

***THE EFFECTS OF LEADERSHIP STYLE ON EMPLOYEES
PERFORMANCE IN CASE OF KAFFA ZONE HIGHER PUBLIC
EDUCATIONAL INSTITUTIONS***

*A THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF BUSINESS
AND ECONOMICS, DEPARTMENT OF MANAGEMENT IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN
PUBLIC MANAGEMENT (MPM) PROGRAM*

BY

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**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF GRADUATE STUDIES
POST- GRADUATE PROGRAM IN PUBLIC MANAGEMENT**

JUNE, 2015

JIMMA, ETHIOPIA

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DECLARATION

I, hereby declare that this thesis entitled “**the effects of leadership style on employees performance in case of Kaffa Zone higher public educational institutions**” has been carried out by me under the guidance and supervision of Mr. Girmaw Assemie and Mr. Emnet Negash.

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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Certification

This is to certify that this thesis entitled “**The effects of leadership style on employees performance in case of Kaffa Zone higher public educational institutions**” submitted in partial fulfillment of the requirements for the Masters of public management to the College of Business and Economics, Jimma University, through the Department of Management, done by Mr. Jember Belete, is an authentic work carried out by him under my guidance. The matter embodied in this project work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

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By: Jember Belete

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TABLE OF CONTENT

Table of content	I
List of figures	VIII
Acknowledgement	IV
Abstract	VII
Acronyms	VIII
CHAPTER ONE	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	3
1.3 Research Hypotheses.....	4
1.4 Objectives of the study.....	5
1. 4.1 General objectives	5
1. 4.2 Specific objectives.....	5
1.5 Scope of the study.....	5
1.6 Significance of the Study.....	5
1.7 Limitations of the study.....	6
1.8 Organization of the study.....	6
CHAPTER TWO	7
RELATED REVIEW OF LITERATURE	7
2.1 Introduction.....	7
2.2 Conceptual frame work.....	8
2.3 What is leadership.....	9
2.3.1 Definition of leadership.....	9
2.3.2 Basic element in the definition	10
2.3.3 Differences between leadership and management.....	10

2.3.4 Leadership styles	11
2.3.5 Effect of poor leadership style on the employees performance.....	19
2.3.6 Strategies of implementing good leadership styles	19
2.3.7 Relationship between leadership style and employee performance	21
2.3.8 Conclusion	24
CHAPTER THREE	25
RESEARCH DESIGN AND METHODOLOGY	25
3. Introduction.....	25
3.1 Study Area and Period.....	25
3.2 Research Design.....	25
3.3 Research methodology.....	25
3.3.1 Sampling design and techniques.....	27
3.3.1.1 Data type and Data source	29
3.3.2.2 Data collecting instruments	30
3.3.2.2.1 Survey method.....	30
3.3.2.2.2 Interview method.....	31
3.3.3 Data analysis methods.....	31
3.4 Ethical consideration.....	31
3.5 Data Quality control.....	32
3.5.1 Validity	32
3.5.2 Reliability	33
3.6 Conclusion.....	33
CHAPTER FOUR.....	35
DATA ANALYSIS AND INTERPRETATION	35
4.1 Demographic characteristics of the respondents.....	35

4.2 Verification of Research Hypotheses.....	38
4.2.1 Verification of Hypothesis One.....	40
4.2.2 Verification of Research Hypothesis two.....	42
4.2.3 Verification of Hypothesis Three.....	44
4.3 conclusions.....	47
CHAPTER FIVE.....	48
SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS.....	48
5.1 Summary of Finding.....	48
5.1.1 Summary of Finding on research Hypothesis one.....	48
5.1.2 Summary of Finding on research Hypothesis two.....	49
5.1.3 Summary of Finding on research hypothesis Three.....	49
5.2 Conclusions.....	50
5.3 Recommendations.....	50
5.4 Future Research Directions.....	50
REFERENCE.....	51
APENDIX.....	

LIST OF TABLES

Table	Pages
Table 3.1 proportion of sample-----	31
Table 3.2 validity analysis-----	34
Table 3.3 reliability analysis-----	36
Table 4.1 ages of respondents-----	37
Table 4.2 sex of respondents-----	38
Table 4.3 respondents' level of education-----	39
Table 4.4 marital status of respondents-----	39
Table 4.5 respondents' distribution of their work experience-----	40
Table 4.6 frequency distribution of employee performance-----	41
Table 4.7 response on democratic leadership-----	43
Table 4.8 pearson's correlation between democratic leadership and employee performance---	44
Table 4.9 response on authoritative leadership-----	45
Table 4.10 pearson's correlation between authoritative and employee performance-----	46
Table 4.11 responses on Laissez-faire Leadership style-----	47
Table 4.12 correlations between Laissez-faire leadership and Employee Performance-----	48

LIST OF FIGURES

Figures	pages
Figure 2.1 impact of leadership style on employee performance-----	10

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ABSTRACT

This study was conducted in two public higher educational institutions (Bonga TVET College and Bonga College of teacher education) in Kaffa Zone. The main purpose of this study is to examine the effects of leadership style on employee performance. The research categorized under Descriptive and explanatory research design and mixed (quantitative and qualitative research methodology) was appropriately used in the study because; mainly primary data was used and collected through questionnaire and interview from the academic and administrative staff of both colleges. To do so, the researcher selected 197 employees from the total employees of 406 as a sample based on simple random sampling technique using lottery method. However, actually, the data was collected only from 180 employees. After the data was collected, it was analyzed in qualitative and quantitative method of data analysis through the use of SPSS version 20 and the statistical analysis was made such as descriptive statistics, Pearson correlation, and reliability and validity tests. The findings of the study resulted, the democratic leadership style was not highly practiced in the both college, authoritative leadership was practiced and also the laissez-faire leadership did not exist. The researcher concluded that: there was high confusion in the practice of leadership since most leaders were autocrat yet employees were practicing democratic leadership. The researcher recommends that: empowerment was needed through developing teams and measure of power and authority to teams and should reduce the dominance of authoritative leader ship by giving training that provides professionalism and transparency.

Key words: *employee performance, leadership style*

ACRONYMS

FDRE= Federal Democratic Republic of Ethiopia

SNNPR=South Nation, Nationality People Region

BTVETC= Bonga Technical, Vocational and Educational Training College

BCTE= Bonga College of Teacher Education

SPSS= Statically Package for Social Science

CVI = Content Validity Index

CHAPTER ONE

1.1 Background of the study

Currently, the Federal Democratic Republic of Ethiopia (FDRE) government planned a strategy to in a category of middle level economically developed country. For this target of achievement all institution are expected to play great role. In Ethiopia there are plenty of teacher training college (CTE) and Technical, Vocational And Educational Training College(TVET) colleges which have economic, social and culture contribution for the country from this Bonga Technical, Vocational and Educational Training College (BTVET) and Bonga College of Teacher Education(BCTE) among the category. And both are located in the south west of Ethiopia Particularly in Kafa Zone. Kafa is one of the Zones of SNNPR bordering Bench Maji zone, Sheka Zone, Dawuro and Oromia and both receives students from major Catchments areas; Kafa, Bench Maji, Yem, Gurage and Dawuro Zones and they produce educated man power in different field of trainings. Today's competitive environment, organizations expand globally and face a lot of challenges to meet their objectives and chased to be more successful from others so, Leaders play essential role in accomplishment of organizational goals and boost employee's performance by satisfying them with their jobs and it became the crux of issues in the corporate world of today. This is because it is responsible for the harmonization and integration of both human and material resources to produce the output or services for which the body is created. Therefore, it grasps the attention of researchers from many years, yet we are unable to focus on one definition. Many researchers have studied different aspects of leadership. According to Mintzberg (2010) leadership is the key of trust that comes from the respect of others. According to Ngambi et al (2010) and Ngambi (2011), leadership is a process of influencing others commitment towards realizing their full potentials in achieving a value added, shared vision with passion and integrity. An important factor in the leadership process is the relationship that a leader has with individual followers. In a competitive business environment, organizations rely on their leaders to facilitate the changes and innovations required to maintain competitive advantage. Effective leadership is helpful in ensuring organizational performance. Leadership has been altered over time, with the change in employee requirements resulting in a demand for change in the relationship between a leader and his subordinates. Leaders have been found to influence followers in many ways,

including coordinating, communicating, training, motivating, and rewarding (Yukl, 1989). It is argued that effective leadership has a positive relationship on the performance of organizations (Maritz, 1995; Bass, 1997; Charlton, 2000). Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/transformational leadership where the leaders' behavior is said to give rise to inspiration, awe and empowerment in his subordinates, resulting in exceptionally high effort, exceptionally high commitment and willingness to take risks. Effective leadership is helpful in ensuring organizational performance (Cummings and Schwab, 1973; Hellriegel et al 2004). As a result, many leadership theories have been proposed in the last fifty years which are claimed to have influenced effectiveness of organizations where they have been employed through employee performance. Leadership style has influence on employees' behavior, including their adoption of the firm's strategy and organizational value and has been linked to both organizational outcomes and employee work performance (Ehrhart, 2004). On the other hand, managers can influence employees commitment to service quality by demonstrating it themselves (Babakus et al. 2003). While different leadership styles have the ability to influence employees' behavior in differing ways, manager must be ready to adopt the appropriate leadership style.

1.2 Statement of the problem

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). Organizational success is depends on the leaders of the organization and their leadership styles. By adopting the appropriate leadership styles, leaders can affect employee job satisfaction, commitment and productivity. So, leaders play essential role in accomplishment of the organizational goals and boost employee's performance by satisfying them with their jobs and it became the crux of issues in the corporate world of today. This is because the leader is responsible for the harmonization and integration of both human and material resources to produce the output or services. The success of an organization is reliant on the leader's ability to optimize human resources. A good leader understands the importance of employees in achieving the goals of the organization, and motivating the employees is of paramount importance in achieving success. Previously many researchers are investigated based on the following area. It has been widely accepted that effective organizations require effective leadership and that Organizational performance will suffer in direct proportion to the neglect of this (Fiedler and House, 1988). Furthermore, it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behavior facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler and House, 1988; Maritz, 1995; Ristow, et al, 1999). Leadership is perhaps the most investigated organizational variable that has a potential impact on employee performance (Cummings and Schwab, 1973).

A large body of empirical evidences has demonstrated that leadership behaviors influence organizational performance that strong leaders outperform weak leaders, and that transformational leadership generates higher performance than transactional leadership (Burns 1978; Bass 1990; Hater and Bass 1988; Howell and Avolio 1993). Kirkpatrick and Locke (1996) identified many studies reporting positive relationships between leadership and performance. Transformational leadership or its components have been associated with the increases in individual, unit, and/or organizational performance in a variety of metaanalyses (Lowe et al. 1996), historical archival studies (House et al. 1991), laboratory experiments (Howell and Frost 1989; Kirkpatrick and Locke 1996), field experiments (Barling et al. 1996), and field studies (Baum et al. 1998; Curphy 1992; Hater and Bass 1988; Howell and Avolio 1993; Keller 1992). Recent leadership studies have continued to affirm the positive relationship between

transformational leadership and performance at various levels (Dumdum et al. 2002; Dvir et al. 2002; Howell et al. 2005). This research fill the gap in Ethiopia especially in the south west Ethiopia, Kaffa Zone. Because the researchers understand the problem existing in Kaffa Zone higher public institutions from employees’ complaints, source: suggestion box of the institutions. Annual and semi-annual meeting of the institutions, Source: management record agenda and human resource report, late coming to work and early go to home. Standing from this ground the researcher is aim to investigate the effects of leadership style on employee’s performance in Kaffa Zone higher public educational institutions.

