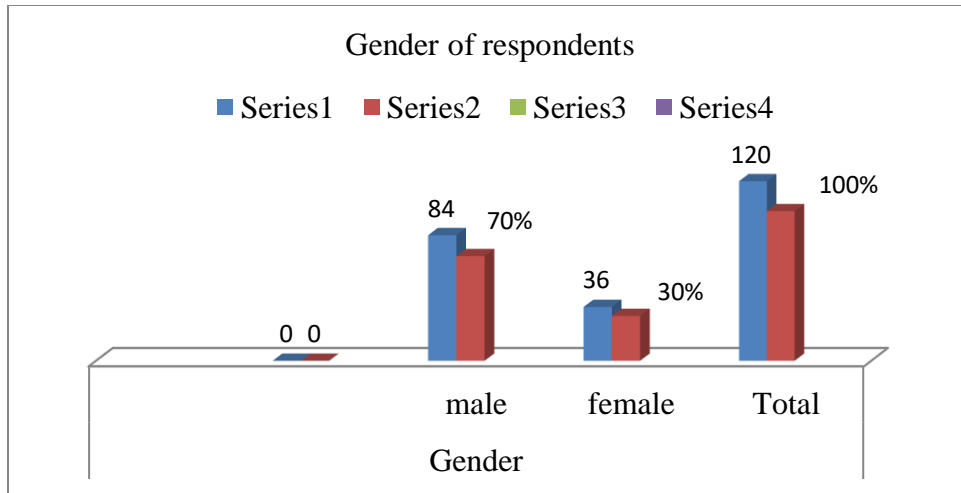


Figure 2 Gender of respondents

Source: Own Survey, 2024

Based on the collected data and displayed in figure 3 discussed age group in Sawla polytechnic college 53(44.2%) of the respondents were from an age group of 18 - 29 years old, 47(39.2%) of the respondents were from an age group of 30 – 39 years old and 20 (16.7%) of the respondent were from an age group of 40-49 years old .Therefore, from age group of 18-29 and 30-39 respondents were high in number whereas an age group of 40-49 respondents were very less in number. Consequently, the college had more productive power.

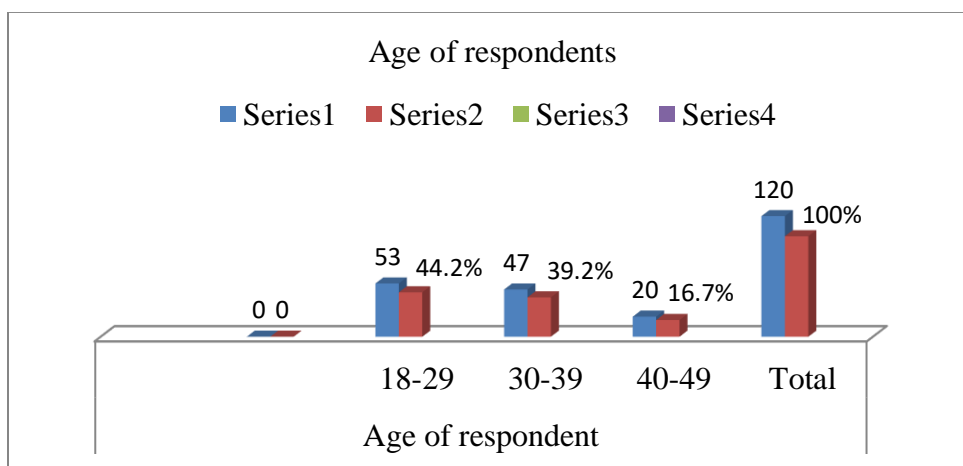
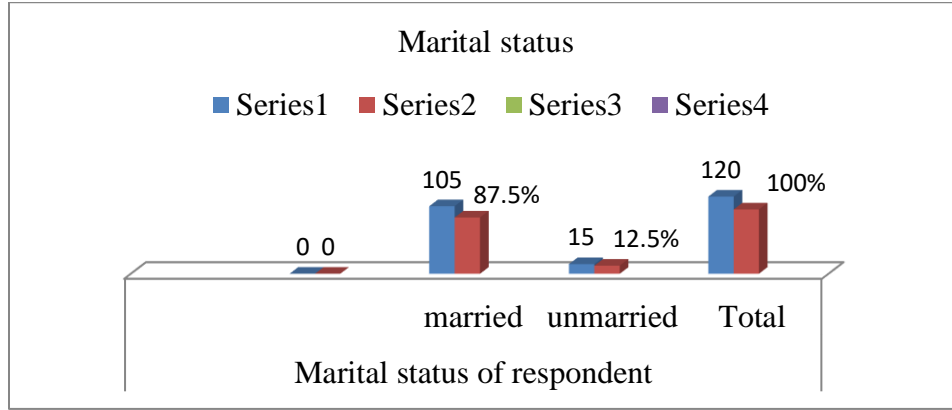


Figure 3 Age of respondents

Source: Own Survey, 2024

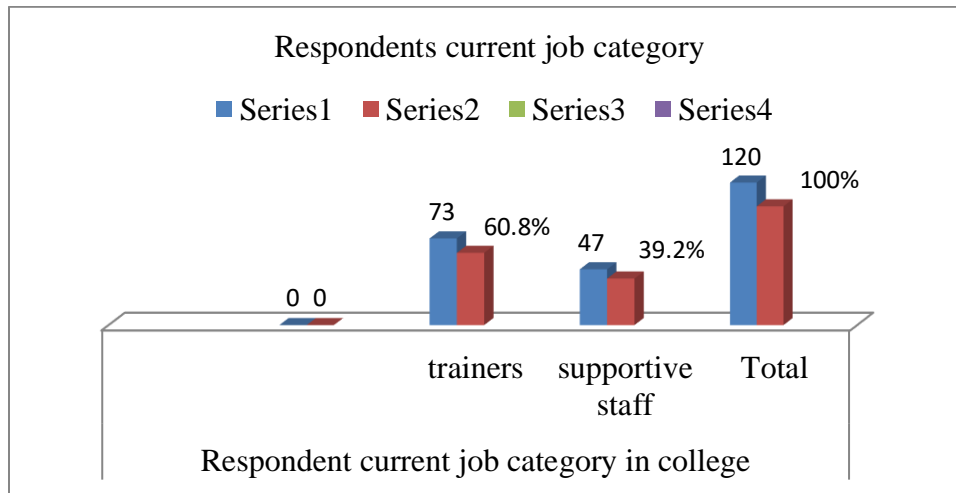
Figure 4 displays that marital status employee in Sawla Polytechnic College that of married respondents were 105 (87.5%) and unmarried respondents were 15(12.5%) and unmarried respondents were vey less in number use as respondents.



**Figure 4 Marital status of respondents**

Source: Own Survey, 2024

Figure 5 displays that of current job categories in Sawla Polytechnic College trainers were 73(60.8%) and supportive staffs were 47(39.2%) of respondents were used.



**Figure 5 Respondents Current job category**

Source: Own Survey, 2024

Figure 6 expresses service year in the college, 58(48.3%) of respondents had 10-15 years of work experience, 36(30.0%) of respondents had 6-10 years of work experience 19(15.8%) respondents had 16-30 years' work experience and 7 (5.5%) of respondent had 1-5 years of work experiences respectively. Therefore, the overall result shows that the most of the respondents had served in the college for a long period of time. This could be considered as the majority of the respondents as having detailed information about the leadership styles and the organizational culture of the college.

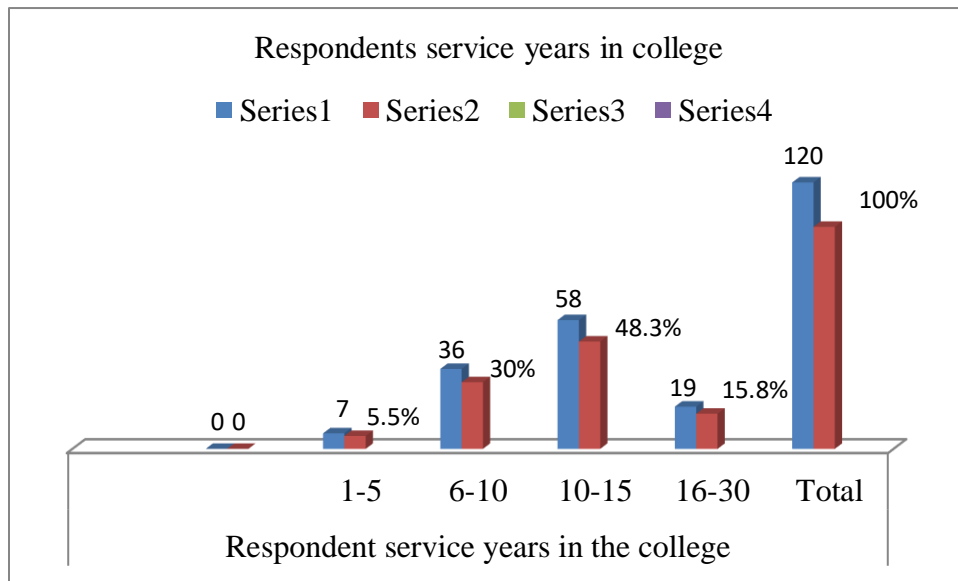


Figure 6 Respondents service years

Source: Own Survey, 2024

Figure 7 specifies that type of employee in Sawla polytechnic college contains all 120 respondents were permanent employee. That means 120(100%) of respondents were permanent in the College.

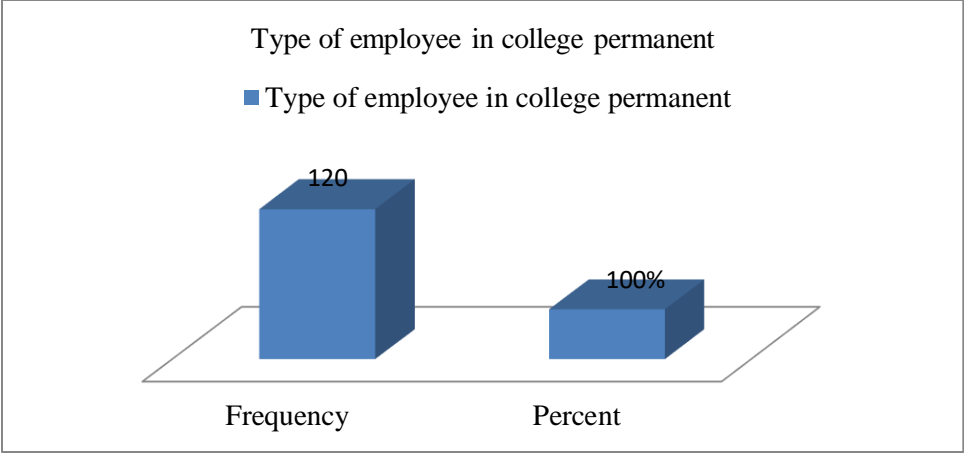


Figure 7 Type of employee in college

Source: Own Survey, 2024

The below figure 8 expresses educational background in Sawla Polytechnic College 100(83.3%) respondents had first degree holders, 11(9.2%) respondents had master’s holders, 6(5.0%) respondents had diploma holders and 3(2.5%) respondents had certificate holders uses as respondents properly. Consequently, majority number of respondents was first degree holders

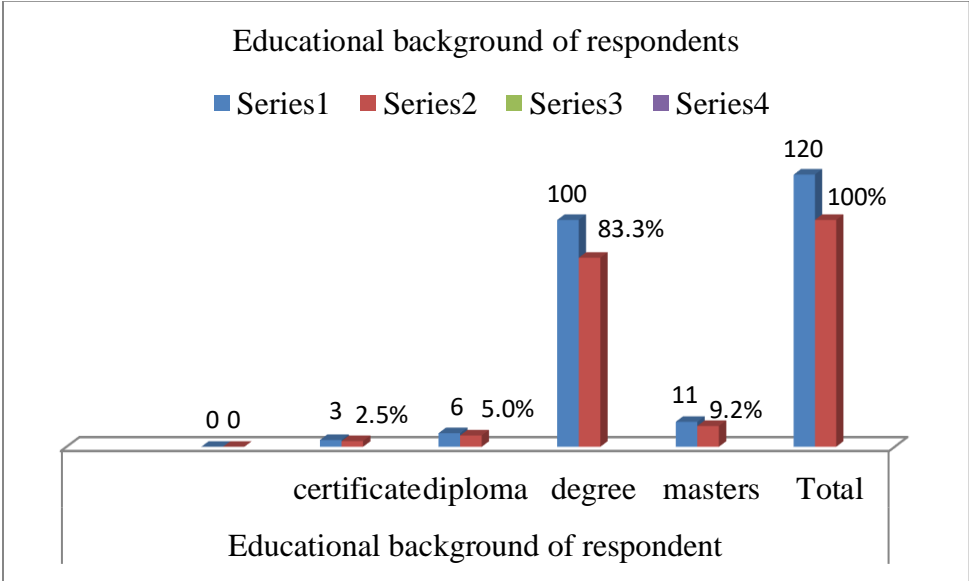


Figure 8 Educational background of respondents

Source: Own Survey, 2024

#### 4.4 Reliability Test Result

Table 6 Reliability Test Result Statistics on both Table Leadership styles and organizational culture

Dimensions		Cornbrash's Alpha Pilot Test	Cornbrash's Alpha Actual Test	N of Items
Transformational leadership style		.651	0.806	5
Transactional leadership style		.762	0.950	5
Laissez-faire leadership style		.753	0.643	5
Organizational Culture	Involvement	.788	0.871	5
	Consistency	.765	0.940	5
	Adaptability	.836	0.882	5
	Mission	.759	0.950	5
<b>Overall Reliability Scale</b>		.885	<b>.914</b>	<b>35</b>

Source: Own Survey, 2024

The above table 7 the reliability test perceived the Cornbrash's alpha values suggest that the majority of the variables have acceptable to the best internal consistency reliability, with values range from 0.643-0.950. The variable with the highest reliability was Transactional leadership style ( $\alpha = 0.950$ ), representing the items measuring this concept were highly correlated and consistent.

The overall reliability coefficient of 0.914 for the entire instrument was excellent, representing a high level of internal consistency across all the variables.

The reliability test value of cronbach's alpha transformational leadership style: this variable consists of 5 items, which were calculated to measure different aspects of transformational leadership. The value of Cranach's alpha 0.806 for this variable describes high level of internal consistency reliability. A Cronbach's alpha 0.806 suggests that the 5 items, when shared, form a highly reliable scale for measuring transformational leadership. The inclusion of item 5 in the scale contributes to this high reliability, representing that it was well-aligned with the other items and helps to capture the essential aspects of transformational leadership. This implies the strong

reliability of the transformational leadership style scale, as evidenced by the Cronbach's alpha of 0.806, suggests that: The instrument had good internal consistency and is likely to provide stable and dependable measurements of transformational leadership.

The reliability test value of cronbach's alpha transactional leadership style, this variable consists of 5 items, which are designed to measure different aspects of leadership. The Cronbach's alpha of 0.950 for this variable specifies an excellent level of internal consistency reliability compared to the other variables from the table. A Cronbach's alpha of 0.950 suggests that the 5 items, when shared, form a highly reliable scale for measuring transactional leadership. This higher reliability means the items may closely relate or consistently measuring the same basic concept of transactional leadership.

The reliability test value of cronbach's alpha Laissez-faire leadership style variable consists of 5 items, which are designed to measure different aspects of laissez-faire leadership. The Cronbach's alpha of 0.643 for this variable specifies a lower level of internal consistency reliability. A Cronbach's alpha of 0.643 suggests the 5 items, when shared, form a reliable scale for measuring laissez-faire leadership. The inclusion of item 5 in the scale contributes to this good reliability, indicating that it is low-aligned with the other items and helps to capture the aspects of laissez-faire leadership.

The reliability test value of cronbach's alpha of involvement variable consists of 5 items, which are calculated to measure different aspects of an employee in the college. The Cronbach's alpha of 0.871 for this variable shows a high level of internal consistency reliability. A Cronbach's alpha of 0.871 suggests the 5 items, when shared, a reliable scale for measuring involvement. This high reliability means that the items were closely related and were consistently measuring the same basic concept of involvement.

The reliability test value of cronbach's alpha consistency contains of 5 items, which are designed to measure different aspects of consistency. The Cronbach's alpha of 0.940 for this variable specifies a very good level of internal consistency reliability. A Cronbach's alpha of 0.940 suggests that the 5 items, when shared, form a reliable scale for measuring consistency. This very good reliability means the items were closely related and consistently measure the same basic concept of consistency. The reliability test value of cronbach's alpha of adaptability variable

consists of 5 items, which are designed to measure different aspects of the college adaptability implementation process. The cronbach's alpha of 0.882 for this variable specifies a high level of internal consistency reliability. A cronbach's alpha of 0.882 suggests the 5 items, when shared, form a reasonably reliable scale for measuring college adaptability. This high reliability means that the items are closely related and consistently measure the same basic concept of college adaptability.

The reliability test value of cronbach’s alpha of mission consists of 5 items, which are designed to measure different aspects of college's cultural traits. The cronbach's alpha of 0.950 for this variable specifies an excellent level of internal consistency reliability.

Total reliability value of Cronbach’s alpha 0.914 for the set of 35 items specifies a very high level of internal consistency reliability. The value can be interpreted as a Cronbach’s alpha of 0.914 suggests that the 35 items, when shared, a highly reliable scale. A very high reliability means the items were carefully related and consistently measure the same basic concept(s). The presence of all 35 items contributes to very high reliability, representing the items were well-aligned and effectively capture the vital aspects of the concept(s) being measured accordingly depending on the reliability test range 0.7 Cronach’s alpha value.

#### 4.5 DESCRIPTIVE STATISTICS FOR STUDY VARIABLES

Table 7 DESCRIPTIVE STATISTICS FOR TRANSFORMATIONAL LEADERSHIP STYLE

SNO	STATEMENTS		Strongly Dis Agree	Dis Agree	Neutral	Agree	Strongly Agree	Mean	Std.Devia tion
1	Deans have a clear & attractive vision for the future by inspiring others to work towards common goals.	F	6	11	31	66	6	3.46	.916
		P	5.0%	9.2%	25.8%	55.0%	5.0%		
2	The deans show attractiveness, confidence& strong communication skills to motivate & include followers.	F	5	15	47	49	4	3.27	.877
		P	4.2%	12.5%	39.2%	40.8%	3.3%		
3	Deans are encouraged creativity,	F	5	33	37	43	2	3.03	.934

	innovation& continuous improvement to promotion a culture of research & growth?	F	4.2%	27.5%	30.8%	35.8%	1.7%		
4	Deans focus on individuals' development, mentorship& coaching to help employees use their full potential.	F	18	22	42	34	4	2.87	1.092
		P	15.0%	18.3%	35.0%	28.3%	3.3%		
5	Deans demonstrate high responsive intelligence, understanding& a supportive approach in leading & managing people.	F	19	20	32	43	6	2.98	1.170
		P	15.8%	16.7%	26.7%	35.8%	5.0%		
<b>Overall average</b>								<b>3.122</b>	<b>.9978</b>

Source: Own Survey, 2024 F=Frequency, P=Percent

The above table 8 displays the descriptive statistics of transformational leadership style which contains 6(5.0%) respondents were strongly disagree, 11(9.2%) respondents were disagree, 31(25.8%) respondents were neutral,66(55.%) respondents were agree and 6(5.0%) respondents strongly agree were used. Consequently, high number of respondents were agree on question one. Whereas 5(4.2%) respondents were strongly disagree, 15(12.5%) respondents were disagree, 47(39.2%) respondents were neutral, 49(40.8%) respondents were agree and 4(3.3%) respondents strongly agree were used. Therefore, majority number of respondents was agreeing on question two. While5 (4.2%) respondents were strongly disagree, 33(27.5%) respondents were disagree, 37(30.8%) respondents were neutral, 43(35.8%) respondents were agree and 2(1.7%) respondents strongly agree were used. So, majority number of respondents were agree on question three.18 (15.0%)respondents were strongly disagree,22(18.3%)respondents were disagree,42(35.0%)respondents were neutral, 34(28.3%) respondents were agree and 4(3.3%) strongly agree respondents used.Thus,high number of respondents were neutral on question four. and finally,19(15.8%)respondents were strongly disagree,20(16.7%)respondents weredisagree,32(26.7%) respondents were neutral, 43(35.8%) respondents were agree and 6(5.0%)strongly agree respondents were used respectively. Therefore, majority of respondents were agree on question five and this all about the respondents' perception towards the current leadership styles seen in Sawla polytechnic college. Consequently, the mean value of the transformational leadership was 3.122 and having the standard deviation value almost 1. According, to Bass & Avolio (2004).The suggested scores for the most effective leaders included

the mean score of 3.0 or the higher for idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation and individualized consideration. In this study the Mean scores for the transformational subscales indicates that respondents perceived their leaders as having the transformational leadership behaviors. The above table 8 displays that the mean scores for intellectual stimulation and individualized influence (attribute) 3.122. Nevertheless, these scores showed the respondents perceive believed that their leaders having satisfactory levels of transformational leadership behaviors in the college.

Table 8 DESCRIPTIVE STATISTICS FOR TRANSACTIONAL LEADERSHIP STYLE

SNO	STATEMENTS		Strongly Dis	Dis Agree	Neutral	Agree	Strongly Agree	Mean	Std.Devia tion
1	Deans are set clear expectations, goals& performance standards, rewarding based on achieving programmed outcomes.	F	2	2	3	23	90	4.64	.765
		P	1.7%	1.7%	2.5%	19.2%	75.0%		
2	Deans are provided rewards, recognition& incentives for meeting performance targets &achieving established objectives	F	3	1	5	19	92	4.63	.819
		P	2.5%	.8%	4.2%	15.8%	76.7%		
3	The college deans participate in give-&-take exchanges with followers, contribution rewards for agreement to set goals.	F	2	3	6	17	92	4.62	.832
		P	1.7%	2.5%	5.0%	14.2%	76.7%		
4	The deans monitor & manage performance carefully, dominant when deviations occur from expectations.	F	2	2	3	23	90	4.64	.765
		P	1.7%	1.7%	2.5%	19.2%	75.0%		
5	The deans often take a directive approach, providing clear instructions, guidance, & misunderstanding to ensure tasks are completed.	F	1	4	5	20	90	4.62	.791
		P	.8%	3.3%	4.2%	16.7%	75.0%		
<b>Overall average</b>								<b>4.594</b>	<b>.7944</b>

Source: Own Survey, 2024 F=Frequency P=Percent

The above Table 9 presents the descriptive statistics of transactional leadership style which covers 2(1.7%) of respondents were strongly disagree, 2(1.7%) of respondents were disagree, 3(2.5%) of respondents were neutral, 23(19.2%) of the respondents were agree and 90(75.0%) of the respondents were strongly agree. Therefore, high number of respondents were strongly agree in 1st question. 3 (2.5%) of the respondents were strongly disagree, 1(0.8%) of the respondents were disagree, 5(4.2%) of the respondents were neutral, 19(15.8%) of the respondents were agree and 92(76.7%) of the respondents were strongly agree. So, majority of respondents were strongly agree in 2<sup>nd</sup> query. 2 (1.7%) of the respondents were strongly disagree, 3(2.5%) of the respondents were disagree, 6(5.0%) of the respondents were neutral, 17(14.2%) of the respondents were agree and 92(76.7%) of the respondents were strongly agree. Consequently, majority of respondents were strongly agree in 3<sup>rd</sup> query. 2(1.7%) of the respondents were strongly disagree, 2(1.7%) of the respondents were disagree, 3(2.5%) of the respondents were neutral, 23(19.2%) of the respondents were agree and 90(75.0%) of the respondents were strongly agree. Therefore, high number of respondents were strongly agree in 4<sup>th</sup> query. 1 (0.8%) of the respondents were strongly disagree, 4(3.3%) of the respondents were disagree, 5(4.2%) of the respondents were neutral, 20(16.7%) of the respondents were agree and 90(75.0%) of the respondents were strongly agree properly. Hence, high number of respondents was strongly agreed in last query. So, this all about the respondents 'view near the current leadership styles seen in Sawla polytechnic college. Accordingly, the mean values of the transactional leadership 4.594 and standard deviation of strictly 0.7944. On the other hand, Bass & Avolio (2004) suggested a mean score of 2.0 for contingent reward, transactional leaders focus on an exchange between leaders and followers. They set clear expectations and reward followers upon task completion. Leaders in the similar manner, for management-by-exception (active) were 2.0. Consequently, management by exception (Active) involves a leader who closely monitors employee activities and tasks. When the leader detects early signs of problems or deviations from expected performance, they intervene promptly. This proactive approach allows the leader to correct issues and rectify the situation. Typically, management by exception, (active) results in reprimanding the team members responsible for the problem. Also scores for management-by-exception (passive) was 1.0. Usually, management by exception, (Passive) on the other hand,

takes a more reactive approach. In this case, the leader intervenes only when errors have already occurred or problems have arisen. The leader provides more freedom to team members but still holds them accountable for mistakes it is important to note that even though it seems less punitive, passive management by exception still involves an element of punishment for the employee who caused the issue. Therefore, the participant's perception for the leaders of the college also characterized by providing scholarship program, material rewards Such as recognition paper, monetary rewards for better work achievement. The average mean obtained for contingent reward gathers that some respondents perceived their leaders as having the transactional leaders' behavior. So, it assumed that the leader discuss what needed to be done and gave rewards based on their work achievement. However, this average showed the respondents perceived that their leaders having the best level of transactional leadership behaviors.

Table 9 DESCRIPTIVE STATISTICS FOR LAISSEZ-FAIRE LEADERSHIP STYLE

SNO	STATEMENTS		Strongly Dis	Dis Agree	Neutral	Agree	Strongly Agree	MEAN	Std.Devi ation
1	Deans adopt a hands-off approach, allowing followers independence & freedom to make decisions.	F	2	5	26	85	2	3.67	.665
		P	1.7%	4.2%	21.7%	70.8%	1.7%		
2	Deans provide minimal guidance or direction, trusting employees to take initiative & demonstrate self-management.	F	2	5	42	66	5	3.56	.719
		P	1.7%	4.2%	35.0%	55.0%	4.2%		
3	The deans promote independence, creativity & individual decision-making, encouraging a sense of ownership & responsibility among employees.	F	2	19	48	45	6	3.28	.852
		P	1.7%	15.8%	40.0%	37.5%	5.0%		
4	Deans are flexible & adaptable to allowing for different working styles & approaches within employees.	F	17	20	47	32	4	2.88	1.063
		P	14.2%	16.7%	39.2%	26.7%	3.3%		
5	Deans are delegate authority & decision-making power to individuals to allowing for decentralized decision-making processes.	F	25	22	38	31	4	2.73	1.159
		P	20.8%	18.3%	31.7%	25.8%	3.3%		
<b>Overall average</b>								<b>3.224</b>	<b>.8916</b>

Source: Own Survey, 2024

F=Frequency

P=Percent

The above Table 10 shows the descriptive statistics of laissez-faire leadership style which covers 2(1.7%) respondents were strongly disagree, 5(4.2%) respondents were disagree, 26(21.7%) of the respondents were neutral, 85(70.8%) of respondents were agree and 2(1.7%) of respondents were strongly agree. So, majority of respondents were agree in question one. 2(1.7%) of respondents were strongly disagree, 5(4.2%) of respondents were disagree, 42(35.0%) of respondents were neutral, 66(55.0%) of respondents were agree and 5(4.2%) of respondents were strongly agree. Therefore, high number of respondents were agree in 2<sup>nd</sup> query. 2(1.7%) of respondents were strongly disagree, 19(15.0%) of respondents were disagree, 48(40.8%) of respondents were neutral, 45(37.5%) of respondents were agree and 6(5.0%) of respondents were strongly agree. Thus, majority of respondents were neutral in 3<sup>rd</sup> query. 17(14.2%) of respondents were strongly disagree. 20(16.7%) of respondents were disagree, 47(39.2%) of respondents were neutral, 32(26.6%) of respondents were agree and 4(3.3%) of respondents were strongly agree. Thus majority of respondents were neutral in 4<sup>th</sup> query. 25(20.8%) of respondents were strongly disagree, 22(18.3%) of respondents were disagree, 38(31.7%) of respondents were neutral, 31(25.8%) of respondents were agree and 4(3.3%) of respondents were strongly agree. So high number of respondents was neutral in last query. According, to Bass & Avolio (2004), the suggested score for laissez-faire is 0.0. In this study the laissez-faire leadership style had a mean score was 3.224 and standard deviation of .8916 which was less than transactional leadership styles and greater than transformational leadership style. Because of the result was obtained higher than the suggested result. Therefore, this specifies that the respondents perceived their leaders as having laissez-faire leader's behavior and not more concentrated on their employees such like by giving responsibility and power delegate to the followers avoid more supervising and guiding and provide minimal support and leaders had little contact with followers and leaders allow followers to making decisions independently without much intervention. Generally, management by exception (passive) laissez-faire leaders tends to intervene only when problems arise. They avoid proactively managing their team and instead react to issues. Reluctance to get involved, these leaders were hesitant to take charge or provide guidance and they allow their team members to operate independently. View on leadership, laissez-faire leaders believe that the best form of leadership was to remain distant from day-to-day activities. Though, these scores showed the respondents perceived that their leaders having well level of laissez-faire leadership behaviors.