1.3 Research Hypotheses

H1: Democratic leadership style has a positive relationship on employees’ performance in Kaffa Zone higher public educational institutions.

H2: Authoritative leadership style has a negative relationship on employees’ performance in Kaffa Zone higher public educational institutions.

H3:Laissez-faire leadership style has a positive relationship on employees’ performance in Kaffa Zone higher public educational institutions.

Hypothesis assumptions

	Expected relationship	Sign	Sources
Employee performance	Democratic leadership style	+	BizhanShafie(2013)
	Autocratic leadership style	-	KawooyaNuhu(2010)
	Laissez faire leadership style	+	ObasanKehinde A., Hassan Banjo A(2014)

1.4 Objectives of the study

1.4.1 General objectives

The main objective of this research is to investigate the effects of leadership style on employees' performance in Kaffa Zone higher public educational institutions.

1.4.2 Specific objectives

In conducting the study, the researcher was guided by the following specific objectives:

- ✓ To examine the relationship between democratic leadership style and employees' performance in Kaffa Zone higher public educational institutions.
- ✓ To investigate the relationship between authoritative leadership style and employees' performance in Kaffa Zone higher public educational institutions.
- ✓ To analyze the relationship between laissez-faire leadership style and employee's performance in Kaffa Zone higher public educational institutions.

1.5 Scope of the study

The study was conducted on "Effects of leadership style on employee's performance in the case of Kaffa Zone higher public educational institutions, South Nation Nationality and people Regional state typically in Kaffa Zone two higher public educational institutions so, the study focus on both Bonga Technical, Vocational and Educational Training College and Bonga College Teacher Education department heads, team leaders, permanent and temporary employees is the focus area in exploring how democratic leadership, authoritative leadership and laissez-faire leadership styles effects on employees performance.

1.6 Significance of the Study

The primary benefit of this study would be for the researcher. Secondly the study would be useful to leaders and managers in the institutions by employing leadership styles in relevant situations effectively. Also it provides guideline to improve relationship between leaders and subordinates. Finally the research would also useful for future researchers, students and

academicians. Or it provides insight or starting point for other researchers and the findings of the study used as a reference to conduct research in similar or related fields and reduce the literature gap observed in the area of leadership style on employee's performance particularly in Ethiopian context.

1.7 Limitations of the research

Despite the pioneering explorations of the present study, a research give a lot of contributions but it has limitations as well were encountered and should be addressed in future research. One possible limitation was the use of sample. Our study sample is delimited in two organizations only. Because there is only two higher public educational institutions in Kaffa Zone and the second limitation of this study is that there is no research undertaken previously, especially on effects of leader ship style on employees' performance in Ethiopian context and limitation of related review literature and thirdly the respondents are were very busy to answer the interview and some questionnaires were not collected. The researcher distributed 197 items but it returns 180 items.

1.8 Organization of the study

This study was contains a total of five chapters. The contents of the chapters presented as follows:

Chapter one presents introduction part of the paper. This chapter includes background of the study, the statement of problem, objectives, significance, scope, limitations and how the whole thesis is organized or structured. Chapter two presents review of related literature: This chapter consists of review in detail the literature available in the area leadership style regards to democratic, autocratic and laissez-faire leadership style and employee performance. Chapter three provides the research design and methodology part of the study. This chapter describes different aspects of the methodology that used in the study. Chapter four presents results and analysis of findings. Finally, chapter five presents summaries of major findings, conclusions, recommendations of the paper.

CHAPTER TWO

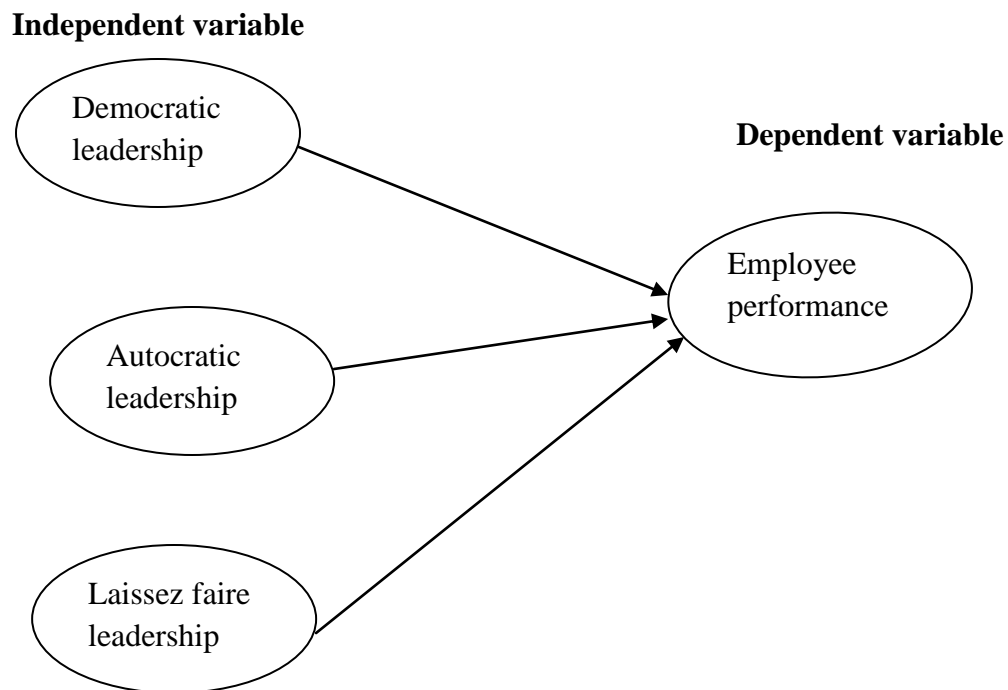
RELATED REVIEW OF LITERATURE

2.1 Introduction

The previous chapter comprises of introduction, statement of the problem, hypothesis, objectives, significance of the study, scope of the study and limitation of the study whereas this chapter contains a theoretical review which indicates the theory that anchored the study, a conceptual frame work showing the interplay of the key variables (i.e. independent and dependent variables) and review of related literature in relation to leadership style.

2.1 Conceptual frame work

Figure, 2.1 impact of leadership style on employee performance



Source: researcher modified and adopted from cole(1997)

The framework above indicate that leadership styles that are mostly practiced in Kaffa Zone higher public educational institutions were three in nature and these styles require different situations. However, department and administrative procedures and bureaucracy were a huge hindrance to employee performance. It further points at the fact that the three leadership styles such as democratic, laissez-faire and authoritative, where these styles are instrumental in according appropriate leadership tools to the supervisors and managers in the execution of duties and responsibilities of the department. One would assume that this conceptual framework accords managers with the most suited style at a given time rather than applying these styles unconsciously. These styles are important in stimulating employee performance that would be manifested in the increased execution of duties, meeting deadlines, increasing team work and consequently achieving departmental goals. However, in Kaffa Zone higher public educational institutions, the perfect execution of the leadership styles is hugely limited by both internal and external politics which is reflected in high levels of bureaucracy, government interference and internal wrangles that have been profoundly emanate in Kaffa Zone higher public educational institutions.

2.2 Theoretical literature

Fielder's (1964) contingency theory directed the study variables by the assertion that; the leaders ability to lead is contingent upon various situational factors, including the leaders preferred style, the capabilities and behaviors of workers that depend heavily on the situational factors. This theory propounds the intimate approach to management by focusing on situation first rather than organizational means, to apply a specific leadership style that will stimulate individual performance. The first assumption here is that; an individual who attempts to influence others must use both directive (task) and supportive (relationship) behaviors. However this assumption did not cater for the inherent change in human behaviors that necessitated different approaches in management and thus this left a gap in the researcher's field to try and bridge the gap by testing for the impact of this assumption to employee behavioral The second assumption here is that any leadership style depends on a specific situation; by this Fiedler implied that; the behavioral patterns of the leader will help him / her acquire competences needed for effectiveness in using the styles in their relevant situations and thus effectiveness in performance. However the second assumption in this theory left a lot to be desired, since situations were determined by both external and internal factors that affected the way employees responded to the situations

presented to them. It was believed by most respondents that approaches hugely influenced leadership styles that matched different situations but the challenge was for the team leaders to know which leadership styles to use.

2.3 What is leadership?

Leadership is of particular importance in management and in organization because the success or failure of organizations is often attributed to it. It is a widely held belief that leaders do make a difference and a significant impact on the work performance of individuals, group and the overall accomplishment of set goals and objectives.

2.3.1 Definition of leadership

Stoner (1995) says “leadership is the process of directing and influencing the task related activities of group members. It is also the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals.

According to Luthans (2002) says that effective leader cannot exist without the full inclusion, initiatives and the co-operation of the employee.

Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals (Krieltner and Kinicki 2002).

Koontz (1999) defines leadership as the rare ability to inspire followers to apply their full capabilities to a project.

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). According to Chen and Chen (2008), previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations (Davis, 2003; Spears & Lawrence, 2003; House, Hanges, Javidan, Dorfman, & Gupta, 2004; Hirtz, Murray, & Riordam, 2007). Among the more prominent leadership styles are Burns’ (1978) transactional and transformational leadership styles. Transformational leaders emphasize followers’ intrinsic motivation and personal development. They seek to align followers’ aspirations and needs with desired organizational outcomes. In so doing, transformational leaders are able to foster followers’ commitment to the organizations and inspire them to exceed their expected performance (Sivanathan&Fekken, 2002; Miia, Nichole, Karlos, Jaakko, & Ali, 2006; Bass & Riggio, 2006; Bass, 1985, 1998). With regard to today’s complex organizations and dynamic

business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking. In contrast, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers' immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of desired goals (Burns, 1978). Although transformational leadership is generally regarded as more desirable than transactional, Locke, et al (1999) pointed out that such contention is misleading. They argued that all leadership is in fact transactional, even though such transactions are not confined to only short term rewards. An effective leader must appeal to the self-interest of followers and use a mixture of short-term and long-term rewards in order to lead followers towards achieving organizational goals.

2.3.2 Basic element in the definition

There are two basic elements in the definition of leadership which are:-

a. Power and Influence: Leadership is a relationship between people in which influence and power are evenly distributed on a legitimate basis. The power may be given to the leader by the consent of the group members by a contractual work agreement or law, it is his to exercise.

b. Followers: there is no leadership in isolation of followers, if you want to know whether you are a leader, see if there is someone following you and since one cannot really coerce people to behave in appropriate ways. Leadership implies that followers must explicitly or implicitly consent to their part in this influence relationship. In effect, followers voluntarily relinquish to the leader their right to make certain independent decisions (Fielder and Chemers, 1974).

2.3.3 Differences between leadership and management

According to Filley et al (1976), the starting point to understand leadership is to distinguish it from management. Management can be defined as a process, mental and physical whereby subordinates are brought to execute prescribed formal duties and to accomplish certain given objectives. Leadership in contrast, is a process whereby one person exerts social influence over the members of a group. A leader then is a person with power over others who exercise this power for the purpose of influencing their behaviors, fielder(1959) everyone whose work involves direction and supervision of other people is in a leadership position. So managers who supervise people are leaders. However some like the managers of a stock room or a ticket officer who manage things and may not have supervision of employee are not leader. It is equally

obvious that many leaders are not managers. A man may have power to influence without having a formal managerial position; he may be an informal work group leader, a union steward, the captain of football team etc. On the other hand while most managers are indeed leaders, the leadership functions they perform are only a part of their managerial job. Managers prepare budget, write letters, negotiate with customers and perform other function which do not involve supervision or direction of subordinate. Leadership only represents one of the most important dimensions of managerial accomplishment.

2.3.4 Leadership styles

Leadership styles refer to the pattern of leaders 'behavior that characterize a given leader or various patterns of behavior favored by leader during the process of directing and influencing workers

Leadership style can be divided into three main parts which are

- Autocratic or authoritarian
- Participative or democratic
- Laissez-faire or free rein.

2.3.4.1 Democratic Leadership: Meaning

The democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Everyone is given a seat at the table, and discussion is relatively free-flowing. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from group members and increased group morale. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action. This style is needed in dynamic and rapidly changing environments where very little can be taken as a constant. In these fast moving organizations, every option for improvement has to be considered to keep the group from falling out of date. The democratic leadership style means facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The democratic leader must also be able

to communicate that decision back to the group to bring unity the plan is chosen. Because group members are encouraged to share their thoughts, democratic leadership can lead to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members. When situations change frequently, democratic leadership offers a great deal of flexibility to adapt to better ways of doing things. Unfortunately, it is also somewhat slow to make a decision in this structure, so while it may embrace newer and better methods; it might not do so very quickly. Democratic leadership style can bring the best out of an experienced and professional team. It capitalizes on their skills and talents by letting them share their views, rather than simply expecting them to conform. If a decision is very complex and broad, it is important to have the different areas of expertise represented and contributing input – this is where democratic leadership shines. Anderson (1959) identified the democratic leader as one who shares decision making with the other members and therefore, democratic leadership is connected with higher morale in the majority of the situations. He denied that democratic leadership is associated with low productivity and high morale and that authoritarian leadership is associated with high productivity and low morale. Hackman and Johnson (1996) supported Anderson's explanation of the relationship between democratic leadership and productivity.

Democratic leadership is related with increased followers' productivity, satisfaction, involvement, and commitment (Hackman & Johnson, 1996). Member satisfaction and nominations for leadership are greater under democratic leadership (Bass, 1990; Stogdill, 1974). Although the significant drawbacks to democratic leadership are time consuming activities and lengthy debate over policy, participation plays a key role for increasing the productivity of leadership (Denhardt & Denhardt, 2003; Hackman & Johnson, 1996). Consequently, the primary characteristics of democratic leadership signifies that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions and members of the group feel more engaged in the process leading to encouragement of creativity. Participation is a core characteristic of democratic leadership; and the ideal of democratic leadership is friendly, helpful, and encouraging participation (Luthar, 1996). Again, Wilson, George, Wellins, and Byham (1994) categorized autocratic leadership, participative leadership, and high involvement leadership by the level of participation encouraged by the leader. Chemers (1984) also defined democratic leadership as emphasizing group participation. Thus, participation is the

major characteristic of democratic leadership (Bass, 1990). On the other hand, Kuczmarski and Kuczmarski (1995) talked about the distinctiveness of a democratic leader as erudite, influential, motivating, a winner of cooperation, a provider of logical consequences, encouraging, permitting of self-determination, guiding, a good listener and respecting, and situation-centered. Gastil (1994) defined the characteristics of democratic leadership as distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process. The varied characteristics of democratic leadership contribute to the fact that there has been no clear definition of democratic leadership. Gastil (1994) argued that "the absence of a clear definition may have also contributed to the decreased amount of research on democratic leadership" John Gastil talks about research on leadership and the development of a conception of democratic leadership, reminding the roles of leader and follower in this conception and illustrating it through the example of National Issues Forums. Gastil argues that, in order to support democracy, there needs to be an understanding of the role of leaders in democratic functions. He suggests that early movements toward the goal of democratic leadership were hampered by a lack of specific criteria to define leadership. He offers a definition that draws a distinction between leadership and authority, with leadership being a behavior and not a position. In this definition, leadership is any action that helps the group to achieve its preferred states. Gastil asserts that a democratic leader has three primary functions (i) distributing responsibility so that all members of the group are responsible (ii) empowering the membership, and (iii) helping the group to deliberate. In order to analyze these functions, Gastil asserts that no one person could fully perform all of them, and he makes a case for leadership being a behavior which many members of the group should perform in turn. Gastil notes that, when not leading, group members would be followers who are:

- ✓ responsible for the well-being of the group
- ✓ accountable for their actions
- ✓ autonomous, and
- ✓ working with those who are leading

2.3.4.1.1 Advantages & Disadvantages of Democratic Leadership Style Characteristics

- Delegation of tasks to other employees and subordinates along with full responsibility makes them accountable for their actions and tasks.
- The manager or leader in-charge is always open to feedback (initiatives and otherwise) and it forms the basis of future assignments.
- Encouragement by the leader to inspire the employees to become leaders and develop in this area.
- The manager seeks consultation on all issues and decisions but remains the final authority on which ones to be put into use.

➤ Advantages:

- Office politics that can threaten the growth and development of a working environment can be reduced with the help of a democratic style of leadership. All the people involved use their skills together for the completion of a certain task and hence, almost all ideas are taken into consideration and carefully debated.
- Communication gap is reduced. Tension between the leader and team members is decreased as a result of which fear of rejection and denial also reduces – this makes all sorts of issues addressable. An autocratic leader, on the other hand, would have certain demands and expectations from his subordinates which make the employees fear the leader.
- A positive work environment is created. This means that a culture of junior workers getting a fair amount of responsibility and challenges is encouraged. When there are the right vibes among employees, work becomes more pleasurable.
- They say two minds are better than one! Same applies here. When creative ideas are all put into the same box, great benefits are reaped. Companies run with this motive in mind that every single individual has some characteristics that fulfill the objectives of the organization.
- Employee turnover reduction. A democratic leadership makes people feel empowered at work as it is essentially performance based. A majority of the workers appreciate this method of management as it secures them a safe future with the company.

➤ **Disadvantages:**

- Some managers adopt democratic leadership to please their subordinates but fail to follow the technique in its entirety. They might simply take in all the ideas and end up never implementing them.
- The decision making process might be a long drawn one since every team member needs to be consulted. No one has a scarcity of ideas but to put them all in place requires a great deal of patience and understanding. Missing opportunities and being stuck in the middle of a hazard can be some of the drawbacks of this method.

To sum up, a democratic leadership style has its advantages and drawbacks. It is quite effective for manufacturing industries, professional organizations, non-profit companies and creative fields such as advertising where everyone's opinion can make a difference while in organizations like the armed forces, where decisions must be made at the nick of the moment, democracy can do more harm than help. So, choose wisely!

2.3.4.2 Definitions of Autocratic Leadership

Autocratic leadership is a classical leadership approach, and the corporate equivalent of dictatorship or tyranny. This leadership style is marked with the leader having complete authority and the followers obeying the instructions of the leader without questioning and without receiving an explanation or rationale for such instructions. This leadership style bases itself on Douglas McGregor's Theory X that considers employees as inherently lazy and disliking work, and assumes they seek to avoid work as much as possible. Theory X advocates close supervision and comprehensive control systems, reinforced by a hierarchical structure and a narrow span of control. Following is a critique of autocratic leadership styles, along with its pros and cons.

2.3.4.2.1 Characteristics, advantage and disadvantage of Autocratic Leadership

The major autocratic leadership style characteristics include:

- ✓ The autocratic leader retains all power, authority, and control, and reserves the right to make all decisions.
- ✓ Autocratic leaders distrust their subordinate's ability, and closely supervise and control people under them.

- ✓ Autocratic leaders involve themselves in detailed day-to-day activities, and rarely delegate or empower subordinates.
- ✓ The autocratic leader adopts one-way communication. They do not consult with subordinates or give them a chance to provide their opinions, no matter the potential benefit of such inputs.
- ✓ Autocratic leadership assumes that employee motivation comes not through empowerment, but by creating a structured set of rewards and punishments.
- ✓ Autocratic leaders get work done by issuing threats and punishments and evoking fear.
- ✓ The primary concern of autocratic leaders remains dealing with the work at hand and not on developmental activities.
- ✓ Autocratic leaders assume full responsibility and take full credit for the work.

➤ **Advantages of Autocratic Leadership Style**

Autocratic leadership creates a centralized chain of command with heavy involvement of the leader in all gamuts of operations. This leads to the formation of a hub and spoken type of organizational structure that helps in many ways, such as:

- Getting things done quickly
- Improving communication and logistics.
- Better response to changes in the external environment
- Putting forth a more coordinated approach toward fulfilling organizational goals
- Anticipating problems in advance, and better realization of consequences of an action by one section on other sections

Proponents of the autocratic leadership style advocate it as an ideal method to extract high performance from employees without putting them under stress. They insist the close supervision and monitoring leads to a faster pace of work with less slack, where the leader assumes full responsibility for the decisions and actions, ultimately creating reduced stress for subordinates.

➤ **Disadvantages of Autocratic Leadership Style**

The advantages of autocratic leadership notwithstanding, this leadership style has borne the brunt of heavy criticism in the last three decades, where the move toward systems thinking and empowering people have led to the perception of “autocratic” and “centralized command” as negative and undesirable traits.

➤ **Criticisms Levied Against Autocratic Leadership**

The major criticisms levied against autocratic leadership include the following:

- Contrary to claims of close supervision with detailed instructions to reduce stress and improve productivity, research suggests that such actions actually un motivate employees, and cause them to becoming tense, fearful, or resentful.
- Lack of involvement from the employee in the decision making process leads to employees not assuming ownership of their work, contributing to low morale, lack of commitment, and manifesting in high turnover, absenteeism, and work stoppage.
- The heavily centralized command of autocratic leadership style ensures that the system depends entirely on the leader. If the leader is strong, capable, competent, and just, the organization functions smoothly, and if the leader is weak, incompetent, or has low ethical and moral standards, the entire organization suffers for the sake of a single leader.
- All power vested with the leader leads to risk of leaders with low moral fiber exploiting employees, indulging in favoritism and discrimination, and the like.
- Weak autocratic leaders tend to take decisions based on ego rather than sound management principles, and punish employees who dare to disagree with such decisions.
- The leader reserving the right to make all decisions leads to subordinates becoming heavily dependent on the leader. The team thereby becomes useless in running operations if they lose contact with their leader, and absence of the leader leads to total collapse and shutdown of operations.
- The one sided communication flow in an autocratic leadership style restricts the creative and leadership skills of the employees and prevents their development. This harms the organization as well, for the employees remain incapable of assuming greater responsibilities, or to perform anything outside the routine.
- The autocratic leader, by taking all responsibility and involved heavily in day to day operations, remains forced to work at full capacity, leading to stress and other health problems.
- Autocratic leaders usually remain unpopular and damage working relationships with colleagues. This leadership style is unsuited to build trusting relationships.