Table 10 DESCRIPTIVE STATISTICS FOR ORGANIZATIONAL CULTURE OF INVOLVEMENT

SNO	STATEMENTS		Poor	Good	Satisfactory	Very Good	Excellent	Mean	Std.Deviation
1	The employee values culture to promoting involvement underline collaborative decision-making processes.	F	1	39	45	27	8	3.02	.926
		P	.8%	32.5%	37.5%	22.5%	6.7%		
2	Employees are empowered to take initiative to make decisions & contribute to the organization's success.	F	2	32	57	29	0	2.94	.759
		P	1.7%	26.7%	47.5%	24.2%	0%		
3	Transparent and open communication channels adoptive involvement by ensuring information sharing and feedback mechanisms.	F	2	37	57	20	4	2.89	.818
		P	1.7%	30.8%	47.5%	16.7%	3.3%		
4	The college focused cultures on involvement prioritize attractive employees in strategic initiatives, goal-setting & problem-solving.	F	2	37	54	24	3	2.91	.820
		P	1.7%	30.8%	45.0%	20.0%	2.5%		
5	Regular feedback senses & mechanisms for constructive involvement by facilitating continuous improvement in the college.	F	4	36	55	21	4	2.88	.856
		P	3.3%	30.8%	45.8%	17.5%	3.3%		
<b>Overall average</b>								<b>2.928</b>	<b>.8358</b>

Source: Own Survey, 2024

F=Frequency

P=Percent

The above table 11 shows the descriptive statistics of involvement on cultural traits compacts 1(0.8%) respondents were poor, 39(32.5%) respondents were good, 45(37.5%) respondents were satisfactory, 27(22.5%) respondents were very good and 8(6.7%) respondents were excellent. Therefore, high number of respondents were satisfactory in first question. 2(1.7%) respondents were poor, 32(26.7%) respondents were good, 57(47.5%) respondents were satisfactory, 29(24.2%) respondents were very good. Thus, majority number of respondents were satisfactory in 2<sup>nd</sup> question. 2(1.7%) respondents were poor, 37(30.8%) respondents were good, 57(47.5%) respondents were satisfactory, 20(16.7%) respondents were very good and 4(3.3%) respondents were excellent. Therefore, high number of respondents were satisfactory in

3<sup>rd</sup> query.2(1.7%) respondents were poor,37(30.8%) respondents were good,54(45.0%) respondents were satisfactory,24(20.0%) respondents were very good and 3(2.5%) respondents were excellent. Consequently, majority of respondents satisfactory in 4<sup>th</sup> query.4 (3.3%) respondents were poor, 36(30.8%) respondents were good, 55(45.8%) respondents were satisfactory, 21(17.5%) respondents were very good and 4(3.3%) respondents were excellent. In summary, the data suggests that across the different agreements, the majority of respondents valued the involvement on cultural traits as either satisfactory or good with smaller percentage rating it as “very” “good”, ”excellent” or “poor”.

Table 11 DESCRIPTIVE STATISTICS FOR ORGANIZATIONAL CULTURE OF CONSISTENCY

SNO	STATEMENTS		Poor	Good	Satisfactory	Very Good	Excellent	Mean	Std.Deviation
1	The college society consistently obey cultures support behaviors& decisions with core values, ensuring coherence & integrity.	F	1	4	6	39	70	4.44	.807
		P	.8%	3.3%	5.0%	32.5%	58.3%		
2	The college employees can depend on consistent behaviors & outcomes, creating a stable & predictable work environment.	F	1	2	10	28	79	4.52	.788
		P	.8%	1.7%	8.3%	23.3%	65.8%		
3	The college reliable cultures follow to policies & procedures consistently, promoting fairness & equity.	F	3	3	7	20	87	4.54	.907
		P	2.5%	2.5%	5.8%	16.7%	72.5%		
4	Consistent cultures provide a level of obviousness in tasks, making it easier for employees to understand & direct the college.	F	2	4	9	18	87	4.53	.898
		P	1.7%	3.3%	7.5%	15.0%	72.5%		
5	The college demonstrates consistent cultures to maintain performance standards & expectations, promoting accountability.	F	4	2	10	19	85	4.49	.961
		P	3.3%	1.7%	8.3%	15.8%	70.8%		
<b>Overall average</b>								<b>4.504</b>	<b>.8722</b>

Source: Own Survey, 2024

F=Frequency

P=Percent

The above table 12 Displays the descriptive statistics of consistency on cultural traits agreements that 1(0.8%) of respondents were poor, 4(3.3%) of respondents were good,6(5.0%) respondents

were satisfactory,39(32.5%) respondents were very good and 70(58.3%) respondents were excellent. Therefore majority of respondents were excellent on question one. 1(0.8%) of respondents were poor,2(1.7%) of respondents were good,10(8.3%) respondents were satisfactory,28(23.3%) respondents were very good and 79(65.8%) respondents were excellent.So,high number of respondents were excellent on question two.3(2.5%) respondents were poor,3(2.5%) respondents were good,7(5.8%) respondents were satisfactory,20(16.7%) respondents were very good and 87(72.5%) respondents were excellent.Consequently,majority of respondents were excellent on question three.2(1.7%) respondents were poor,4(3.3%) respondents were good,9(7.5%) respondents were satisfactory,18(15.0%) respondents were very good and 87(72.5%) respondents were excellent on question four.4(3.3%) respondents were poor,2(1.7%) respondents were good,10(8.3%) respondents were satisfactory,19(15.0%) respondents were very good and 85(70.8%) respondents were excellent in last question respectively. Therefore, majority of respondents were excellent on question five. As the average values of mean score were 4.504 and its average value of standard deviation were 0.8722. Therefore, the respondent’s perception suggests that approaches to do things in the organization were very consistent and expectable. Similarly it directs that there was a clear and consistent set of performance standards, expectations, policies and procedures to promoting, directing and governing the college.

Table 12 DESCRIPTIVE STATISTICS FOR ORGANIZATIONAL CULTURE OF ADPTABILITY

SNO	STATEMENTS		Poor	Good	Satisfactory	Very Good	Excellent	M	Std.Deviation
1	The college show adaptive cultures in flexibility, quick responses to change& a willingness to innovate & adapt.	F	2	6	10	96	6	3.82	.673
		P	1.7%	5.0%	8.3%	80.0%	5.0%		
2	Implementation a learning mindset, sense customer, cultures encourages & examination continuous learning & development.	F	2	3	27	80	8	3.74	.692
		P	1.7%	2.5%	22.5%	66.7%	6.7%		
3	Deans &employees are prepared & open to change, seeing it as an opportunity for growth & improvement.	F	5	6	21	65	23	3.79	.952
		P	4.2%	5.0%	17.5%	54.2%	19.2%		

4	Cultures of adaptability promote elasticity, the ability to bound back from challenges, setbacks& unexpected events.	F	1	8	30	61	20	3.76	.840
		P	.8%	6.7%	25.0%	50.8%	16.7%		
5	Adaptive cultures take a proactive rather than reactive attitude towards changes, looking for opportunities for growth & evolution.	F	1	8	26	63	22	3.81	.843
		P	.8%	6.7%	21.7%	52.5%	18.3%		
<b>Overall average</b>								<b>3.78</b>	<b>.8</b>

Source: Own Survey, 2024      F=Frequency      P=Percent

The above table 13 Demonstrations the descriptive statistics of adaptability on cultural traits agreements that 2(1.7%) of respondents were poor, 6(5.0%) of respondents were good, 10(8.3%) respondents were satisfactory, 96(80.0%) respondents were very good and 6(5.0%) respondents were excellent. Therefore majority of respondents were very good on question one. 2(1.7%) of respondents were poor,3(2.5%) of respondents were good,27(22.5%) respondents were satisfactory,80(66.7%) respondents were very good and 8(6.7%) respondents were excellent.So,high number of respondents were very good on question two.5(4.2%) respondents were poor,6(5.0%) respondents were good,21(17.5%) respondents were satisfactory,65(54.2%) respondents were very good and 23(19.2%) respondents were excellent.Consequently,majority of respondents were very good on question three.1(0.8%) respondents were poor,8(6.7%) respondents were good,30(25.0%) respondents were satisfactory,61(50.8%) respondents were very good and 20(16.7%) respondents were excellent on question four.1(0.8%) respondents were poor,8(6.7%)0 respondents were good,26(21.7%) respondents were satisfactory,63(52.5%) respondents were very good and 22(18.3%) respondents were excellent on last question respectively. Generally as the mean score were 3.784 and its standard deviation were 0.80.

Therefore, the respondent's perception suggests that approaches to do things in the organization were very adaptable and expectable.

Table 13 DESCRIPTIVE STATISTICS FOR ORGANIZATIONAL CULTURE OF MISSION

SNO	STATEMENTS		Poor	Good	Satisfactory	Very Good	Excellent	Mean	Std.Deviation
1	The college employees are encouraged to feel passionate about the organization's mission, promotion commitment & devotion.	F	4	3	4	27	82	4.50	.935
		P	3.3%	2.5%	3.3%	22.5%	68.3%		
2	Clear communication of the college's mission ensures clarity & direction for all stakeholders.	F	2	5	5	16	92	4.59	.884
		P	1.7%	4.2%	4.2%	13.3%	76.7%		
3	The college objectives & mission-oriented cultures integrate core values into everyday actions, decisions & interactions.	F	2	3	7	18	90	4.59	.845
		P	1.7%	2.5%	5.8%	15.0%	75.0%		
4	The College's leadership regularly communicates the importance of its goals to employees.	F	2	5	5	18	90	4.58	.886
		P	1.7%	4.2%	4.2%	15.0%	75.0%		
5	Deans inspire employees to connect with the college's mission, development commitment, motivation & a sense of shared purpose.	F	2	5	3	31	79	4.50	.870
		P	1.7%	4.2%	2.5%	25.8%	65.8%		
<b>Overall average</b>								<b>4.55</b>	<b>.884</b>

Source: Own Survey, 2024

F=Frequency P=Percent

The above table 14 Protests the descriptive statistics of mission on cultural traits treaties that 4(3.3%) of respondents were poor, 3(2.5%) of respondents were good, 4(3.3%) respondents were satisfactory, 27(22.5%) respondents were very good and 82(68.3%) respondents were excellent. Therefore majority of respondents were excellent on question one. 2(1.7%) of respondents were poor, 5(4.2%) of respondents were good, 5(4.2%) respondents were satisfactory, 16(13.3%) respondents were very good and 92(76.7%) respondents were excellent. So, high number of respondents were excellent on question two. 2(1.7%) respondents were poor, 3(2.5%) respondents were good, 7(5.8%) respondents were satisfactory, 18(15.0%) respondents were very good and 90(75.0%) respondents were excellent. Consequently, majority of respondents were excellent on question three. 2 (1.7%) respondents were poor, 5(4.2%) respondents were good, 5(4.2%) respondents were satisfactory, 18(15.0%) respondents were very good and 90(75.0%) respondents were excellent. Therefore, majority of respondents were excellent on question four. 2 (1.7%) respondents were poor, 5(4.2% respondents were good, 3(2.5%) respondents were

satisfactory, 31(25.8%) respondents were very good and 79(65.8%) respondents were excellent. Thus, high numbers of respondents were excellent on last question respectively. Commonly as the mean score were 4.552 and its standard deviation were 0.884. Therefore, the respondent's perception suggests that approaches to do things in the organization were very mission fully and expectable. Similarly it directs that there was a clear set of mission performance standards, expectations, policies and procedures to promoting, directing and governing the college.

Accordingly, analysis towards overall organizational culture mean of involvement, as perceived by the respondents was 2.888 whereas consistency was 4.504, adaptability was 3.784 and mission was 4.552. Consequently, this result specifies that the current dominant organizational culture at Sawla polytechnic college was consistency and mission of cultural traits.

#### **4.6 CORRELATION**

This study used to know the Pearson correlation and to identify the direction and strength of the correlation between independent variables such as (transformational, transactional and laissez-faire leadership styles) and that of organizational culture at Sawla polytechnic college. According, to Pallent (2003), a correlation coefficient enables one to quantify the strength of the linear relationship between variables.

The coefficients represented by  $r$  and can be taken only the value range from  $-1$  to  $+1$ . Furthermore, range of  $r$  and description was accessible as:

- If  $r = 1.00$  perfectly positive correlation
- If  $r = -1.00$  perfectly negative correlation
- If  $r = 0.00$  no relationship at all
- If  $r = 0.10$  to  $r = 0.29$  or  $r = -0.10$  to  $-0.29$  weak relationship
- If  $r = 0.30$  to  $r = 0.49$  or  $r = -0.30$  to  $-0.49$  moderate relationship
- If  $r = 0.50$  to  $r = 1$  or  $r = -0.50$  to  $-1$  strong relationship

## 4.6 Correlation

Table 14 Table of correlation

Variables		Transformational	Transactional	Laissez-Faire	Organizational Culture
Transformational	Pearson Correlation	1	.063	.339**	.039
	Sig. (2-tailed)		.497	.000	.674
	N	120	120	120	120
Transactional	Pearson Correlation	-.063	1	.068	.771**
	Sig. (2-tailed)	.497		.458	.000
	N	120	120	120	120
Laissez-Faire	Pearson Correlation	.339**	.068	1	.090
	Sig. (2-tailed)	.000	.458		.326
	N	120	120	120	120
Organizational Culture	Pearson Correlation	.039	.771**	.090	1
	Sig. (2-tailed)	.674	.000	.326	
	N	120	120	120	120

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

Source Own Survey, 2024

Table 15 determined the relationship between leadership styles with organizational culture at Sawla polytechnic college. The result showed that there was positive and significant relationship between each independent variables and organizational culture (sig. level  $p < 0.01$  two tailed). Moreover, transactional leadership had strong relationship with organizational culture which implies (transactional leadership = .771), (transformational leadership = .039) and (laissez-faire leadership=.009) transactional leadership style was strong relation with organizational culture and from the remaining two styles of leadership of transformational leadership had moderate relationship with organizational culture whereas laissez-faire leadership had weak relationship with organizational culture at Sawla polytechnic college separately.