2.3.4.3 Laissez-faire leadership

The laissez-faire leader is one who believes in freedom of choice for the employees, leaving them alone so they can do as they want. The basis for this style of leadership is twofold. First, there is a strong belief that the employees know their jobs best so leave them alone to do their jobs. Second, the leader may be in a political, election-based position and may not want to exert power and control for fear of not being reelected. Such a leader provides basic but minimal information and resources. There is virtually no participation, involvement, or communication within the workforce. Understanding of job requirements, policies, and procedures are generally exchanged from employee to employee. Because of this, many processes are out of control. No direction is given and the laissez-faire leader functions in a crisis or reaction mode. If there are goals and objectives, employee agreement or commitment is just assumed. Even if goals and objectives are shared, rarely is there a defined plan to accomplish them. Laissez-faire management or leadership can only lead to anarchy, chaos, and inefficiency and can be dismissed out of hand as useless. Basically, the overall effect of laissez-faire leadership seems to be negative. But there may be an aspect of such a style of leadership that is very positive. Hersey, Blanchard, and Johnson (2000) propose that leaders do not have just one style of leadership, but rather have many varying styles depending upon the situation. In one situation, the employees are essentially incompetent, and lack job knowledge and skills. Here, the leader must be the key person in charge. Being an autocratic leader seems appropriate since the followers do not know enough to make any of their own decisions. Safety may also be a key factor. It is the leader's objective to train the employees as rapidly as possible to get them to a predetermined level of competence so they can begin contributing to the department and organization. Once they have successfully reached the prescribed level, the employees pass onto the next level.

2.3.4.3.1 Characteristics of laissez-faire leadership

- Very little guidance from leaders
- Complete freedom for followers to make decisions
- Leaders provide the tools and resources needed
- Group members are expected to solve problems on their own

Laissez-faire leadership can be effective in situations where group members are highly skilled, motivated and capable of working on their own. While the conventional term for this style is

'laissez-faire' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback.

Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. Some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from leaders.

2.3.5 Effect of poor leadership style on the employees performance

This is the outcome of poor leadership style on the employee's performance. Gareth et al (2000), sees the role of a leader as to encourage subordinates at a high level and to take steps to train, counsel and monitor subordinates to help them reach their full potentials.

A leader's power to lead comes from both formal authority due to his or her personal qualities including reputation, skill or personality. The personal behavior of a leader off the employees' attitude and behavior, Indeed, subordinate desire to perform at a high level and even whether they desire to be absent often, depending on how satisfied they are working for the organization.

According to Fielder (1967), a leader has to combine both autocratic and democratic style of leadership and if possible, join the laissez-fair leadership style in other to achieve organizational goal through his subordinates. But if he uses only autocratic type of leadership, the reverse will be the case. Fielder found out that insufficient or low productivity and inefficiency are some of the effects of poor leadership on the employees since the employees are not given the opportunity to participate or contribute in any decision making. It will result to low productivity and inefficiency; there are no feelings of sense of belonging in their work place. This therefore will make the employee not to put in their best for the achievement of the organizational goals.

Luthans (1973) says that poor leadership style brings low morale on the part of the workers in the sense that they will feel reluctant in carrying out the job assigned to them. This is because what they get from their leader is what they least expected. Duncan (1980), in his own view, says that the effect of poor leadership style on employees will give a negative result which will lead to disharmony in the organization. It can be in the form of industrial strike action, demonstrating, poor response to management rule and regulations etc. He went further to say that when workers are being maltreated and neglected in their place of work; they will show their grievances by

engaging themselves in one type of demonstration or another, and thereby hampering smooth and predetermined planned processes of achieving the organizational goals.

2.3.6 Strategies of implementing good leadership styles

Fielder (1967) pointed out four characteristics which will help a leader to implement good leadership style in an organization. These characteristics include:-

- i. Position of supremacy
- ii. Task structure
- iii. Expertise
- iv. Leader member relation

I. Position of power

Is the degree to which the power in a position is distinguished from other group members to comply with directives as can be seen in the case of manager? This is the power arising from organizational authority. Fielder pointed out that a leader who has a clear power position obtains better fellowship for the achievement of organizational goal than a leader without such power.

II. Task structure

This is another way of implementing good leadership style. According to Gareth (2000), says that the leader that is primarily concern in ensuring that subordinates perform at a high level, focuses on accomplishment and ensuring that the job is done is a leader that is task structured. In this case, job or task is clearly spelt out and people are held responsible for them.

III. Expertise

Field pointed out that a leader must have knowledge of his job very well in order to instruct and guide his followers or subordinate on the better way to reach the expected organizational goal.

IV. Leader member relations

The degree of confidence, trust and respect subordinate has in their leader. Fielder pointed out that not all leaders possess the entire trait. He went further to say that many non leaders 'posses of all of them. From the sequential presentation of Fielder's ideal, it will be of great advantage if a leader adopts it. The constructive idea will lead to the achievement of an organization goal in the most effective and efficient ways thereby increasing productivity and motivating workers to perform their job efficiently and effectively.

2.3.7 Relationship between leadership style and employee performance

2.3.7.1 Democratic leadership and Employee Performance

Performance effectiveness derives from human aspirations and human values that are invisible roots of organizational values, they determine the rationale for which organizations exist. The task of a leader in the organization in this case will be to nurture the roots of organizational values, which consists of nothing but a basic human aspiration, that is the will to give Maurik (2001). The essence here is that democratic leadership is the methodology to be used in according responsibility however the challenge that lays in this aspect is that, only giving power to the subordinates may not be wise enough since delegation, empowerment and specialization are calculated risks. Therefore in the perspective of this study such elements as what types of situations require the use of democratic approach were not satisfactorily explored hence the necessitation of this study.

Democratic approach is needed to have efficiency and proper employee management that will lead to improved performance. In the other perspective, Henderson (1998) identified supervision as a democratic strategy to promoting a positive organization. He contended that the opportunity of supervision provides to promote not only performance but also personhood. However the researcher thought that it is ideally important to focus on empowerment rather than just personhood. In the local government settings, transparency and openness are as much part of leadership as leading to performance and effective evaluations. The roles of recognition, training, employee involvement, and communication have been demonstrated to promote both organizational and employee effectiveness as noted by Nkata (2005). With this in mind, managers are expected to: communicate clear expectations and boundaries; involve employees in decision-making, goal setting, and project development provide training both for growth and remediation; and recognize employees for their contribution to the organization. However one may question the process of employee supervision for Kaffa Zone higher public educational institutions the actual practice of democratic structures in such still remains a challenge in Kaffa Zone higher public educational institutions.

2.3.7.2 Authoritative leadership style and Employee Performance

In this style, the leader has absolute power over his staff or team workers have little opportunity for making suggestions, even if these would be in the team or organization's interest, (Armstrong 2002). The leader tells the workers to come along with him and should be a change catalyst. And Cole (2000) also asserts that, it works in situations where change is needed to be fostered, sometimes in doing away with conflicts like strikes, application of self confidence and many more. If applied in its suitable situation, it brings about effectiveness in performance. However leadership in the department is characterized by a large workforce, this means that for leadership styles to be effective, it should base on the effectiveness of the department leadership arm which is both administrative and political in use of the leadership styles in their relevant situations effectively. Indeed most issues rose from the nature of the administrative structure. These styles will vary according to situation occurring in the organization, rather than the need to coerce employees to perform. Therefore this calls for the leader's understanding of the organization and the people or his employees rather than relying on what should be done. It is unfortunate that the above authorities focused on the use of authoritative style in dilemmas like strikes, since this will create a mind set in individuals that will automatically reject the style. It is not known to the researcher when exactly does the authoritative leadership style affected performance, hence the need for carrying out research in this respect, administrative functions where the leader operating from the authoritative organizational perspective focuses on how the organization's policies and procedures ensure that there is work done in the most positive and most effective approaches possible to induce better performance.

The study noted that most employees in Kaffa Zone higher public educational institutions agreed that their organizational culture was hugely affected by the authoritative approach to leadership which had more negative effects than the positive ones, however the above was not known by the researcher during this literature review of this stage and thus the need for the investigation. Since leadership styles , and transformational leadership in particular, play an important role in building and sustaining strong corporate and administrative cultures, it is highly encouraging that the Study findings show that today's supervisors and managers appear to be more aware of and willing to use democratic leadership behaviors rather than authoritative ones to achieve results.

2.3.7.3 Laissez-faire and Employee Performance

The leader's ability to lead is contingent upon various situational factors, including the leader's preferred style. Contingency theories to leadership support a great deal of empirical freedom to leadership, (laissez-faire style) North house (2001). Many researchers have tested it and have found it to be valid and reliable to explaining how effective leadership can be achieved. It emphasizes the importance of focusing on inter personal relationships between the leader's style and the demands of various situations and employees. It carries the belief that the most effective leadership style depends on the ability to allow some degree of freedom to employees in administering any leadership style. The problem with the above in the African context is that laissez-faire has been hardly practiced in totality due to the interference of politics. North house believes in it, what he does not explore satisfactorily the major applicable points of this style, something the researcher intends to explore. This study will aim to investigate further how laissez-faire may contribute to employee performance. On the other hand, much has been written in regard to the relation of positive self and effective management. Kerns (2004) discussed the relationship of values to organizational leadership and his study was hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire would create a positive environment through which employees and employers felt like a family regardless of their positions.

Dutton and Heaphy (2003) outlined the power of what they term high quality connections. They provided data that suggest that such negative relationships built on effective leadership in organizations, promote the exchange of resources, the development of organizational identity and meaning, promote the growth of the employees, and promote learning in the organization. All in all, laissez-faire was hugely defeated as being a pragmatic style important in delivering the above in Kaffa Zone higher public educational institutions.

2.3.8 Conclusion

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. Leadership can be divided into three main parts which are Autocratic or authoritarian, Participative or democratic and Laissez-faire or free rein. Under democratic leadership style is a very open and collegial style of running a team. Ideas move freely amongst the group and are discussed openly. Secondly Autocratic leadership is a classical leadership approach, and the corporate equivalent of dictatorship. This leadership style is marked with the leader having complete authority and the followers obeying the instructions of the leader without questioning and without receiving an explanation or rationale for such instructions finally laissez-faire leader is one who believes in freedom of choice for the employees, leaving them alone so they can do as they want. This may lead the employees feel part of the organizations. To overcome leadership problem and to implement good leadership style in an organizations, the leaders should understand Position of supremacy, Task structure, Expertise and Leader member relation generally; having appropriate leadership is importance to be success in employee management and organization because the success or failure of organizations is often attributed to it. It is a widely held belief that leaders do make a difference and a significant impact on the work performance of individuals, group and the overall accomplishment of set goals and objectives.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

The major objective of this study was to identify relationship between leadership style and employee's performance. To conduct the study it is essential to plan and formulate appropriate study area and period, research design, research methodology includes sampling design, target population, source of data, data collection instrument, data analysis, ethical consideration, and reliability and validity test were incorporated.

3.1 Study Area and Period

This study entitled "Effects of leadership style on employee's performance in the case of Kaffa Zone higher public educational institutions and the study was undertaken in South Nation Nationality People Regional state, Kaffa Zone, Bonga. It is found in southwestern Ethiopia, at a distance of 449 Km from the capital Addis Ababa. The study was conducted from September 2014 to May 2015.