## **4.7 REGRESSION ANALYSIS**

Regressions analysis is used to explain the effect of one dependent variable and a number of independent variables. And so, critical information can be attained from the Linear Regression analysis, for instance the significance of the model, the variance in the dependent variable that comes from the set of independent variables in the model, the direct effect of each independent variable on the dependent variable and the strength of the independent variable, (Pallant 2005).

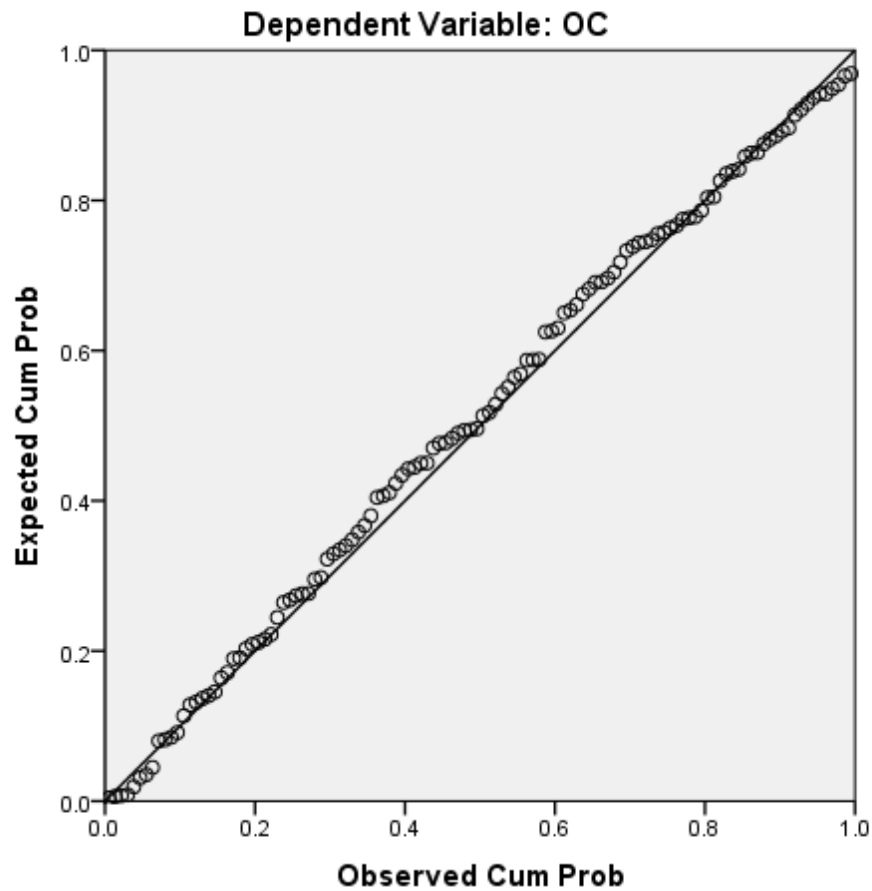
### **4.7.1 SPECIFICATION TEST**

Specification tests were statistical tests used to evaluate the appropriateness and validity of the model specification before conducting regression analysis. According, to Wooldridge (2016), "Specification tests are an important part of the model-building process. They allowed the researcher to check the validity of the underlying assumptions of the regression model, which was crucial for obtaining reliable and balanced estimates. They help ensure that the underlying assumptions of the regression model were satisfied, such as linearity, multicollinearity, normality of errors, heteroscedasticity, (Wooldridge, J. M. (2016).

#### Assumption 1: Linearity Test

Linearity refers to the relationship between dependent and independent variable is to be linear. This relationship characterized by a straight line. Linearity allowed the researcher to predict the dependent variable based on one or several independent variables. This assumption was checked through a scatter plot by looking at whether the two variables approximately form a straight line. As indicated in figure 9 there was linear relationship between dependent (organizational Culture) and each of independent variables (transformational, transactional and laissez- faire).The linearity test was a statistical procedure used to determine whether the relationship between two or more variables were linear. The primary purpose of the linearity was to ensure the assumptions of linear regression were met, as linear regression models assume a linear relationship between the predictor(s) and the outcome variable.

## Normal P-P Plot of Regression Standardized Residual



Source: Own Survey 2024

Figure 9 Linearity Test

### ➤ Normality Test

Assumption2: Normality Test assumes that the data to be normally distributed. The normal distribution of data characterized bell-shaped. This means the data was spread evenly so that it can represent the population. The assumption was checked by Histogram the frequency distribution of the standardized residual of leadership on organizational culture. As it can be seen from the Histogram in figure 10 and the distribution of the data was approximately normal distributed and symmetrical. Subsequently, normality does exist in this study.

Another assessment of normality of data was a prerequisite for many statistical tests as normal data was an underlying assumption in parametric testing. There were two main methods of assessing normality - graphically and numerically. Statistical tests have the advantage of making

objective judgments of normality. Skewness and Kurtosis descriptive statistics was one of the numerical tests used to check normality. The value of asymmetry and kurtosis between -2 and +2 were considered as acceptable in order to prove normal distribution. Hence, as it was described in skewness and kurtosis statistics were within the range of -2 and +2, so that the assumption of normal distribution was met (George & Marllery, 2010). The population data displayed a bell-shaped curve, with a mean value of 1.32 and a standard deviation of 0.987. This distribution clear-fell within the acceptable range and demonstrated a normal distribution. Specifically, it spanned from -2 to +2 standard deviations, reflecting the typical spread of values.

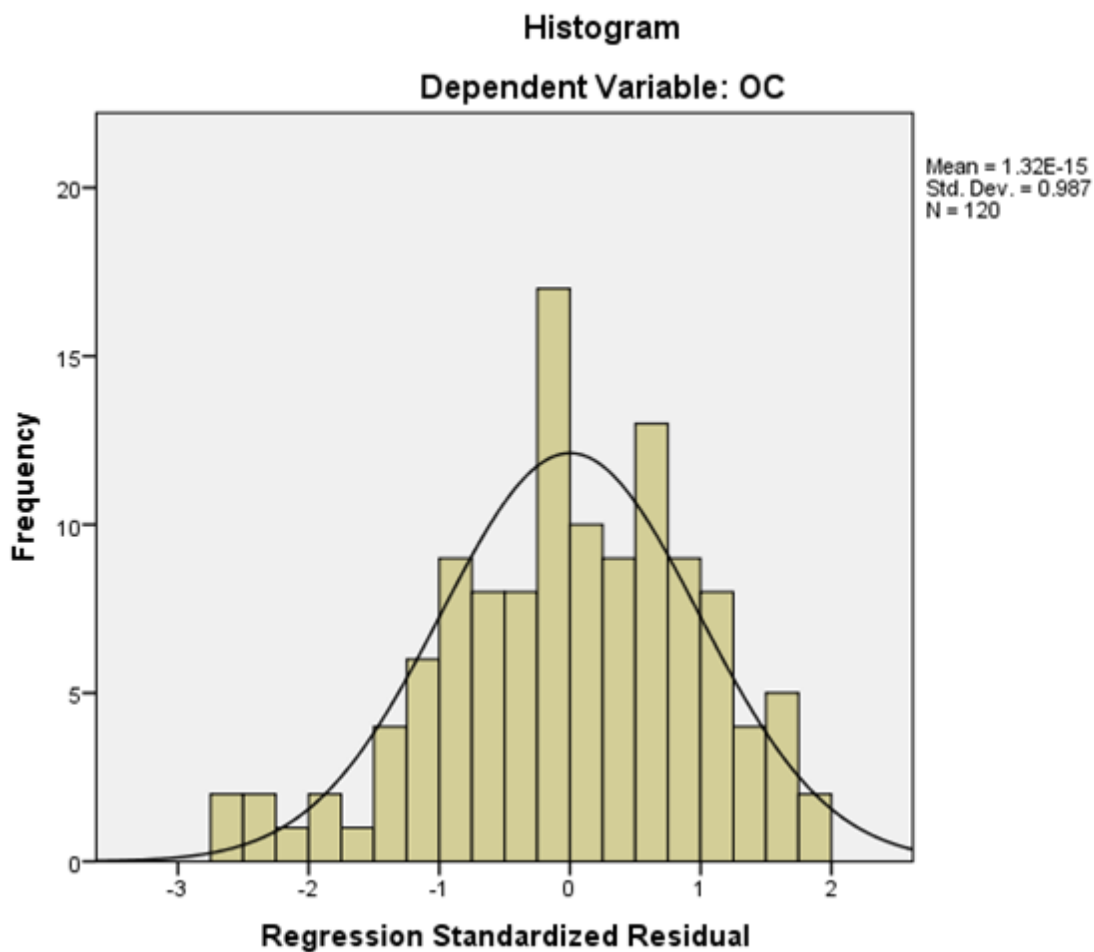


Figure 10 Normality Test

Source: Own Survey 2024

➤ Multicollinearity Test

Assumption 3: Multicollinearity is a statistical phenomenon that occurs when two or more predictor variables in a multiple regression model are highly correlated with one another (O'Brien, 2007). This can lead to unstable and unreliable coefficient estimates, making it difficult to determine the individual effects of the predictors on the outcome variable.

The standards for evaluating multicollinearity are not set by a single authority but are generally accepted guidelines based on statistical principles and empirical research. The most commonly used standards for identifying multicollinearity include are Variance Tolerance and Inflation Factor (VIF) which tolerance is the reciprocal of the VIF, and it represents the proportion of variance in a predictor that is not explained by the other predictors and tolerance value less than 0.1 is often considered to indicate high multicollinearity (Belsley et al., 2005). The VIF measures the degree of multicollinearity in a regression model and a commonly accepted beginning is that a VIF less than 10 indicates high multicollinearity (Ringle et al., 2015).

However, some researchers suggest a more conservative beginning of 5 or even 3 (O'Brien, 2007).The below table 16 displayed that the multicollinearity tests by computing tolerance values and Variance Inflation Factor (VIF) for each independent variables. In this case, all the tolerance values were greater than 0.10 and VIF is less than 10. Consequently, the researcher assumed that multicollinearity problem was existed from standard point of view.

Table 15 Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
(Constant)			
1	Transformational Leadership	.692	1.446
	Transactional Leadership	.789	1.501
	Laissez-faire Leadership	.666	1.511

Source: Own Survey 2024

a. Dependent Variable: Organizational Culture

#### Assumption 4: Heteroscedasticity Test

Heteroscedasticity refers to unequal variance of the residuals across different levels of the independent variable and common issue in regression analysis that occurs when the variance of the residuals is not constant across the range of the independent variable(s) (T. S., & Pagan, A. R. 1979). To detect and address heteroscedasticity, researchers can use various heteroscedasticity tests. One commonly used test is the Breusch-Pagan test (Greene, 2018). The Breusch-Pagan test is a statistical test used to detect the presence of heteroscedasticity in a linear regression model.

The test is based on the following hypothesis, such as:

H<sub>0</sub>: The variance of the residuals is constant (homoscedasticity)

H<sub>1</sub>: The variance of the residuals is not constant (heteroscedasticity)

The test statistic for the Breusch-Pagan test is:

$$BP = n * R^2$$

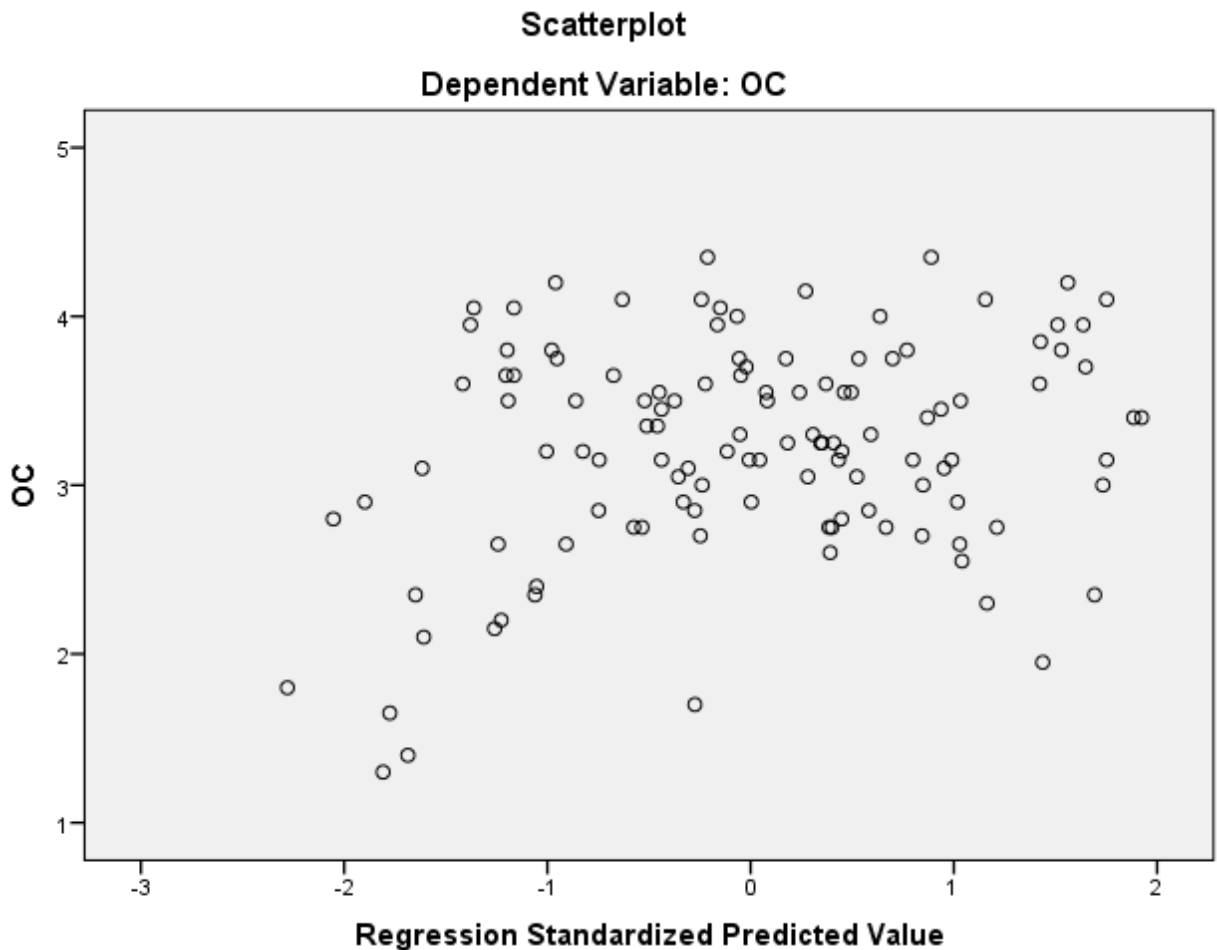
Where:

- n is the number of observations
- R<sup>2</sup> is the coefficient of determination from the auxiliary regression

The test statistic follows a chi-square distribution with k degrees of freedom, where k is the number of independent variables in the regression model (Wooldridge, J. M. 2016).