3.2 Research Design

After formulated the research problem, the researcher develop the research design as part of the research design stage. A research design is a master plan that specifies the methods and procedures for collecting and analyzing the needed information from both institutions. A research design provides a framework or plan of action for the research. Objectives of the study determined during the early stages of research are included in the design to ensure that the information collected is appropriate for solving the problem. So, this research categorized under descriptive and explanatory research design. According to C.R. Kothari (2004) Descriptive research studies are concerned with describing the characteristics of a particular individual, or a group and can acquire a lot of information through description useful for identifying variables & hypothetical constructs and conducted after the researcher has gained a firm grasp of the situation being studied.

3.3 Research methodology

Depending on the nature of the research problem and the research perspective, researcher guided by mixed research design that is qualitative and quantitative approaches. Qualitative approach is concerned with subjective assessment of opinion, attitude and behavior of the employees in Kaffa Zone higher public educational institutions and quantitative approaches were used to analysis the data that collected by questionnaires. According to Creswell (2003) described qualitative approach as it uses the philosophical assumption of social constructivism worldview that provides an understanding of social reality based on the subjective interpretation. Besides, this mixed research approach that seeks a pragmatic knowledge claim philosophy that consists of both quantitative and qualitative approaches. Thus, in order to achieve the objectives stated in the previous section, bearing in mind the nature of research problem, this study employed mixed research approach.

3.3.1 Sampling design and techniques

To avoid arbitrary generalizations, the study was conducted by drawing representative samples from the study population. Amin (2005), who suggested that sampling is important in selecting elements from a population. The researcher used probability sampling design and the techniques were simple random sampling using lottery method. It is important to minimize bias and to give equal chance to the respondents. So the researcher was taken a sample of 197 respondents drawn from the total population of 406 permanent and temporary employees in the two Kaffa Zone higher public educational institutions. From that Bonga TVET college(154)from this males are 129 and females are 25 from this the researcher take 41 academicians and 34 administrative staff and Bonga college of teacher education is total of (252) 192 were males and 60 females from this the researcher take a sample of 78 are academicians and 44 are administrative taken as a sample from both college department heads, supervisors, leaders, permanent and temporary employees and the reasons why the researcher choose the two public higher educational institutions. because of I am a part of higher public educational institutions so, I observe lot of dissatisfactions from employees in the leadership style of the institutions, Number/size/ of employees in the institutions which means the institutions are consists of many employees when compares to others Kaffa Zone public

institutions and Service which give to the community that means it serves the society more than the other institutions.

3.3.1.1 Target population

The target population included in the study was two Kaffa Zone higher public educational institutions from both colleges department heads, supervisors, leaders, permanent and temporary employees were the study target.

3.3.1.2 Data type and Data source

In the study of this research the researcher used primary type of data. The Primary data was obtained from respondents of Kaffa Zone higher public educational institutions. Both Bonga TVET College and Bonga CTE institutions permanent and temporary employees, supervisors, department heads and leaders of the organization selected as a source of data.

3.3.1.3 Sample size determination

Regarding to this the sampling is calculated as follows.

$$N_0 = \frac{(z)^2 * (p)(q)}{(d)^2}$$

Where z= value for selected alpha level of 0.025 in each tail (for 95% degree of confidence) = 1.96

(p)(q) = estimate of variance = 0.25

D = acceptable margin of error for proportion being estimated 5%= 0.05

$$N_0 = \frac{(1.96)^2 * (0.5)(0.5)}{(0.05)^2} = \underline{\underline{384}}$$

Here as the initial sample size is greater than 5% of the total population Cochran's (1977) correlation formula was used to calculate the final sample size as follows.

$$N1_{=} = \frac{n0_{}}{1 + n0_{}/ population}$$

No= required return sample size according to Cochran's formula (1977)

Ni= required return sample size if sample > 5% of population.

$$N1_{=} = \frac{384}{1 + 384_{}/406} = 197$$

$$K = \frac{n}{N}$$

The kth person from the total population was approached and interviewed. Therefore, the appropriate data for this study was determined as follows.

Where; population size = 406

No= required return sample size according to Cochran's formula (1977).

N1= required return sample size because sample > 5% of population. (406>384).

K = N/n = the Interval Size

$$= 406/197$$

$$= 2$$

Kth =the ratio of the population to sample size.

Simple random sampling was used to generate a list of 197 employees of Kaffa Zone higher public educational institutions. Next, 2th respondent was selected which is the ratio of the population to sample size used as the interval for selecting specific higher institutions employees from the list until 197 employees was chosen. This was done to include variety of respondents from two Kaffa Zone higher public educational institutions proportionally.

Table 3.1 proportion of sample size

College	Total population N1	Staff	Number of population	Proportion Of admin and academic staff	Total proportion $P_i = n/N$	Proportion selected	Number of proportion selected $n = n * p_i$
BTVET	154	Academician	84	$84/154 = 0.546\%$	$154/406 = 0.38$	$0.546 * 75 = 41$	$0.38 * 197 = 75$
		Administrative	70	$70/154 = 0.454\%$		$0.454 * 75 = 34$	
BCTE	252	Academician	161	$161/252 = 0.638\%$	$252/406 = 0.62$	$0.638 * 122 = 78$	$0.62 * 197 = 122$
		Administrative	91	$91/252 = 0.362\%$		$0.362 * 122 = 44$	
Total	<u>406</u>				1.00	<u>197</u>	<u>197</u>

3.3.2 Data collecting instruments

3.3.2.1 Survey method

Questionnaires were chosen as study instruments because of their ability to reduce bias and to collect genuine data. The study was used closed ended questionnaires aimed at testing the effects of leadership styles on employees' performance in the two Kaffa Zone higher public institutions. The questionnaire consists of three parts. The questionnaire was designed to get relevant information from the respondents. In the first part of the questionnaire respondents was asked their personal background. The second section was requires obtaining information on the leadership style of the organization and on the third part, respondents was asked to rate their performance regards to the three types of leadership style. In order to increase the reliability and effectiveness of the questionnaire and to get specifically relevant information to the study, the questionnaire was tasted prior to conducting the survey study. As a result, the questionnaire were sent to for two institutions leaders and employees to comment or suggestion and modification which the researcher believes that it increases the credibility of the instrument. In order to measure the independent and dependent variable a four-point Likert-Scale response format was used for the sake of asking respondents to indicate the degree or level of leadership style on employees' performance. A four-point Likert Scale ranging from "Strongly disagree = 1" to strongly agree = 4" used to measure the effects of the three leadership style. A four-point Likert-Scale was chosen, to reduce bias of respondents while responding to the questionnaire.

3.3.2.2 Interview method

Structured interview was used to interview leaders of the organizations and the researcher was interviewed each two leaders of the college dean, supervisor and department head which exercise leadership at each institution. The purpose of this research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. In qualitative methods interviews are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods. Interviews are most appropriate where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.

3.3.3 Data analysis methods

The analysis part of the study was carried out in clear and better manner as much as possible to determine the effects of leadership style on employee's performance. After the data was collected using the appropriate instrument; it properly edited, coded and analyzed to reach at feasible finding.

3.3.3.1 Quantitative data analysis method.

The quantitative data that collected by questionnaires are analyzed in figure by frequencies, tables, percentage, graphs whereas

3.3.3.2 Qualitative data analysis method

The qualitative data that collected by the interview concerned with subjective assessment of opinion, attitude and behavior of the respondents from both institutions was analyzed by word expressions. Finally, the data was analyzed using statically package for social science (SPSS version 20) and the researcher was used Pearson's correlation co-efficient.

3.4 Ethical considerations

The researcher is taken the ethical considerations as in order to keep the confidentiality of the respondents to do so, participation in surveys and in-depth interviews are voluntary, falsification, fabrication and misinterpretation of data avoided and works of other researchers and authors used in research are referenced using Harvard referencing system, finally any type of communication in relation to the research was done with honesty and transparency and also exclude misleading information, as well as representation of primary data findings in a biased was avoided.

3.5 Data Quality control

This section is important in assuring the validity and reliability of the instruments and controlling data generated through questionnaires and interviews.

3.5.1 Validity

Validity is important in determining whether the statements in the questionnaire instrument and interview manuals are relevant to the study. According to Amin (2004), validity can be assured by use of the content validity index (C.V.I) (for both the interviews and questionnaires)

Formula

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

Total numbers of items being judged

Table 3.2 Showing the validity of questionnaire and interview items.

Respondents	Number of items		relevant	
	Questionnaires	interviews	questionnaires	interviews
Respondent 1	32	10	30	10
Respondent 2	32	10	31	9
Respondent 3	32	10	31	7
Respondent 4	32	10	32	9
Respondent 5	32	10	30	7
Respondent 6	32	10	31	10
Respondent 7	32	10	30	9
Respondent 8	32	10	30	9
Respondent 9	32	10	32	9
Respondent 10	32	10	31	10
Total	320	100	308	89

Source: survey, 2015

$$1. \text{ Hence C V I for Questionnaire} = \frac{33+31+35+32+33+31+34+32+34+35}{10 \times 32} = \frac{308}{320}$$

CVI for questionnaires=0.96

$$2. \text{ Hence C V I for interviews} = \frac{10+9+7+9+7+10+9+9+9+10}{10 \times 10} = \frac{89}{100}$$

CVI for interviews= 0.89

Validity is important in determining whether the statements in the questionnaire instrument and interviews are relevant to the study. According to Amin (2005), validity can be assured by use of the content validity index (C.V.I) for both the interviews and questionnaires.

Therefore

1. The 0.96 calculated result was higher than 0.7, therefore the questionnaire items were considered valid for research.

2. And thus the 0.89 calculated value for the interviews was higher than 0.7, the interview items were considered valid for research.

3.5.2 Reliability

Reliability aimed at testing for how reliable the instruments to the study (i.e. ability of instrument to test for the same results over time). To ensure reliability, the researcher has carried out a pilot study in given questionnaires to rate themselves on the applicability of the questionnaires. And the responses was computed with the Cronbach's formula below; The researcher used Cronbach's co-efficient Alpha (α) to further test for reliability as evidence below.

$$A = \frac{K-1}{K} \left(1 - \frac{\sum SD_s^2}{SD_t^2} \right)$$

$$K-1 \quad \sum SD_t^2$$

Where A = Reliability, $\sum SD_s$ = sum of the variance of the individual items in the questionnaire, SD_t^2 = variance of the entire questionnaire, and k= Number of items in the questionnaire. This method was selected because it is straight forward and appropriate for likert scale instruments and its ability to measure the reliability of such instruments. And Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient to 1 is the greater the internal consistency of the items. And thus the researcher used the above formulae in the SPSS program to generate the following reliability test.

3.3 Reliability analysis

Cronbach's Alpha	N of Items
.82	32

Source: survey, 2015

Key indicators of the quality of a measuring instrument are the reliability on reducing error in the measurement process. Reliability estimates evaluate the stability of measures, internal consistency of measurement instruments and interpret of reliability of instrument scores. Validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve (Carole L. et.al, 2008). Cronbach's alpha coefficient at 0.5 or higher was considered acceptable (Kerlinger & Lee, 2000). To assess the internal consistency of each factor obtained, a reliability test was conducted. As shown in the above Table 4.2 the results of reliability analysis, the alpha coefficient for the 32 items is .82, suggesting that the items have relatively high internal consistency. Since that a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations (Joseph A, et al, 2003). Therefore, all variables used in this research are highly reliable for data analysis.