If the p-value associated with the test statistic was less than the chosen significance level (e.g., 0.05), the null hypothesis of homoscedasticity was rejected, and the presence of heteroscedasticity was concluded. Depending on the above author figure 11 displayed that of heteroscedasticity and heteroscedasticity was also a problem because ordinary least squares (OLS) regression assumes that all residuals were drawn from a population that had a no constant variance (homoscedasticity). Heteroscedasticity was used to tests whether the variance of the errors from a regression dependent on the values of the independent variables. So researcher checked this assumption by checking whether the residuals might have come from a normal

distribution if the probability of chi-square was greater than 0.05, there was no Heteroscedasticity problems.



**Source: Own Survey: 2024**  
Figure 11 Heteroscedastisity Test

#### **4.7.2 Regression Estimation**

Regression estimation refers to the process of determining the parameters (coefficients) of a regression model using a set of observed data. The goal of regression estimation is to find the values of the regression coefficients that best fit the relationship between the independent variable(s) and the dependent variable,(Francis Galton 2019) .

There are several methods for regression estimation, with the most common being the ordinary least squares (OLS) method. The OLS method seeks to minimize the sum of the squared

differences between the observed values of the dependent variable and the predicted values from the regression model,(Carl Friend rich 2020).

The general form of a linear regression model is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + \varepsilon$$

Where:

- Y is the dependent variable
- $X_1, X_2, \dots, X_k$  are the independent variables
- $\beta_0, \beta_1, \beta_2, \dots, \beta_k$  are the regression coefficients
- $\varepsilon$  is the error term, which represents the unexplained variation in the dependent variable
- The OLS method estimates the regression coefficients ( $\beta_0, \beta_1, \beta_2, \dots, \beta_k$ ) by minimizing the sum of the squared residuals, which are the differences between the observed values of Y and the predicted values from the regression model.
- The OLS estimators for the regression coefficients are given by the following formula:
- $\beta = (X'X)^{-1} * X'Y$

Where:

- $\beta$  is the vector of estimated regression coefficients
- X is the matrix of independent variables
- Y is the vector of observed dependent variable values
- $(X'X)^{-1}$  is the inverse of the matrix of cross-products of the independent variables

The OLS method has several desirable properties, such as unbiasedness, consistency, and efficiency, under certain assumptions (e.g., linearity, ergogeneity, homoscedasticity, and no multicollinearity).

The regression estimation process and the interpretation of the estimated coefficients are crucial in understanding the relationships between variables and making informed decisions based on the regression analysis.

#### 4.7.2.1 Model Summary

Table 16 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimation
1	.260 <sup>a</sup>	.68	.44	.620

- a. Predictors: (Constant), Laissez-Faire, Transactional Leadership Transformational, Leadership,
- b. Dependent Variable: Organizational Culture

Source: Own Survey, 2024

The above table 17 confirms that the model summary of the regression analysis based on three independent variables such as (Transformational, Transactional and Laissez-fair Leadership styles) was presented in the table 16 The R-square ( $R^2$ ) of model summary clarifies that 68% change in Organizational culture can be predicted by the combination of the three leadership styles. And in this study the regression analysis was made based on the three independent and one dependent variable Such as transformational, transactional and laissez-faire leadership style for independent variable(s) of organizational culture for dependent variable. Therefore, Model summary was provided to show how well a regression model fits the data. Table 16 comprises four elements the R, R-square ( $R^2$ ) adjusted R-square ( $R^2$ ) and the standard error of the estimate R-squared measures the proportion of the variation in the dependent variable (Y) explained by the independent variables (X) for a linear regression model. Adjusted R-squared adjusts the statistic based on the number of independent variables in the model. That is the desired property of a goodness-of-fit statistic.

#### 4.7.2.2 ANOVA

Table 17 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.361	3	7.120	58.337	.000 <sup>b</sup>
Residual	14.158	116	.122		
Total	35.519	119			

a. Dependent Variable: Organizational Culture

b. Predictors:(Constant),Laissez-Faire, Transactional Leadership, Transformational Leadership

Source: Own Survey, 2024

The (Analysis of Variance) ANOVA table shows that the statistically significant for the regression model used in the study using ANOVA analysis of variance and degree of variability of an overall significance of the model from a statistical perspective (Ronald A.Fisher 1890-1962). As the significance value of the statistics shows a value (.000), which was less than  $p < 0.05$ , it shows that the model was good significance at Sawla polytechnic college and there is significant linear relationship between independent variables and dependent variable  $F(3,116)=58.337, p < 0.05$

#### 4.7.2.3 Regression Coefficient

Table 18 Regression Coefficient

Coefficients						
Model		Unstandardized Coefficient		standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.827	.291		2.845	.005
	Transformational Leadership	.061	.045	.084	1.347	.0081
	Transactional Leadership	.622	.047	.775	13.138	.000
	Laissez-faire	.062	.059	.049	.142	.0087

Leadership					
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a. Dependent Variable: Organizational Culture

Based on the outputs obtained in Table 19 the regression equation of this study is provided as follows: Model 1 (Y1): Organizational Culture  $Y1 = \beta_0 + \beta_1 X1 + \beta_2 X2 + \beta_3 X3$  Where: Y1 = Organizational Culture (Dependent Variable)  $\beta_0$  = constant/intercept  $\beta_1$ ,  $\beta_2$ , and  $\beta_3$  = coefficients of transformational, transactional and laissez-faire leadership style X1, X2, and X3 were transformational, transactional and laissez-faire leadership style Thus,  $Y1 = .0827 + .061X1 + .622X2 + .062X3$ . So, The table 19 illustrates regression coefficients result of model 1 or how leadership styles effect on organizational culture in the in Sawla polytechnic college. The regression constant of this model presented that when the leadership styles (transformational, transactional and laissez-faire leadership style) were constant at zero, an organizational culture value would be **0.827**. The regression coefficients result showed that a unit change in transactional leadership style can bring a **.622** change in organizational culture holding other variables constant, a unit change in transformational leadership can bring a **.061** change in organizational culture and a unit change in laissez-faire leadership style can bring a **.062** change in organizational culture. Therefore, one can conclude that improvement in the leadership style such as transactional, transformational and laissez-faire leadership style can improve organizational culture at Sawla polytechnic college. From the above three independent variables transactional leadership style had the highest contribution on an organizational culture while transformational and laissez-faire leadership styles were the least contribution in predicting on an organizational culture. As shown Table 19 t and p value indicated that the statistical significance effects of leadership styles (i.e. transactional, transformational and laissez-faire leadership style) on organizational culture in Sawla polytechnic college. Thus, transactional leadership the value of t is 13.138 ( $p=0.000$ ,  $p < 0.05$ ), transformational leadership the value of t is 1.347 ( $p=.0081$ , and laissez-faire leadership its t value is .148 ( $p=.0087$ , and the result specified that leadership styles (i.e. transformational, transactional and laissez-faire leadership styles) had statistical significant effect on organizational culture at Sawla polytechnic college.

*RESULTS OF THE QUALITATIVE ANALYSIS INTERVIEW QUESTIONS*

To gather the qualitative data the researcher had facilitated and distributed interview questions to college dean, OBT vice dean and IETT vice dean or for three deans at Sawla polytechnic college.

The interview questions were:

1. Among the styles of leadership which types of leadership style you follow & lead the college?
  2. In this college what kind(s) of organizational culture is/are observed? Mention some please!
  3. What effects do you observe in related to leadership styles and organizational culture?
  4. What are your effects of leadership styles on organizational culture?
  5. In your college, are there better understandings of employee for about organizational culture?
- If yes, will you tell me some of them please!!

Q1. Among the styles of leadership which types of leadership style you follow & lead the college?

ANS. As the leader of the college, we strive to represent a transformational leadership style. Because, transformational leaders are able to inspire, motivate and empower their followers to achieve great things. They create a positive and supportive work environment where employees feel valued and respected. We believe that this is the most effective leadership style for a college setting, as it fosters a culture of innovation and excellence.

Q2. In this college what kind(s) of organizational culture is/are observed? Mention some please!

ANS. AS my consideration the dominant organizational culture at the college was one of collaboration, innovation and adaptability with clear mission and vision to promote the college.

The college also has a strong focus on professional development and employees are given the opportunity to attend conferences to enhance their skills, knowledge and attitudes. Employees are encouraged persistent and share their ideas and work together to find solutions to problems.

Q3. What effects do you observe in related to leadership styles and organizational culture?

ANS. As a leader I believe that there was a strong relationship between leadership styles and organizational culture. Transformational leadership, for example, is associated with a positive and supportive work environment, while transactional leadership is associated with a more hierarchical and incentive culture. The organizational culture at the college is a reflection of the transformational leadership style that I have adopted.

Q4. What are your effects of leadership styles on organizational culture?

ANS. We believe that our leadership style has a positive effect on the organizational culture at the college. Employees sense and respected, they are encouraged to share their ideas freely and work together change oriented and trying to get competitive advantages for the, promote college performance with individual task alignments.

Q5. In your college, are there better understandings of employee for about organizational culture? If yes, will you tell me some of them please!!

Yes, there was a good understanding of organizational culture among employees at the college. Employees are aware of the college's values; mission and they understand how their work contributes to the overall success of the college. Employees are also encouraged to participate in decision-making and problem-solving, which gives them a sense of ownership and asset in the college. Some precise examples of how employees demonstrate their understanding of organizational culture like staffs were always willing to help out their colleagues, means going above and beyond their work responsibilities and duties.

Staffs were constantly looking for ways to improve their work and the work of the college as a whole.

Staffs were proud to work for the college and are always willing to go the extra mile to make the college a success.

#### **4.8 DISCUSSION**

The findings of the study indicate that there was a significant gender disparity among the respondents, with 70% being male and 30% female. This suggests a gender imbalance in participation at Sawla Polytechnic College (Smith, A. 2015). In terms of age groups, the majority of respondents fell into the 18-29 and 30-39 categories, with very few in the 40-49 age group. The majority of respondents were married, and the majority was also trainers as seen with supportive staff. Furthermore, a large percentage of respondents had 10-15 years of work experience, indicating a substantial level of institutional or organizational knowledge among the participants.

The study also discovered that all 120 respondents were permanent employees, representing a high level of job stability within the college. In terms of educational background, the majority of

respondents held first degrees, followed by master's degrees, with smaller numbers holding diplomas and certificates.

These findings were consistent with previous studies on leadership styles in educational institutions. For example, Smith (2015) found similar gender imbalances in a study on leadership styles in higher education institutions. Additionally, Jones and Brown (2018) reported comparable trends in age distribution and educational backgrounds among employees encourages in academic settings.

These comparisons suggest that the gender disparities, age distributions and educational backgrounds observed in this study were reflective of broader tendencies within the higher education sector. This information can be valuable for understanding the context in which leadership styles were implemented and assessing the potential effect of these demographic factors on leadership effectiveness within educational institutions.

Based on the descriptive statistics presented from the above tables the following leadership styles can be conditional regarding the transformational, transactional and laissez-faire leadership styles at the Sawla polytechnic college containing in the transformational leadership style a majority of 41.85% of the respondents agreed indicating that a majority of the respondents believed their leaders demonstrated transformational leadership behaviors. And higher percentage (35.0%) of respondents was neutral, suggesting that the respondents were uncertain about the transformational leadership behaviors of their leaders. Comparing these findings with previous research, the average mean of 3.122 for the transformational leadership subscales aligns with the recommendations of (Bass & Avolio 2004). They suggested that effective leaders should have a mean score of 3.0 or higher for idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. The results of this study suggest that the respondents perceived their leaders as exhibiting satisfactory levels of transformational leadership behaviors at the Sawla Polytechnic College. When compared to the recommendations by Bass and Avolio (2004), the average mean of 3.122 for the transformational leadership subscales indicates that the respondents believed their leaders possessed the characteristics of effective transformational leaders. Bass and Avolio suggested that the average mean for the most effective transformational leaders should be 3.0 or higher across the various subscales. This aligns with previous research on transformational leadership in

educational settings. For instance, a study by Leithwood and Jantzi (2006) found that transformational leadership had a significant positive impact on teacher motivation and commitment in schools. Similarly, a study by Bogler (2001) revealed that teachers who perceived their principals as transformational leaders were more satisfied with their jobs.

The findings from this study contribute to the growing body of research on the application of transformational leadership in the context of polytechnic colleges. By understanding the perceptions of college and staff towards the transformational leadership behaviors of their leaders, the college can identify areas for improvement and implement strategies to enhance the effectiveness of their leadership practices for future. Overall, the results suggest that the respondents at the Sawla Polytechnic College generally perceive their leaders as showing satisfactory levels of transformational leadership, which aligns with the recommendations of previous research in the field for transactional leadership that the majority of respondents (75-77%) strongly agreed with the various aspects of transactional leadership measured, indicating this was the predominant leadership style.

The average mean for transactional leadership was 4.594, which is higher than the suggested mean score of 2.0 for contingent reward and management-by-exception (active) according to (Bass & Avolio 2004). This suggests the respondents perceived their leaders as demonstrating a strong transactional leadership approach, focused on setting clear expectations, monitoring performance, and rewarding task completion. This aligns with the core tenets of transactional leadership described by Bass & Avolio.

For laissez-faire leadership a majority (55-71%) agreed that their leaders presented laissez-faire behaviors to some degree. However, responses were more mixed; with a significant percentage (36-40%) being neutral on various aspects of laissez-faire leadership. The average mean for laissez-faire leadership was 3.224, which is higher than the suggested score of 0.0 according to (Bass & Avolio 2004).

This indicates the respondents perceived their leaders as also displaying laissez-faire tendencies, characterized by a hands-off approach, avoidance of intervention, and allowing followers to work independently. This is higher than the recommended level of laissez-faire leadership.