3.6 Conclusion

The study entitled "Effects of leadership style on employee's performance in the case of Kaffa Zone higher public educational institutions and the study was undertaken in South Nation Nationality People Regional state, Kaffa Zone, Bonga. The study used a mixed research method using qualitative and quantitative approaches from the total population of four hundred six (406) Employees of two higher education institutions in Kafa zone from this BTVET College accounts 77 and 122 BCTE academician and administrative employees using simple random sampling. The primary data was collected using open questionnaires and structured interview and the confidentiality and ethical consideration of the respondents are not forgotten finally, the data collected was analyzed using descriptive statistics and Pearson's co-relation was tested.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. Introduction

The previous chapter deals with the research design and methodology, sampling design, data collecting methods, the source of data, data analysis, ethical consideration and validity and reliability test used to undertake the study. This chapter was concerned with presentation, interpreting and analyzing of data using Statistical Package for the Social Scientists (SPSS) Version 20 Software was used to process & analysis the data that were collected from the sample of 180 employees of two Kaffa Zone higher public educational institutions. From total of 197 questionnaires distributed, 180 (91%) of questionnaire were completed and returned. Accordingly, analysis and interpretation of data has been made in this part of the study based on 180 returned questionnaires.

SECTION ONE

4.1 Demographic characteristics of the respondents

On the basis of respondents' background information's, a number of variables were investigated. The researcher's interest here was to measure the level of attachment of the respondents to their organization. The results on the demographic information of the respondents are indicated in the following presentation.

4.1.1 Age Distribution of Respondents:

Table 4.1 respondents' age

Age of respondents	Frequency	percent	Cumulative percent
20-30	102	56.7	56.6
31-40	50	27.8	84.4
41-60	21	11.7	96.2
Above 60	7	3.8	100
Total	180	100%	

Source: survey, 2015

As observed from Table 4.1 above, it is clear that the majority of respondents, 102 (56.7%) were in the age range of 20-30, this was followed by 50 (27.8%) in the age range of 31-40, while 21(11.7%) of the respondents are categorized under 41-60 and above 60 which was represented by only 7 (3.8%). This meant that the majority of respondents were under the ages of 20-30. During the interview sessions, it was noticed that employees in the age of (41-60) had more attachment to their organization and had experience in their respective departments and employees were more motivated to perform.

4.1.2 Distribution of Respondents by Sex.

Table 4.2: Sex of the respondents

Sex	Frequency	percent	Cumulative percent
Male	130	72.2	72.2
Female	50	27.8	100
Total	180	100%	

Source: survey, 2015

The researcher interest here was to establish a correlation of the sex of a respondent with performance. As observed from Table 4.2, it is clear that the majority of the respondents, 130 (72.2%) were males as opposed to females who were 50 (27.8%). This presupposes that generally, the margin between males and females are maximum. This implied that there was unequal representation of the male and female employees' distribution correlation in Kaffa Zone higher public educational institutions. During the face to face interviews, the researcher found out that gender biasness was significant employees' distribution in Kaffa Zone higher public educational institutions.

4.1.3 Distribution of Respondents by level of Education

Table 4.3: Respondents level of Education

Level of education	Frequency	percent	Cumulative percent
10 th completed	21	11.66	11.67
Diploma	62	34.45	46.11
Undergraduate	53	29.45	75.56
Masters MSC/MA	44	24.44	100
Total	180	100%	

Source: survey, 2015

The researcher's interest here was to establish any link between competence and performance in Kaffa Zone higher public educational institutions and the best way to do so was to correlate educational levels of employees in Kaffa Zone higher public educational institutions. As observed from Table 4.3, it is observed that the majority of respondents 62 (34.45%) were diploma holders and yet 53 (29.4%) were graduates, and masters holders were represented with 44 (24.44%) while 21(11.66%) represented by 10th completed holders from the total respondents. This implied that most respondents in Kaffa Zone higher public educational institutions are average qualifications to attain academic and offices and indeed there was an observation made by the researcher during the interviews that there were high levels of incompetence attributed to low levels of education in Kaffa Zone higher public educational institutions.

4.1.4 Distribution of Respondents by marital status

Table 4.4: Respondents by Marital Status

Marital status	Frequency	percent	Cumulative percent
Single	91	50.5	50.5
Married	89	49.5	100
Total	180	100%	

Source: survey , 2015

The researchers' interest here was to investigate correlation between stable employees and the unstable ones in an effort to establish whether there could be any problems arising from the status distributions. As observed above, Table 4.4 clearly shows that 91 (50.5%) of the

respondents were single as compared to 89 (49.5%) who were married. This indicates respondents in the study had high levels of maturity and integrity used in the execution of duties at in Kaffa Zone higher public educational institutions. And therefore the question of low maturity and instability in the execution of duties did not apply. Because almost half of the respondents were married means they stable at work.

4.1.5 Distribution of Respondents by work experience.

Table 4.5 respondents working experience

Experience	Frequency	percent	Cumulative percent
1-10	107	59.4	59.4
11-20	49	27.2	76.6
21-40	24	13.4	100
Above 41	-	-	-
Total	180	100%	

Source: survey, 2015

This distribution was intended to answer the question of experience in Kaffa Zone higher public educational institutions. As seen in the table above, most respondents of the study, 107 (59.4%) had 1-10 years' experience, yet 49 (27.2%) had in 11-20 years' experience and 24 (13.4%) were in the category of 21-40 years of experience. The highest representation was (59.4%), which implied that most employees in Kaffa Zone higher public educational institutions had not enough experience at their work stations to help them and execute their duties satisfactorily.

Section Two

4.2 Verification of Research Hypotheses

Before dive into verifying research hypotheses for the study, it is important to establish how respondents rated themselves on job performance. Employee performance was dependent variable which was affected by leadership styles. There may be critical problems/elements arising from Employee performance that may be important to note: Therefore, the following are descriptive statistics showing how Employees rated themselves on performance.

Table 4.6 Frequency distribution of employees' performance

Items		frequency	percentage
I always report at work in time	Strongly disagree	10	5.6%
	Disagree	21	11.7%
	Agree	97	53.9%
	Strongly agree	52	28.9%
It is not necessary to come early	Strongly disagree	28	15.6%
	Disagree	109	60.6%
	Agree	25	13.9%
	Strongly agree	18	10.0%
I am motivated to creativity	Strongly disagree	18	10.0%
	Disagree	21	11.6%
	Agree	102	56.7%
	Strongly agree	39	21.7%
My colleagues encourage me to perform	Strongly disagree	16	8.9%
	Disagree	60	33.3%
	Agree	84	46.7%
	Strongly agree	20	11.1%
There is team work in my department	Strongly disagree	14	7.8%
	Disagree	80	44.4%
	Agree	59	32.8%
	Strongly agree	27	15.0%
My supervisor is a team player	Strongly disagree	18	10.0%
	Disagree	103	57.2%
	Agree	35	19.4%
	Strongly agree	24	13.3%
I check my appraisal to meet my duties	Strongly disagree	13	7.2%
	Disagree	20	11.1%
	Agree	92	51.1%
	Strongly agree	55	30.6%
My performance/appraisal is accessed daily by my supervisor	Strongly disagree	19	10.6%
	Disagree	110	61.1%
	Agree	27	15.0%
	Strongly agree	24	13.3%
My performance is limited by poor leadership of my supervisor	Strongly disagree	14	7.8%
	Disagree	32	17.8%
	Agree	44	24.4%
	Strongly agree	90	50.0%
I am comfortable with my supervisor's leadership styles	Strongly disagree	83	46.1%
	Disagree	44	24.4%
	Agree	33	18.3%
	Strongly agree	20	11.1%

Source: survey, 2015

The aim of presenting this kind of data was to record how employees rated their performance, given the different aspects of performance presented to them in the instrument. As illustrated in Table 4.6, respondents agreed that most of them reported earlier at their work stations, with 97(53.9) and 52(28.9) of the respondents agree and strongly agree respectively this implies that most employees in Kaffa Zone higher public educational institutions report at work on time. The second statement supports the researcher's argument that most employees, 109(60.6) disagree to the statement that "it is not necessary to come early". When it came to actual performance, most employees were reluctant to agree that they were motivated to perform. Indeed most of them, 49 (52.1%) disagreed to that statement, implying that the majority of employees were not motivated to perform. The employees demotivation was caused by low motivational rewards employed by the leaders. This implied that reduced employee morale to work which has been noticed in the low collegial partnership since most respondents 43 (36.2%) and 33 (35.1%) and also killed teamwork in the institutions indeed, 66 (70.2%) of respondents believed there was no teamwork in their respective departments. The researcher observed that effective teamwork was noticed only during crucial work, but during normal performance, most departments lacked proper and organized teamwork. It was however noted that supervisors were team players, 27 (23.4%) meant that most. supervisors on the contrary were not team players since most respondents believe that their supervisors were team players. because most respondents believed that their performance was accessed daily by their supervisors, 37 (39.4%). And most respondents believed that their skills and abilities were not fully utilized since 43 (45.7%) believed so

4.2.1 Verification of Hypothesis One

The first hypothesis of the study emerged from the research objective which stated that: the relationship between democratic leadership style and employee performance in Kaffa Zone higher public educational institutions, consequently the hypothesis that: The democratic leadership style has a positive relationship on employee performance. To verify this hypothesis, the researcher analyzed data by use of S.P.S.S and the following products were presented as observed below:

Table 4.7: Responses on democratic leadership

Items		frequency	percentage
I am friendly and approachable to my fellow employees	Strongly disagree	9	5.0 %
	Disagree	11	6.1 %
	Agree	115	63.9%
	Strongly agree	45	25.0%
I am consulted before my employer takes action	Strongly disagree	13	7.2%
	Disagree	29	16.1%
	Agree	109	60.6%
	Strongly agree	29	16.1%
My supervisor encourages delegation	Strongly disagree	17	9.4%
	Disagree	123	68.3%
	Agree	29	16.1%
	Strongly agree	11	6.1%
I act without consulting my supervisor	Strongly disagree	18	10.0%
	Disagree	75	41.7%
	Agree	67	37.2%
	Strongly agree	20	11.1%
I dialogue with my supervisor on a daily basis	Strongly disagree	19	10.6%
	Disagree	103	57.2%
	Agree	31	17.2%
	Strongly agree	27	15.0%
I am involved in performance appraisals to my department and decision making	Strongly disagree	10	5.6%
	Disagree	28	15.6%
	Agree	101	56.1%
	Strongly agree	41	22.8%

Source: survey, 2015

As indicated in Table 4.7, the highest response rate was noted on the first item, with frequency 115(63.9) respondents believed that they were friendly and approachable to fellow employees. This was noticed through the friendlier atmosphere in Kaffa Zone higher public educational institutions.

Most of employees practiced better relations in the College. But not mean that democratic leadership exist in the college since employees were reluctant to dialogue with their supervisor on a daily basis (as noted with 103(59.2%) is disagree. Most of the above responses answered not highly familiar with democratic leadership in the institutions.