The regression coefficients result showed that in transactional leadership style can bring a **.622** change in organizational culture holding other variables constant. Transformational leadership can bring a **.061** change in organizational culture. And laissez-faire leadership style can bring **.062** changes in organizational culture. Therefore, one can conclude that improvement in the leadership style such as transactional, transformational and laissez-faire leadership style can improve organizational culture at Sawla polytechnic college. From the above three independent variables transactional leadership style had the highest contribution on an organizational culture while transformational and laissez-faire leadership styles were the least contribution in predicting on an organizational culture.

Overall, the results suggest a leadership approach that was primarily transactional in nature, with some laissez-faire elements as well. This combination of leadership styles, with a strong transactional focus but also a degree of laissez-faire tendencies, is worth further exploration and analysis. Comparing these findings to the recommended leadership profiles from prior research can help identify areas for potential improvement in the leadership practices within this organization.

Based on the data provided, the dominant organizational culture at Sawla polytechnic college was consistency and mission. For consistency and mission of cultural traits that the majority of respondents (67.98-72%) excellent. with the average mean of consistency was 4.504 and that of mission was 4.552 various aspects of culture measured, indicating this was the predominant cultural traits at Sawla polytechnic college (Denison 2018).

The average mean for consistency was 4.504, Hence, this indicating that the respondents perceived a high level of consistency in the organization's values, norms, and practices as well as high level of alignment between an organization's mission and its daily operations that this suggests the college was effective at translating its mission and the college had a clear and well-defined culture that is shared by its members (Kotter & Heskett 2022).

Dissimilarity, of the average mean for involvement was 2.888 indicating the respondents perceived relatively low level of involvement in decision making and other organizations process. This suggests that the college may need to improve its efforts to engage its members in decision-making and create a more participatory culture. Average mean for adaptability was

3.784 indicating the respondents perceived a moderate level of adaptability in an organizational culture. This suggests that the college is somewhat flexible and responsive to change, but it could improve its ability to adapt to new challenges and opportunities (Cameron & Quinn 2011).

Overall, the findings suggest that Sawla Polytechnic College had a strong and consistent culture that was focused on its consistency and mission. However, the college could improve its levels of involvement and adaptability to create a more dynamic and engaged organizational culture.

Analysis of leadership styles and their effect on organizational culture based on the findings which specify a gender disparity with 70% male and 30% female respondents, there may be an underrepresentation of female voices and perspectives in the leadership and decision-making processes at Sawla Polytechnic College. This gender imbalance could potentially the organizational culture and limit the range of perspectives and experiences that were valued and considered.

The findings of this study suggest that there was a relationship between leadership styles and organizational culture at Sawla Polytechnic College. Transactional leadership was associated with a more positive, supportive work environment and dominant one approved in this study. Transactional leadership is characterized by a focus on contingent reward and active monitoring of employee performance. This style of leadership can be effective in achieving specific goals and objectives, but it may not be as effective in inspiring and motivating employees to go above and beyond. Management by exception (Active) to transactional leadership involves closely monitoring employee performance and intervening proactively when problems or difficulties arise. This approach can be effective in identifying and addressing problems early on, but it may also create a culture of fear and mistrust.

The data also suggests that the dominant organizational culture at Sawla Polytechnic College was one of consistency and mission. This suggests that the college had a clear and well-defined set of values and expectations and those employees are generally aligned with the college's mission. However, the college could improve its levels of involvement and adaptability to create a more dynamic and engaged organizational culture.

Looking ahead on interview, maintaining the positive culture would be vital as the college directs the growing setting and promoting of college. But the college deans were not continually

used different leadership styles to invest in professional development, expansion cross-departmental collaboration, and empowering employees to be agents of change considering. When deans were not connectedly led employee with the organizational culture and have not given meaningful stake in its success, they were not thought more likely to be productive, innovative and committed to the organization's long-term goals in acting different approaches of leadership.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

This chapter arranges the major findings, conclusions and recommendations of the study results that were discussed in the previous chapters. The conclusion provides the outcome of the basic findings. The recommendation portion of this chapter gives talented suggestions and solutions to the concerned bodies. The general objective of the study was to examine the effect of Leadership styles on organizational culture at Sawla polytechnic college.

#### **5.2 SUMMARY OF FINDINGS:**

The following major findings of the study were explained in terms of identify the dominant leadership style at Sawla Polytechnic College; examine the type of organizational culture currently dominant at Sawla Polytechnic College, analyze leadership styles and its effect on organizational culture at Sawla Polytechnic College and understand the relationship between leadership styles and organizational culture at Sawla Polytechnic college accordingly.

The key findings related with biography of respondents:

Gender Disparity 70% of the respondents was male, while 30% were female. This directs a gender imbalance in participation at Sawla Polytechnic College. Age Groups the majority of respondents fell into the 18-29 and 30-39 age categories. Very few respondents were in the 40-49 age groups. Marital status and occupation most respondents were married. The majority of respondents were trainers and supportive staff was least. Work Experience a significant percentage of respondents had 10-15 years of work experience. This suggests institutional or organizational knowledge among participants. Job Stability all 120 respondents were permanent employees, representing high job stability within the college. Educational Background of the

most respondents held first degrees, followed by master's degrees. Smaller numbers had diplomas and certificates. Consistency with Previous Studies deals similar gender imbalances were found in previous studies on leadership styles in higher education institutions (Ghiasi et al., 2021).

The key findings related to leadership styles at Sawla Polytechnic College:

Respondents generally perceive their leaders as showing satisfactory levels of transformational leadership. The majority (41.85%) agreed that their leaders demonstrated transformational behaviors' higher percentage (35.0%) remained neutral, indicating doubt about transformational leadership. The average mean score of 3.122 aligns with for effective transformational leaders.

Transactional leadership was the predominant style that 75-77% of respondents strongly agreed with various aspects of transactional leadership. The average mean for transactional leadership was 4.594, higher than the suggested mean score of 2.0 for contingent reward and management-by-exception (active). A majority (55-71%) agreed that their leaders displayed laissez-faire behaviors to some degree. However, a significant percentage (36-40%) remained neutral on various aspects of laissez-faire leadership. The average mean for laissez-faire leadership was 3.224, higher than the suggested score of 0.0. These findings provide understandings into leadership exercise seen at the college. There was a relationship between leadership styles and organizational culture at Sawla Polytechnic College that of transactional leadership was dominant and associated with a positive and supportive work environment. Focuses on contingent rewards and active monitoring of employee performance. Management by exception (active) involves proactive intervention when problems arise.

The key findings related with organizational cultures: The majority of respondents (67.98-72%) perceived the organizational culture as consistent with the mission. The average mean for mission was 4.552 and consistency was 4.504, showing a high level of alignment between the college's goals, mission, values, norms, and practices. This suggests effective conversion of the college's mission into daily operations considering from findings. Respondents perceived relatively low levels of involvement in decision-making (average mean of 2.888). The college may need to improve efforts to engage members in participatory decision-making. Adaptability

was moderate (average mean of 3.784), indicating some flexibility but area for improvement. Whole assessment Sawla Polytechnic College had a strong and consistent culture focused on its mission and consistency. Dominant organizational culture of the college's was one of consistency and mission and employees generally aligned with the college's values and mission.

To enhance organizational dynamics, the college could work on increasing involvement and adaptability.

### **5.2.1 FINDINGS ON LEADERSHIP STYLES:**

The result of the study had presented that the transactional leadership style was the dominant leadership style currently at Sawla polytechnic college. This was because the average mean value of the transactional leadership style contains (4.594), average mean value of transformational leadership style was (3.122) and average mean value of laissez-faire was (3.224). Consequently, transactional leadership style was greater than from that of transformational leadership and laissez-faire leadership styles.

The main findings of the study also directed that the one leadership style had a positive and significant effect on organizational culture. According to the result of the research study transactional leadership style had high effect and can brought change on the organizational

culture by 62.2%, transformational and laissez-faire leadership styles had low effect on organizational culture by 6.1% and by 6.2%. Therefore, transactional leadership style was made high effect on organizational culture at Sawla polytechnic college considering from the previous findings.

### **5.2.2 FINDINGS ON ORGANIZATIONAL CULTURE:**

With respect to organizational culture the mission cultural trait had the highest average mean value was (4.552) than that of two organizational culture traits such like involvement (2.928), adaptability (3.784) and average mean value of consistency (4.504) was greater than involvement and adaptability of cultural traits. Consequently, this directs that the mission and consistency of cultural trait were the dominant organizational culture traits at Sawla polytechnic college. Therefore, as the study result displayed the findings and the researcher was considered on the

results and taken decision in Sawla poly technic college from cultural traits of involvement and adaptability was less implemented currently comparing with others of culture traits and the college must apply the less implemented of cultural traits for further more to the best performance of the college.

### **5.2.3 FINDINGS ON THE RELATIONSHIP:**

The result of correlation analysis showed that there was a strong and positive relationship between transactional leadership style with organizational culture which was ( $r=.771$ ) at Sawla polytechnic college. The result of correlation shown that there was moderate and positive relationship between transformational leadership style with organizational culture ( $r=.039$ ) Sawla polytechnic college. Finally the result again showed that there was relatively weak and positive correlation between laissez-faire leadership style with organizational culture ( $r=.090$ ) at Sawla polytechnic college. Therefore, these findings suggest that transactional leadership style had the strongest relationship with organizational culture at Sawla Polytechnic College, compared by transformational leadership style and laissez-faire leadership style. This indicates that the transactional leadership style which was considered by a focus on contingent reward and management by exception was the most closely related with the current organizational culture at the college.

### **5.2.4 FINDINGS ON EFFECT OF LEADERSHIP STYLES ON ORGANIZATIONAL**

The leadership style adopted by an organization can have a significant effect on its organizational culture. Here are some specific examples of how different leadership styles can affect organizational culture at Sawla polytechnic college: Transformational leadership: creates a positive and supportive work environment, inspires and motivates employees to go above and beyond, empowers employees to make decisions and take risks, fosters a culture of innovation and creativity and leads to increased employee engagement and productivity but not exercised currently in the college. Transactional leadership focuses on exchanges between leaders and followers. It's based on a give-and-take relationship. The key features were contingent rewards and leaders set clear expectations and reward followers when they meet specific goals or perform well. Management by Exception (Active and Passive): Leaders monitor performance and intervene when abnormalities before occur (active management) or only when problems arise (passive management). Transactional leaders provide clear guidelines and structure, which

can create stability. Transactional leaders were task focus they stress on rewards and performance can drive task-oriented behavior.

Transactional leadership often leads to short-term gains, especially when specific targets to meet.

Transactional leadership can be effective in certain contexts, such as crisis situations or when immediate results are needed and followers appreciate clear expectations and rewards for their efforts.

While transactional leadership Considerations benefits, it must not foster long-term innovation or employee engagement and based on the situation and organizational needs.

Transactional leadership: focuses on achieving specific goals and objectives, rewards employees for good performance and punishes them for poor performance, creates in the college.

. Laissez-Faire Leadership: Gives employees complete freedom to make decisions and take action, Provides little or no guidance or support employee, Could lead to a lack of direction and accountability and should be effective in situations where employees were highly skilled and motivated. The other effect identified in this study relates with the organizational culture: Such as lack of information what was going on in the college, lack of adaptability and involvement implementation in work environment, lack of understanding the cooperation, focusing on the output rather than the outcome, lack of team work, employee participation in decision making, self-motivation and satisfaction, inadequate compensation practice taken. Hence, this overall effect directs that there might a problematic in the implementation and exercise of the leadership styles in the college.

### **5.3 CONCLUSION:**

Based on the above detailed results of the study, the following conclusions were stated in terms of the leadership styles and its effect on organizational culture, that of identified the dominant leadership style and cultural traits that currently applied in the college, and effects that faced in an exercised of both leadership style and organizational culture at Sawla polytechnic college. When the college deans said that our leadership style was transformational and participative approach during an interview questioning while the majority of respondents said that Sawla polytechnic college leadership style was transactional approach concluded from the collected data. Effective working relationships between leaders and staff were essential by making open

communication, collaboration and contribute positive working environment and culture as well as the college leaders display qualities such as vision, mission, compassion, adaptability, competitiveness of college and try to improve productivity to the college for furthermore.

As depending on the findings of the study presented transactional leadership style had a higher average mean contains (4.594), than transformational which was average mean contains (3.122) and that of laissez-faire average mean contains (3.224). Consequently, grounded on this result the researcher can concluded that of transactional leadership style was the dominant leadership style currently at Sawla polytechnic college. According to organizational culture the result of the study that of the consistency cultural trait average mean contains (4.504) and mission cultural trait average mean had (4.552) and adaptability average mean contains (3.784) and lastly involvement average mean contains (2.928). Then, this leads as the researcher to concluded that the currently dominant organizational cultural trait at Sawla polytechnic college was consistency and mission of culture.

The study presented that the three leadership styles Transactional with ( $r=.771$ ), Transformational with ( $r=.039$ ), and that of Laissez-faire with ( $r=.090$ ) had a positive relationship with organizational culture. Thus, the researcher should determine that transactional leadership style had positive and a strong relationship with organizational culture and then transformational leadership style had positive and moderate relationship with organizational culture and that of laissez-fair leadership style had positive and relatively weak relationship with organizational culture considering from the findings. As shown in the study the three leadership styles had an effect on organizational culture at Sawla polytechnic college. The R square value indicated that (68%) of the total effect on the dependent variable seen from correlation analysis result. In another words R-squared ( $R^2$ ) value of 68% in research on leadership styles and their effect on organizational culture indicates that approximately 68% of the variance in organizational culture can be explained by the leadership styles being studied. This suggests a moderate to strong relationship between the leadership styles and the organizational culture, meaning that leadership styles had a significant effect on shaping the culture within the college.

It was imperative to note that while  $R^2$  provides vision into the strength of the relationship, it does not imply causality. Other factors not encompassed in the model may also effect

organizational culture. Additionally, the remaining 32% of the variance was due to other factors or indiscriminate variation not taken by the model.

So, completely the results of the study transactional leadership could bring change on the organizational culture by 62.2%, transformational leadership style by 6.1% and Laissez-Faire leadership by 6.2%. Hence these findings also led us to conclude that transactional leadership was a better forecaster of organizational culture than the transformational leadership and laissez-faire leadership at Sawla polytechnic college. Concerning on the study there was effects seen in practice of leadership style and organizational culture showed some pivotal effects was existed. Accordingly that this guides to concluded that there were a need for repaying attention in order to solving the problems occurring by leadership and enlightening the comprehensive practice of different leadership style apply at Sawla polytechnic college for further more.