Table 4.8: Pearson’s correlation between democratic leadership and employee performance

Correlation			
		Employee performance	Democratic leadership
Employee performance	Pearson Correlation	1	.221
	Sig. (2-tailed)		.003
	N	180	180
Democratic leadership	Pearson Correlation	.221	1
	Sig. (2-tailed)	.003	
	N	180	180

Source: survey, 2015

Table 4.8 Indicates that when democratic leadership was correlated with employee performance the significance value produced was 0.003. The significance value of 0.003 was lesser than 0.05, the research hypothesis is accepted: that democratic leadership style has a positive relationship with employee performance. The above data implies that the aspects of democratic leadership are important for employee performance. This data also implies that employees believe that they would want to experience aspects of improved responsibility, improved employee relations, increased consultation, dialogue between them and their supervisors, involvement in appraisals and consultations in decision making.

4.2.2 Verification of Research Hypothesis two

In the second research hypothesis, the research objectives states that: Autocratic leadership ship style has a negative relationship on employee performance. Following this research objective, the following are frequencies of responses and means generated from the respondents’ answers in the questionnaire.

Table 4.9 responses on authoritative leadership

Items		frequency	percentage
My performance is limited by poor leadership from my supervisor	Strongly disagree	20	11.1%
	Disagree	25	13.9%
	Agree	115	63.9%
	Strongly agree	20	11.1%
My performance is not limited by leadership	Strongly disagree	37	20.6%
	Disagree	88	48.9%
	Agree	32	17.8%
	Strongly agree	23	12.8%
Leadership rules are designed by superiors	Strongly disagree	21	11.7%
	Disagree	22	12.2%
	Agree	113	62.8%
	Strongly agree	24	13.3%
My performance is assessed by my supervisor alone	Strongly disagree	19	10.6%
	Disagree	80	44.4%
	Agree	52	28.9%
	Strongly agree	28	15.6%
Performance requirements are designed according to the leaders needs	Strongly disagree	14	7.8%
	Disagree	30	16.7%
	Agree	96	53.3%
	Strongly agree	40	22.2%

Source: survey, 2015

As indicated in the above table 4.9, 115(63.9%) of respondents agree that performance is limited by poor leadership from my supervisor. it is true that employee performance is determined by leadership style and 96(53.3%) respondents are replied that employees performance requirements are designed according to the leaders needs and employees highly believed that their performance was assessed by their supervisors alone. most respondents/managers believed that performance measurement was conducted the authoritative way where a few or no employees are consulted when the supervisors are conducting performance appraisals. The above can be supplemented/ supported by looking at the other item

that was highly answered with the 113(62.8%) The statement that leadership rules are designed by supervisors was evident enough for the researcher since majority employees believed so. Therefore employees lacked the liberty to know where they went wrong since supervisors only returned with compliments. This was authoritative to the extent that employees who were taken as poor performers would be surprised with letters of termination of work. Therefore authoritative leadership really affected employee performance. Following the above, the authoritative leadership was correlated with employee performance using Pearson’s correlative and the following table presents.

Table 4.10: Pearson’s correlation between authoritative leadership and employee performance

Correlations			
		Employee performance	Autocratic leadership
Employee performance	Pearson Correlation	1	-.074
	Sig. (2-tailed)		.322
	N	180	180
Autocratic leadership	Pearson Correlation	-.074	1
	Sig. (2-tailed)	.322	
	N	180	180

Source: survey, 2015

The Pearson’s correlation between authoritative leadership and employee performance produced 0.322 which is greater than 0.05. This implied that the hypothetical assertion that: Authoritative leadership style has a negative relationship on employee performance was accepted. The researcher believed that on this hypothesis, the data presented was employees would be coerced to perform for the organization. During the interview sessions, most employees believed that authoritative leadership affects employees’ performance.

4.2.3 Verification of Hypothesis Three

The Third research hypothesis came from the third research objectives which stated that: to analysis the relationship between laissez-faire leadership styles and employee performance. This research objective was hypothetically answered by stating that: laissez-faire leadership style has

a positive relationship on employee performance. To prove this assertion, the employees' answers were presented in table 4.11.

Table 4.11: Responses on Laissez-faire Leadership style

Items		frequency	percentage
My supervisor does not impose policies	Strongly disagree	62	34.4%
	Disagree	73	40.6%
	Agree	26	14.4%
	Strongly agree	19	10.6%
There is leadership freedom in my department	Strongly disagree	37	20.6%
	Disagree	89	49.4%
	Agree	31	17.2%
	Strongly agree	23	12.8%
My department performs with no leadership barriers	Strongly disagree	26	14.5%
	Disagree	108	60.0%
	Agree	26	14.4%
	Strongly agree	20	11.1%
I share my own ideas	Strongly disagree	13	7.2%
	Disagree	24	13.3%
	Agree	99	55.0%
	Strongly agree	44	24.4%
I encourage others to do things my way	Strongly disagree	12	6.7%
	Disagree	29	16.1%
	Agree	124	68.9%
	Strongly agree	15	8.3%
My supervisor relies on his /her own judgment when passing on performance requirements.	Strongly disagree	10	5.6%
	Disagree	27	15.0%
	Agree	42	23.3%
	Strongly agree	101	56.1%

Source: survey, 2015

The responses in Table 4.11, represented the fact that most employees 89 (49.4%) disagreed that there was leadership freedom in their departments. The response is replied that in most departments, there was less liberty to have laissez faire leadership prevailing in the different departments. And most respondents 73(40.6%) disagreed that supervisor does not impose policies. That means leaders are make policies without participating employees. The researcher assessed responses on whether their respective departments performed with no leadership barriers, 108 (60%) the majority respondents strongly disagreed. Additionally 101(56.1%) respondents strongly agree that supervisor relies on his /her own judgment when passing on performance requirements without looking others ideas. During the interview process, most employees narrated numerous problems associated with leadership in Kaffa Zone higher public educational institutions. It replied that most employees in the departments agreed that their bosses were either very arrogant or did not care about important performance measurements. Simply the supervisors want to satisfy their needs. However the researcher wanted to further test whether there was any relationship between the laissez-faire style of leadership and employee performance, to do so, the researcher used Pearson’s co-relation co-efficient Alpha to test for the hypothesis as seen below:

Table 4.12: Correlations between Laissez-faire leadership and Employee Performance

Correlations		Employee performance	Laissez faire leadership
Employee performance	Pearson Correlation	1	.048
	Sig. (2-tailed)		.522
	N	180	180
Laissez faire leadership	Pearson Correlation	.048	1
	Sig. (2-tailed)	.522	
	N	180	180

Source: survey, 2015

As indicated in table 4.12, the correlation between laissez-faire leadership and employee performance produced the significance value of 0.522 which is greater than 0.05. This implied that the hypothetical assertion that: which laissez fare leadership style has appositve relationship on employee performance was not accepted. The researcher was further convinced beyond reasonable doubt that this kind of revelation tallied with the interviews. Since most employees

believed that they would rather be made comfortable at work rather than coarsen them around like kids. In fact there were some departments that supervisors or managers were naturally approachable, friendly and not arrogant at employees.

4.3 conclusions

Under this chapter the researcher discusses the result of employee leadership style on employees' performance in accordance with three leadership styles as the result when democratic leadership was correlated with employee performance the significance value produced was 0.003. The significance value of 0.003 was lesser than 0.05, the research hypothesis is accepted: that means democratic leadership style has a positive effect on employee performance. In the second correlation between authoritative leadership and employee performance result was 0.322 which is greater than 0.05. This hypothetical assertion of Authoritative leadership style has a negative relationship on employee performance was accepted. The authoritative leadership affects employees' performance and the third correlation between laissez-faire leadership and employee performance produced the significance value of 0.522 which is greater than 0.05. This implied that the hypothetical assertion that: the laissez-faire leadership style has a positive relationship on employee performance was not accepted. In fact there were some departments that supervisors or managers were naturally approachable, friendly and not arrogant at employees. Generally the researcher concluded that in Kaffa Zone higher public educational institutions are applying more of autocratic leadership style than other according to the interview session it also reflected even if the employees were desire a democratic leadership style.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Finding

The finding section is sub-divided into three sub-sections that originate from the three hypotheses. The researcher put the findings of the study in guidance with the research hypotheses of the study as following:

5.1.1 Summary of Finding on research Hypothesis one

Hypothesis one stated that democratic leadership style is important and used in the performance of employees in Kaffa Zone higher public educational institutions. Following analysis of the results on research hypothesis one, it was found out that democratic leadership does not influence employee performance and few employees really understood the practice of democratic leadership. This consequently meant that hypothesis one is accepted. It was further noted by the researcher through interviews with supervisors, department heads and team leaders at the different Kaffa Zone higher public educational institutions i.e. in both college Bonga technical, vocational and educational training college and Bonga teacher training college that the administrative structure put in place is not flexible to the extent where the democratic culture can breed freely. It was further noted that due to the influx of dean, supervisor and department heads of Kaffa Zone higher public educational institutions do not practice democratic leadership because of the phobia to challenge them by employees. When interviewed, most of were reluctant to corporate image where: Transparency, accountability, employee empowerment and collegial relationship could be cherished but they act as democratic leader of the organization.

Similarly, Nkata (2004) notes that the importance of democratic leadership by having team work and team building require the creation of a climate in which productive and harmonious relationship can thrive and be maintained through partnership between management and employees team to flourish. In Kaffa Zone higher public educational institutions, democratic leadership does not exist but it is important in fostering changes management through the use of strategic approaches.

5.1.2 Summary of Finding on research Hypothesis two

The research hypothesis which originated from the researcher objective that: the authoritative leadership has a negative relationship on employee performance. The hypothesis produce there was a negative relationship between authoritative leadership and employee performance was accepted. This meant that authoritative leadership affected individual performance efficiency to work, individual innovation and creativity in Kaffa Zone higher public educational institutions. In line with the above study findings through interviews, the researcher noticed rampant internal conflicts and tensions and the colleges developed authoritative-based management strategies in ensuring departmental and administrative autonomy, in Kaffa Zone higher public educational institutions encouraged authoritative approach to management in the use of authoritative leadership to employee performance yet have significantly reduced collective performance in Kaffa Zone higher public educational institutions.

5.1.3 Summary of Finding on research hypothesis Three

This research hypothesis originated from the research objective that stated that: to analysis relationship between laissez-faire leadership style and employee performance. Thus the research hypothesis was tested and not accepted that laissez-faire leadership negatively affects employee performance. This kind of revelation was also reflected in the interviews conducted at the different departments, where the researcher noticed that most employees enjoyed less authority from their supervisors but not fully, however compromise employee performance in the departments that had supervisors and managers who practiced laissez-faire leadership is important. As Well as employees enjoyed this kind of leadership, Mulins (2002) argues that during the past four decades, the impact of leadership styles on employee performance has been a topic of interest among academics and practitioners working in the area of leadership, Perhaps the most prominent reason for this interest is the widespread belief that leadership can affect the performance of organizations.

5.2 Conclusions

The researcher drawn the following conclusions based on the result of the data analysis and the objectives set in the very beginning of the study. Thus, the researcher reached on the following conclusions.

The first conclusion echoed the first objective and it was concluded that employees expressed the desire to execute duties under the democratic leadership style rather than the existing autocratic leadership styles. Second, the researcher further concluded that authoritative leadership created dislike to work and reducing the inherent motivation to work freely. Further still, in respect of the third objective, the researcher concluded that laissez-faire leadership was leads to departments that had no formal work procedures of employee performance and demarcation of authority.