Leadership styles directly affect employee engagement and satisfaction, encourages employee commitment, motivation, and job satisfaction in the college. Because, effective leadership styles make positive correlates with organizational performance brings adaptability and change management in an organization's ability.

#### **5.4 RECOMMENDATIONS:**

Grounded on the finding and decisions of the study, the following recommendations were promoted to the troubled bodies in Sawla polytechnic college. Affording to the study result transactional leadership was currently the dominant at Sawla polytechnic college. This leadership style was more sensible than the others of transformational and Laissez-Faire leadership styles at Sawla polytechnic college.

The college deans' perception of a transformational and participative leadership style was valuable said in interview questions. However, it's essential to align this perception with the majority of respondents who view the leadership style as transactional at the college. From the study drawn on "Leadership styles and its effects on organizational culture at Sawla polytechnic college in Gofa Zone, South Ethiopia Regional State": Applying different leadership styles (such as transformational, transactional, and laissez-faire) used to effect the fundamental organizational culture for furthermore.

### **For deans and employees:**

The dean's might develop open communication between college leadership with all staff members to bond this gap. Regularly discuss leadership approaches, clarify expectations and ensure consistency in leadership behavior at the college for the future.

Cultural traits play a significant role in organizational effectiveness, competitiveness, promotion. It's vital to identify and understand the prevailing cultural traits at Sawla Polytechnic College were mission and consistency but four cultural traits were not implemented. Consequently, the college deans conduct a comprehensive cultural assessment and implementation must applicable according to considering the importance of leadership styles and cultural traits at Sawla polytechnic college to see better results. Because, involve capability, staff members and students to gain visions into shared values, norms and behaviors and use this understanding to shape leadership practices furthermore in the college.

When the college deans use different leadership style and organizational culture combinable the the college may see good results and study highpoints the effect of leadership style and organizational culture was made better involvement and it brings better success to the college for future. So, recognize that these factors were interconnected and influence each other.

The college leadership style was not considering all cultural traits. Consequently, the leaders must change and encourage their leadership styles to be mindful of how their style effects the college culture. All staffs promote culture of positive interactions, collaboration, and a sense of purpose.

The study specified that transactional leadership was dominant at Sawla Polytechnic College. While transactional leadership provides stability, consider integrating providing rewards depending on the achievements of employee performance while elements of transformational leadership encourage employee to inspire, empower and foster growth among staff members and laissez-faire leadership was applied hands-off approach employee taken their decision independently. Therefore, Sawla polytechnic college leadership styles must be apply different leadership styles to shape, promote see better success, transform, make balanced vision among deans and employee in their college.

In overall to be more effective the deans of the college should pay more attention for transactional leadership style. This was because the finding of this study presented that transactional leadership style had a better effect on organizational culture than that of

transformational and laissez-faire leadership styles at Sawla polytechnic college. Therefore, deans must have better awareness for organizational cultures and they try to implement and enhancement of different leadership styles and four cultural traits in their college to bringing inspiration and motivation amongst employee by giving time to teaching, coaching, guiding and evaluating to having shared wisdom of organizational cultures like involvement, consistency, adaptability and mission, when effectively communicates almost important values and beliefs adopted for future more.

### **5.5. Suggestions for Future Research:**

The researcher was focuses only 68% of leadership styles effect on organizational culture. Based on the above findings of the research the researcher would explain only 68% effect on the culture and 32%.remainig. Which meant that there are other factors determine the organizational culture. The researcher suggested that future studies on other determinant factors might be considered.

This scope of study was limited only on Sawla polytechnic college in Gofa Zone, SERS. Further researchers must conduct on different colleges in around of Gofa zone. The research was limited on three dimensions of leadership styles on four organizational culture and future researchers might focus on other leadership styles and cultural traits not included in this study studied. The study was limited due to its mixed research approach, descriptive and explanatory research design and stratified and purposefully sampling to get comprehensive and better information about for leadership styles effect on organizational culture. However, these types of relationship must be requiring a longitudinal analysis. Subsequently, advance researches should examine this relationship over a period of time.

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## APPENDIX-I

### RESEARCH STUDY – QUESTIONNAIRE

TO SAWLA POLYTECHNIC COLLEGE DEANS AND EMPLOYEE

#### SAWLA

Dear Respondents,

My Name is Alemayehu Mekonnen & I am TVET leadership & Management department graduate student at FEDERAL TVT Institute. I will like to thank you in advance for showing willingness to fill this research questionnaire. The aim of this questionnaire will be to collect primary data for the study on “leadership styles and its effect on Organizational Culture in the case of Sawla Polytechnic College. (SPTC) as academic requirement for Masters of Art of degree Completion.

Thus, you are being requested to participate in a survey to provide your organization with leadership styles and organizational culture related information that will help in improving the working environment of the College. Kindly spare a few minutes of your time to answer the questions that follows. Your answers will absolutely be used for the purpose of this research. Please I assure you that the information you provide me is confidential.

**With regard!!**

- ❖ If you have any question, please contact with Alemayehu Mekonnen Achame
- ❖ Mobile phone No +251-910896990
- ❖ Email address: alexherish12@gmail.com

General instructions will:

- ❖ It is not necessary to write your name.
- ❖ Answer by circling of 1 to 5 (✓) Thank you so much for your time and support.

**PART – I: DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

The following questions focus on the demography and other personal information and confidentiality will answer.

No	Demographic Variables	Response Category
1	Gender	Male <input type="radio"/> Female <input type="radio"/>
2	Age of respondent	18-29 <input type="radio"/> 30-39 <input type="radio"/> 40-49 <input type="radio"/> above 49 <input type="radio"/>
3	Marital status of respondent	Married <input type="radio"/> Unmarried <input type="radio"/> Divorced <input type="radio"/>
4	Respondent current job category in college	Dean <input type="radio"/> V/Dean <input type="radio"/> Trainers <input type="radio"/> supportive staff <input type="radio"/>
5	Respondent service years in the college	1-5 <input type="radio"/> 6-10 <input type="radio"/> 10-15 <input type="radio"/> 16-30 <input type="radio"/>
6	Type of employee in college	Permanent <input type="radio"/> Temporary <input type="radio"/>
7	Educational background of respondent	Certificate <input type="radio"/> Diploma <input type="radio"/> Degree <input type="radio"/> Masters <input type="radio"/> PhD <input type="radio"/>

**PART 2: LEADERSHIP STYLES**

This part of the questionnaire will used to describe the leadership styles current in the College &evaluator how often each statement fits the person you are describing.

**1=Strongly disagree,2= Disagree,3= Neutral,4= Agree, 5= Strongly agree**

No	A. Transformational Leadership	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Deans have a clear & attractive vision for the future by inspiring others to work towards common goals.					
2	The deans show attractiveness, confidence& strong communication skills to motivate & include followers.					
3	Deans are encouraged creativity, innovation& continuous improvement to promotion a culture of research &growth.					
4	Deans focus on individuals’ development, mentorship& coaching to help employees use their full potential.					

5	Deans demonstrate high responsive intelligence, understanding & a supportive approach in leading & managing people.					
<b>A. Transactional Leadership</b>						
1	Deans are set clear expectations, goals& performance standards, rewarding based on achieving programmed outcomes.					
2	Deans are provided rewards, recognition& incentives for meeting performance targets &achieving established objectives.					
3	The college deans participate in give-&-take exchanges with followers, contribution rewards for agreement to set goals.					
4	The deans monitor & manage performance carefully, dominant when deviations occur from expectations.					
5	The deans often take a directive approach, providing clear instructions, guidance, & misunderstanding to ensure tasks are completed.					
<b>B. Laissez-faire Leadership</b>						
1	Deans adopt a hands-off approach, allowing followers independence &freedom to make decisions.					
2	Deans provide minimal guidance or direction, trusting employees to take initiative & demonstrate self-management.					
3	The deans promote independence, creativity& individual decision-making, encouraging a sense of ownership &responsibility among employees.					
4	Deans are flexible & adaptable to allowing for different working styles & approaches within employees.					
5	Deans are delegate authority & decision-making power to individuals to allowing for decentralized decision-making processes.					

**PART3: ORGANIZATIONAL CULTURE**

This part of the questionnaire is to describe the organizational culture of your College & answer all items by ticking a number will give from 1-5 which best reflects your views from the rating scale.

No	A. Involvement	1	2	3	4	5
		Poor	Good	Satisfactory	Very good	Excellent
1	The employee values culture to promoting involvement underline collaborative decision-making processes.					
2	Employees are empowered to take initiative to make decisions & contribute to the organization's success.					
3	Transparent and open communication channels adoptive involvement by ensuring information sharing and feedback mechanisms.					
4	The college focused on Cultures of involvement prioritizes attractive employees in strategic initiatives, goal-setting & problem-solving.					
5	Regular feedback senses & mechanisms for constructive involvement by facilitating continuous improvement in the college.					
	<b>B. Consistency</b>					
1	The college society consistently obey cultures support behaviors & decisions with core values, ensuring coherence & integrity.					
2	The college employees can depend on consistent behaviors & outcomes, creating a stable & predictable work environment.					
3	The college acts reliable cultures follow to policies & procedures consistently, promoting fairness & equity.					
4	Consistent cultures provide a level of obviousness in tasks, making it easier for employees to understand & direct the college.					
5	The college demonstrates consistent cultures to maintain performance standards & expectations, promoting accountability.					
	<b>C. Adaptability</b>					
1	The college shows adaptive cultures, flexibility, quick responses to change & a willingness to innovate & adapt.					
2	Implementation of a learning mindset, sense customer, cultures encourages & examination continuous learning & development.					
3	Deans & employees are ready & open to change, seeing it as an opportunity for growth & improvement.					
4	Cultures of adaptability promote elasticity, the ability to bound back from challenges, setbacks & unexpected events.					
5	Adaptive cultures take a proactive rather than reactive attitude towards changes, looking for opportunities for growth & evolution.					
	<b>A. Mission</b>					

1	The college employees are encouraged to feel passionate about the organization's mission, promotion commitment & devotion.					
2	Clear communication of the college's mission ensures clarity & direction for all concerned bodies.					
3	The college objectives & mission-oriented cultures integrate core values into everyday actions, decisions & interactions.					
4	The College's leadership regularly communicates the importance of its goals to their employees.					
5	Deans inspire employees to connect with the college's mission, development commitment, motivation & a sense of shared purpose.					

**1= Poor, 2=Good,3=Satisfactory,4=Very good, 5= Excellent**



## APPENDIX-II

### RESEARCH STUDY –INTERVIEW QUESTIONS

#### TO SAWLA POLYTECHNIC COLLEGE DEANS AND EMPLOYEE

#### SAWLA

#### INTERVIEW PROTOCOL

Dear Interviewee

I conduct research to complete post-graduate program in TVET leadership & Management department in Federal TVT Institute. To accomplish the research I must conduct the interview. The objective of this interview is to collect information for the research study on leadership Styles &Its Effect on Organizational Culture in Sawla Polytechnic College in Gofa Zone, South People Regional State. This study friendly asks you to give your real answer & participation is voluntary in this interview as well as the interview takes 40-60 minutes with each dean. The information you provide will only be used for the research study purpose &confidentiality will be held& nothing is recommended to give individual report. With Regards!!

#### PART I: Background of Personal & Institutional Information

1. Name of College: ----- 2. Sex: -----3. Age: -----

4. Education level: -----5. Work experience (in years): -----

6. Current work Position: ----- 7. Date of interview: -----/-----/2016 E.C.

8. Time of interview: ----- 9.Place of interview: -----

The following Preliminary interview questions are designed to collect data from three deans to get relevant information concerning on “Leadership Styles and its effect on organizational Culture” in Sawla Polytechnic College.

1. Among the styles of leadership which types of leadership style you follow & lead the college?
2. In this college what kind(s) of organizational culture is/are observed? Mention some please!
3. What effects do you observe in related to leadership styles and organizational culture?
4. What are your effects of leadership styles on organizational culture?
5. In your college are there better understandings of employee for about organizational culture?

If yes, will you tell me some of them please!!

**አባሪ-አንድ የምርምር ጥናት - መጠይቅ**

**ለሣዉላ ፖሊ ቴክኒክ ኮሌጅ**

**ሣዉላ**

**ዉድ መላሾች:-**

ስሜ አለማየሁ መኮንን ስሆን እኔ የኢ.ፌ.ዲ.ሪ. ቴክኒክና ሙያ ስልጠና ተቋም የቴ/ሙ/ስ/ አመራር እና አስተዳደር ሙያ ተመራቂ ተማሪ ነኝ። ይህን የምርምር ጥያቄ ለመሙላት ፈቃደኛ ስለሆናችሁ አስቀጫ ለመሰግናችሁ እዉዳለሁ ። የዚህ ጥያቄ ዓላማዉ በሳዉላ ፖሊ ቴክኒክ ኮሌጅ ጉዳይ ላይ "የመሪነት ዜዴ እና ተቋማዊ ባህል ላይ የሚያሳድረው ተፅዕኖ" ላይ ለጥናቱ ዋና መረጃዎችን ማሰባሰብ ይሆናል። ጥናቱ የተፈለገዉ የማስተርስ ዲግሪ ማሟያ ጥናታዊ ጥሁፍ ነዉ። በመሆኑም ለድርጅታችሁ የኮሌጁን የስራ አካባቢ ለማሻሻል የሚረዳ የአመራርነት ዜዴ እና ከተቋማዊ ባህል ጋር የተያያዙ መረጃዎችን ለማቅረብ በጥናት እንድትሳተፉ በትህትና እየጠይቃለሁ። ቀጥሎ ለሚነሱት ጥያቄዎች መልስ ለመስጠት ጥቂት ደቂቃዎችን በደግነት እንድያስቀምጡ እጠይቃለሁ። የእናንተ ምላሽ የዚህ ጥናት ብቻ የሚያገለግል ይሆናል።

ከሰላምታ ጋር!!

- ❖ ጥያቄ ካላችሁ አለማየሁ መኮንን ጋር ተገናኙ
- ❖ ስ.ቁ. +251-910896990
- ❖ ኢ-ሜይል አድራሻ: alexherish12@gmail.com

**አጠቃላይ ትዕዛዝ:-**

- ❖ ስማችዉን አትፃፉ።
- ❖ ከተሰጠዉ አማራጭ የተስማሙትን ይምረጡ።
- ❖ በፈቃደኝነት ይሳተፉ።
- ❖ ስለደገፉኝ አመሰግናለሁ።

**ክፍል - አንድ: የመለሾች ዲሞግራፊክ መረጃዎች**

ተ.ቁ	የግል መረጃ ዳራ	መለሾች ሁኔታ
1	ጾታ	ወንድ <input type="radio"/> ሴት <input type="radio"/>
2	ዕድሜ	18-29 <input type="radio"/> 30-39 <input type="radio"/> 40-49 <input type="radio"/> ከ49 በላይ <input type="radio"/>
3	የጋብቻ ሁኔታ	ያገባ <input type="radio"/> ያላገባ <input type="radio"/> የፈታ <input type="radio"/>
4	የስራ አይነት	ዲን <input type="radio"/> ም/ዲን <input type="radio"/> መምህርነት <input type="radio"/> አስ/ር ሰራተኛ <input type="radio"/>
5	የአገልግሎት ዘመን	1-5 <input type="radio"/> 6-10 <input type="radio"/> 10-15 <input type="radio"/> 16-30 <input type="radio"/>
6	የስራ ሁኔታ	ቋሚ <input type="radio"/> ኮንትራት <input type="radio"/>
7	የትምህርት ደረጃ	ሰርቴፊኬት <input type="radio"/> ዲፕሎማ <input type="radio"/> ዲግሪ <input type="radio"/> Mማስተርስ <input type="radio"/> ፒ.ኤች.ዲ <input type="radio"/>

**ክፍል ሁለት: የአመራርነት ዜዴ**

ከተሰጡት አማራጮች የሚስማሙዎትን ይምረጡ

1=በጣም አልስማማም, 2= አልስማማም, 3= አላዉቅም, 4= እስማማለሁ, 5= በጣም እስማማለሁ

ተ. ቁ	ሀ.የሌዉጥ አመራር	1	2	3	4	5
		አልስማማም	በጣም	አልስማማም	አላዉቅም	እስማማለሁ
1	ዲኖች ሌሎችን ለጋራ ዓላማዎች እንዲሰሩ በማነሳሳት ለወደፊቱ ግልጽ እና ማራኪ እይታ ይኖራቸዋል።					
2	ዲኖቹ ሌሎች ተከታዮችን ለማነቃቃትና እና ለማካተት ማራኪነት፣ በራስ መተማመን እና ጠንካራ የግንኙነት ችሎታዎችን ያሳያሉ።					
3	ዲኖች የጥናት እና የዕድገት ባህልን ለማስተዋወቅ በፈጠራ ስራ ቀጣይነት ያለው መሻሻል ያሳያሉ።					
4	ዲኖች ሰራተኞች ሙሉ አቅማቸውን እንዲጠቀሙ በመርዳት በግለሰቦች እድገት፣ ላይ እና ስልጠና ያተኩራሉ።					
5	ዲኖች ሰዎችን በመምራት እና በማስተዳደር ከፍተኛ ምላሽ ሰጪ ብልህነት፣ ግንዛቤ እና ደጋፊ አቀራረብ ያሳያሉ።					
	<b>ለ. የግብይት አመራር</b>					

1	ዲኖች በፕሮግራም የታቀዱ ውጤቶችን በማሳካት ላይ በመመስረት ግልፅ የሚጠበቁ ፣ ግቦች እና የአፈፃፀም ደረጃዎች ያዘጋጃሉ ።					
2	ዲኖች የተሰጡ ሽልማቶች፣ እውቅና እና የአፈፃፀም ግቦችን ለማሳካት እና የተቀመጡ ግቦች መሰረት ለማሳካት ማበረታቻዎችን ያዘጋጃሉ።					
3	የኮሌጁ ዲኖች በሽልማቶች ስጦታዎች ላይ ከተከታዮች ጋር በመለዋወጥ ይሳተፋሉ፣ ግቦችን ለማውጣት ስምምነት ላይ ይደርሳሉ።					
4	ዲኖች አፈፃፀሙን በጥንቃቄ በመቆጣጠር ያስተዳድራሉ፣ ከተጠበቀው አንጻር ልዩነቶች ሲከሰቱ የበላይ ሆኖ ያስፈጽማሉ።					
5	ዲኖች ተግባራቶቹን መጨረሻቸውን ለማረጋገጥ ግልጽ መመሪያዎችን፣ መመሪያዎችን እና አለመግባባቶችን በማቅረብ የመመሪያ አካሄድን ይወስዳሉ።					
<b>ሐ. የላይሴዝ-ፋየር አመራር</b>						
1	ዲኖች ለተከታዮች ነፃነትን እና ውሳኔዎችን እንዲወስኑ ነፃነትን በመፍቀድ ከቁጥጥር ውጪ የሆነ አካሄድን ይቀበላሉ።					
2	ዲኖች ተነሳሽነታቸውን እንዲወስዱ እና እራስን ማስተዳደር እንዲችሉ በማመን አነስተኛ መመሪያ ይሰጣሉ።					
3	ዲኖቹ የሰራተኞችን የባለቤትነት ስሜት እና የታላፊነት ስሜትን በማበረታታት ነፃነትን፣ ፈጠራን እና የግለሰብ ውሳኔን ያበረታታሉ።					
4	ዲኖች በሠራተኞች ውስጥ የተለያዩ የሥራ ዘዴዎችን እና አቀራረቦችን ለመፍቀድ ተለዋዋጭ እና ተለማጭ ናቸው።					
5	ዲኖች ያልተማከለ የውሳኔ አሰጣጥ ሂደቶችን ለመፍቀድ ስልጣንን እና የመወሰን ስልጣንን ለግለሰቦች ውክልና ይሰጣሉ።					

ክፍል ሦስት: ተቋማዊ ባህል

ተ. ቁ	ሀ. ተሳትፎ	1	2	3	4	5
		ዝቅተኛ	ኃይ	ህጋዊ	ሆሎ	ሀይ
1	ሰራተኛው ተሳትፎን ለማሳደግ ባህልን ከፍ አድርጎ ይመለከተዋል፤ የትብብር ውሳኔ አሰጣጥ ሂደቶችን ያሰምርበታል።					
2	ሰራተኞች ውሳኔዎችን ለማድረግ ተነሳሽነት እንዲወስዱ እና ለኮሌጁ ስኬት አስተዋፅዖ እንዲያደርጉ ስልጣን ተሰጥቷቸዋል።					
3	የመረጃ መጋራት እና የአስተያየት ስልቶችን በማረጋገጥ ግልፅ እና ክፍት የግንኙነት መስመር አለ።					
4	በተሳትፎ ላይ ባተኮሩ ባህሎች ውስጥ በስትራቴጂካዊ ተነሳሽነቶች፣ ግብ አወጣጥ እና ችግር ፈቺ ለሆኑ ሰራተኞች ቅድሚያ ይስጣቸዋል።					
5	ዲኖች በኮሌጁ ውስጥ ቀጣይነት ያለው ተሳትፎን መሻሻልን በማመቻቸት መደበኛ የአስተያየት ስሜቶች እና ዘዴዎች ይገነባሉ					
<b>ለ. ወጥነት</b>						
1	የኮሌጁ ማህበረሰብ ባህሎችን በመደገፍ ባህሪያትን እና ውሳኔዎችን ከዋና እሴቶች ጋር፣ ወጥነት እና ታማኝነትን በማረጋገጥ ያለማቋረጥ ይታዘዛል።					
2	የኮሌጁ ሰራተኞች የተረጋጋ እና ሊገመት የሚችል የስራ አካባቢ በመፍጠር ወጥነት ባለው ባህሪ እና ውጤቶች ላይ ሊመሰረቱ ይችላሉ።					
3	የኮሌጁ ታማኝ ባህሎች ፖሊሲዎችን እና ቅደም ተከተሎችን በመከተል ፍትሃዊነትን እና እኩልነትን ያበረታታሉ።					
4	ወጥነት ያለው ባህሎች በተግባሮች ውስጥ ግልጽነት ደረጃን ይሰጣሉ፣ ይህም ሰራተኞች ኮሌጁን እንዲረዱ እና እንዲመሩ ቀላል ያደርገዋል።					
5	ኮሌጁ የአፈጻጸም ደረጃዎችን እና የሚጠበቁትን ለመጠበቅ ተከታታይ ባህሎችን ያሳያል፣ ተጠያቂነትን ያበረታታል።					
<b>ሐ. መላመድ</b>						
1	በኮሌጁ ውስጥ የመላመድ ባህሎች ተለዋዋጭነትን ያሳያሉ፣ ለለውጥ ፈጣን ምላሾች እና ለመፍጠር እና ለመላመድ ፈቃደኛነት።					
2	የመማር አስተሳሰብን መተግበር፣ ደንበኛን መረዳት፣ ባህሎችን ያበረታታል እና ቀጣይነት ያለው ትምህርት እና እድገትን ይፈትሻሉ።					
3	ዲኖች እና ሰራተኞች ለዕድገት እና መሻሻል እድል አድርገው በመመልከት ለመለወጥ ዝግጁ እና ክፍት ናቸው።					

4	የመላመድ ባህሎች የመለጠጥ ችሎታን፣ ከተግዳሮቶች ወደ ኋላ የመመለስ ችሎታን፣ እንቅፋቶችን እና ያልተጠበቁ ክስተቶችን ያበረታታሉ።					
5	መላመድ ባህሎች ለላውጦች ምላሽ ሰጪ ከመሆን ይልቅ የዕድገት እና የዝግመተ ለውጥ እድሎችን ከመፈለግ ይልቅ ንቁ ይሆናሉ።					
	መ. ተልዕኮ					
1	የኮሌጁ ሰራተኞች ለኮሌጁ ተልዕኮ፣ ማስተዋወቅ ቁርጠኝነት እና ታማኝነት እንዲሰማቸው ያበረታታሉ።					
2	የኮሌጁን ተልዕኮ ግልጽ ማድረግ ለሁሉም ባለድርሻ አካላት ግልጽነት እና አቅጣጫ ያረጋግጣል።					
3	የኮሌጁ ዓላማዎች እና ተልዕኮ ተኮር ባህሎች ዋና እሴቶችን ከዕለት ተዕለት ተግባራት፣ ውሳኔዎች እና መስተጋብሮች ጋር ያዋህዳሉ።					
4	የኮሌጁ አመራር የግቦቹን አስፈላጊነት ለሠራተኞች በየጊዜው ያሳውቃል።					
5	ዲኖች ሰራተኞችን ከኮሌጁ ተልዕኮ፣ የልማት ቁርጠኝነት፣ ተነሳሽነት እና የጋራ ዓላማ ስሜት ጋር እንዲገናኙ ያነሳሷቸዋል።					

ይህ የመጠይቁ አካል የኮሌጅዎን ተቋማዊ ባህል መግለፅ ነው እና ሁሉንም በማንበብ ከ1-5 ከተሰጠው አማራጮች ይምረጡ።

1= ዝቅተኛ, 2=ጥሩ, 3=አጥጋቢ, 4=በጣም ጥሩ , 5= እጅግ በጣም ጥሩ

አባሪ- 2 የቃለ መጠይቅ ጥያቄዎች

ለሣዉላ ፖሊ ቴክኒክ ኮሌጅ ዲኖች፣መምህራንና አስ/ር ሰራተኞች

ሣዉላ

የቃለ መጠይቅ ፕሮቶኮል

ውድ ጠያቂዎች

እኔ በፌዴራል ቴ/ሙ/ስ/ኢንስቲትዩት የድህረ-ምረቃ ፕሮግራምን በቴክኒክና ሙያ ትምህርትና ስልጠና ክፍል በአመራርነት ለማጠናቀቅ ጥናት አካሂዳለሁ። ጥናቱን ለማሳካት ቃለ-መጠይቁን ማካሄድ አለብኝ። የዚህ ቃለ ምልልስ አላማዉ በደቡብ ኢትዮጵያ ክልል በጎፋ ዞን ሳውላ ፖሊ ቴክኒክ ኮሌጅ የአመራር ዜዴ እና ተቋማዊ ባህል ላይ ስላለው የጥናት መረጃ መሰብሰብ ነው። ይህ የጥናት ወዳጃዊ መልስ እንዲሰጡ ይጠይቅዎታል እና በዚህ ቃለ-መጠይቅ ውስጥ ተሳትፎ በፈቃደኝነት ነው። እንዲሁም ቃለ-መጠይቁ

ከእያንዳንዱ ዲን ጋር ከ40-60 ደቂቃ ይወስዳል። ያቀረቡት መረጃ ለምርምርና ጥናት ዓላማ ብቻ ጥቅም ላይ ይውላል እና ምስጢራዊነት ይያዛል እና የግለሰብ ሪፖርት ለመስጠት ምንም አይመከርም።

ከሰላምታ ጋር!!

ክፍል አንድ: የግል እና ተቋማዊ መረጃ ዳራ

1. የኮሌጅ ስም:----- 2. ጾታ:----- 3. ዕድሜ:-----
4. የትምህርት ደረጃ:-----5. የስራ ልምድ: -----
6. አሁን ያለዉ የስራ ቦታ:----- 7. የቃለ -መጠይቁ ቀን:-----/--2016 E.C.
8. የቃለ -መጠይቁ ጊዜ:----- 9.የቃለ- መጠይቁ ቦታ:-----

የሚከተሉት የቅድመ ቃለ-መጠይቅ ጥያቄዎች በሰው-ላ ፖሊ ቴክኒክ ኮሌጅ “የአመራር ስልቶች እና ተቋማዊ ባህል ላይ የሚያሳድረው ተጽዕኖ” በተመለከተ ጠቃሚ መረጃ ለማግኘት ከሰስት ዲኖች መረጃን ለመሰብሰብ የተፈለገ ነው።

1. ከአመራር ዘይቤዎች መካከል የትኞቹን የአመራር ዘይቤዎች በመከተል ኮሌጁን ይመራሉ?
2. በዚህ ኮሌጅ ውስጥ ምን አይነት የተቋማዊ ባህል ነው የሚስተዋለው? እባካችሁ የተወሰኑትን ጥቀሱ!
3. የአመራር ዘይቤ እና ከተቋማዊ ባህል ጋር በተያያዘ ምን አይነት ተፅዕኖዎችን ታያለህ?
4. የአመራር ዘይቤዎ በተቋማዊ ባህል ላይ ምን ተጽዕኖዎች አሉት?
5. በኮሌጅዎ ውስጥ ስለ ተቋማዊ ባህል እና ስለ ሰራተኛ የተሻሉ ግንዛቤዎች አሉ?

አዎ ከሆነ አንዳንዶቹን እባክህ ንገረኝ!!

**Appendix: A letter of support from Sawla Poly Technic College to the Federal Technical and Vocational Training Institute**