5.3 Recommendations

In respect of the above conclusions, the use of democratic leadership style in Kaffa Zone higher public educational institutions would further empower their employees by developing teams and according some measure of power and authority to these teams. In this way, employees would ignite their potentials, feel part of the organization and perform maximally for the organization.

Following the second conclusion, the college would immediate reduce the practice of authoritative leadership, hence the institutions would advocate for better leadership styles that suite different situations so as to reduce the dominance of authoritative leadership. Finally the researcher further recommended that the mere use of laissez-faire leadership is important in designing performance procedures that promote professional performance guidelines that create a sense of responsibility to employees.

5.4 Future Research Directions

The research was conducted on Kaffa Zone higher public educational institutions, it better the research conducted in other parts of Ethiopia. The researcher takes two institutions to do this research paper. In future research, the other researcher better to use wider range of samples from different types of public institutions.

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APPENDIX A



**JIMMA UNIVERSITY
COLLEGE BUSINESS AND ECONOMICS
SCHOOL OF GRADUATE STUDIES
POST-GRADUATE PROGRAM
IN MPM**



Dear Sir/Madam,

The purpose of this questionnaire is to collect data for a research project titled “**The effects of leadership style on employees performance in the case of Kaffa Zone higher public educational institutions.**” the purpose of the study is to analyze the effects of leadership style on employees performance. As a result you are kindly and respectfully required to forward your genuine and unbiased response. All responses will be used to conduct a study for the partial fulfillment of Master’s Degree in MPM from Jimma University.

Thank you for your committed cooperation, time and thoughtfulness!!!

JemberBelete (masters candidate)
Bjember1988@gmail.com
Mob.0913314630
Jimma University
Ethiopia.

Remark:

- ❖ **Do not write your name**
- ❖ **Your response will kept confidential and will be used only for academic purpose.**

QUESTIONARRES ON THE EFFECTS OF LEADERSHIP STYLES ON EMPLOYEE PERFORMANCE IN THE CASE OF KAFFA ZONE HIGHER PUBLIC EDUCATIONAL INSTITUTIONS

PART I BACKGROUND VARIABLES

In this section you are kindly requested to tick the alternative that fits your opinion.

1. Age

1. 20-30 2. 31-40 3. 41-60 4. Above 60

2. Sex

1. Male 2. Female

3. Level of education

1. High school completed 2. Diploma 3. Undergraduate 4. Master’s degree

4. Marital status

1. Single 2. Married

5. How long have you served as an employee

1. 1-10 years 2. 11-20years 3. 21-40years 4. Above 40 years

PART II: REGARDS TO LEADERSHIP STYLES.

Several statements are made below about leadership style. Indicate in the following table the level of importance of the criteria that you consider important of leadership style on employees performance in the higher public educational institutions.

Please rate the extent to which these factors considered important by putting a tick mark (“√”) under: (4=Strongly agree, 3= Agree 2= Disagree 1= Strongly disagree) based on their degree of importance.

Tick or choose the right alternative that corresponds with your opinion genuinely:

	STATEMENT	1	2	3	4
A	Democratic leadership				
1	I am friendly and approachable to my fellow employees.				
2	I am consulted before my employer takes action.				
3	My supervisor encourages delegation.				
4	I act without consulting my supervisor.				
5	I dialogue with my supervisor on a daily basis				
6	I am involved in performance appraisals to my department and decision making				
B	Authoritative leadership				
1	My performance is limited by poor leadership from my supervisor.				
2	My performance is not limited by leadership.				
3	Leadership rules are designed by superiors.				
4	My performance is assessed by my supervisor alone.				
5	Performance requirements are designed according to the leaders needs.				
C	Laissez-faire leadership				
1	My supervisor does not impose policies.				
2	There is leadership freedom in my department.				
3	My department performs with no leadership barriers.				
4	I share my own ideas				
5	I encourage others to do things my way				
6	My supervisor relies on his /her own judgment when passing on performance requirements.				

PART III REGARDS TO EMPLOYEE PERFORMANCE

	STATEMENT	1	2	3	4
1	I always report at work in time				
2	It is not necessary to come early				
3	I am motivated to creativity				
4	My colleagues encourage me to perform				
5	There is team work in my department.				
6	My supervisor is a team player				
7	I check my appraisal to meet my duties				
8	My performance/appraisal is accessed daily by my supervisor.				
9	My performance is limited by poor leadership of my supervisor.				
10	I am comfortable with my supervisor's leadership styles.				

STRUCTURED INTERVIEWS FOR LEADERS AND HEAD OF DEPARTMENTS WHO ARE INVOLVED IN LEADERSHIP IN KAFFA ZONE HIGHER PUBLIC EDUCATIONAL INSTITUTIONS

Instructions

Please answer the following statements as understood or practiced by you

1. In your own understanding, what is leadership? Explain in your understanding.

.....
.....
.....
.....

2. Do you think organization rules and goals are designed by superiors and leaders?

3. Do you think all activity is go down from leaders to employee?

4. What is democratic leadership? Do you think it is important for employee performance?

.....
.....
.....
.....

a) Support your answer.....

.....
.....
.....
.....

5. What is authoritative leadership style? Is authoritative leadership is important for employee performance?

.....
.....
.....

a). Support your answer above.....

.....
.....
.....

6. What is laissez-faire leadership style? Do you think laissez-faire leadership is important for employee performance?

a). Support your answer above

.....
.....
.....
.....

7. What is employee performance?

.....
.....

8. Is employee performance based on leadership?

Why?.....
.....
.....

9. how can leadership is limit successful employees performance?

10. What kind of leadership styles do you recommend for your institution?

.....
.....
.....

Why?

.....
.....

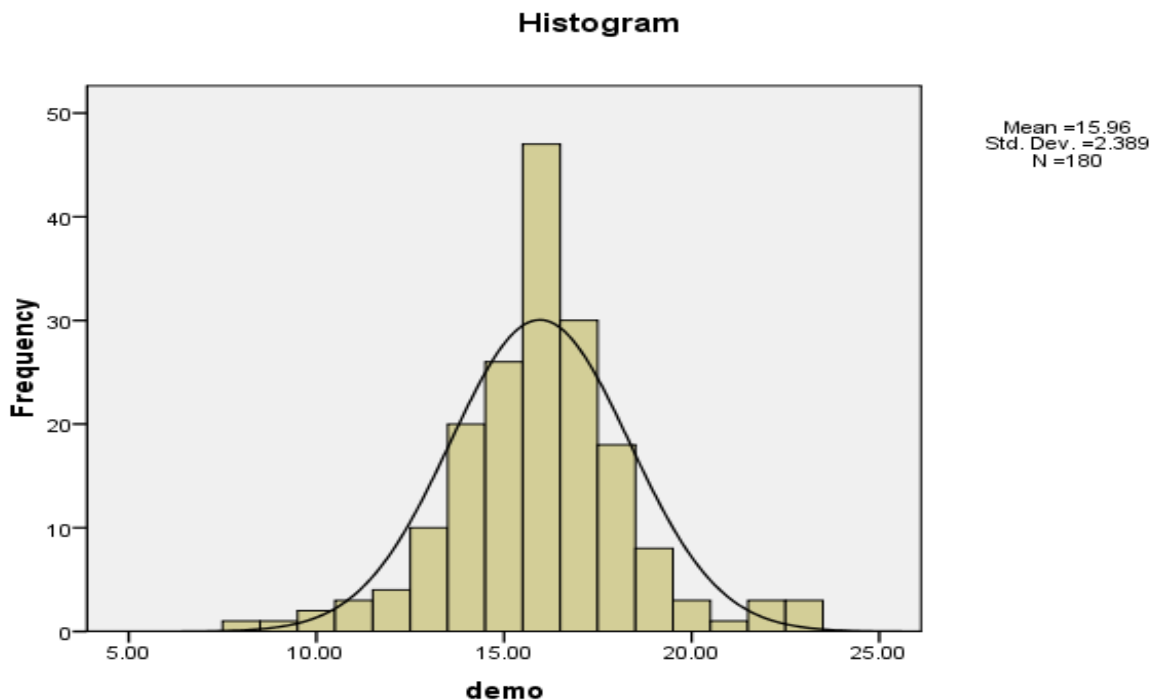
APPENDIX B

DESCRIPTIVE STATISTICS DERIVED FROM THE THREE HYPOTHESES

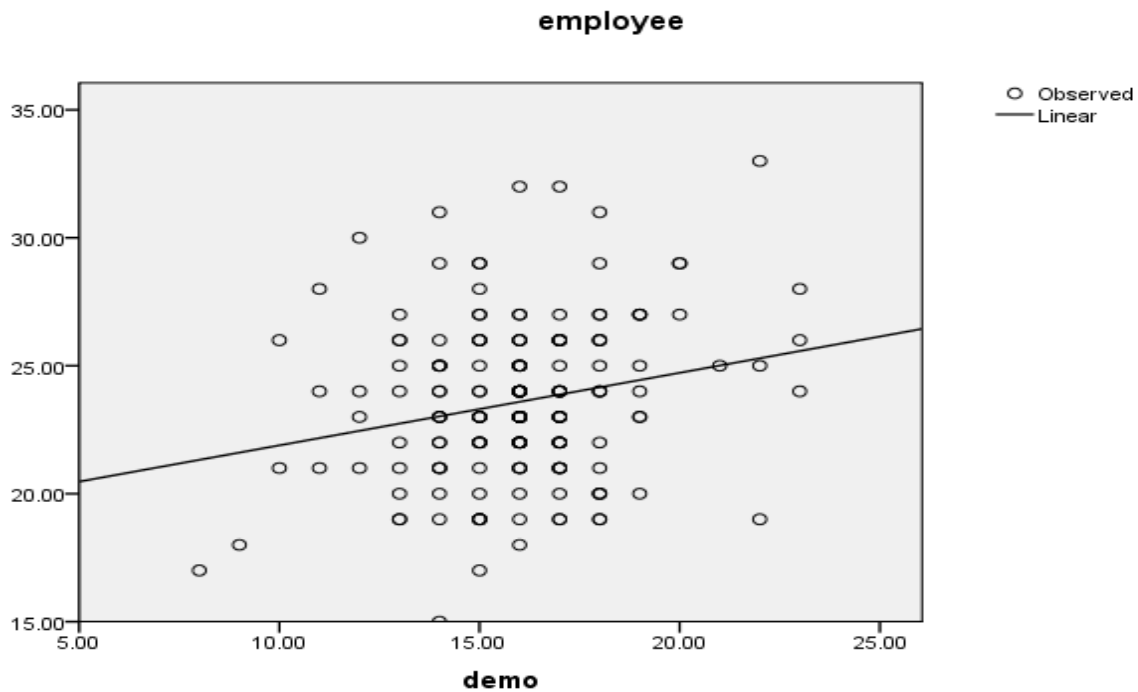
Descriptive statistics of democratic leadership style

	N	Mean	Std. Deviation
I am friendly and approachable to my fellow employees	180	3.0889	.71135
I am consulted before my employer takes action	180	2.8556	.77042
My supervisor encourages delegation	180	2.1889	.68331
I act without consulting my supervisor.	180	2.4944	.82216
I dialogue with my supervisor on a daily basis	180	2.3667	.86457
I am involved in performance appraisals to my department and decision making	180	2.9611	.77937
Valid N	180		

Histogram on the index of democratic leadership



Linear relationship effects between democratic leadership and employee performance

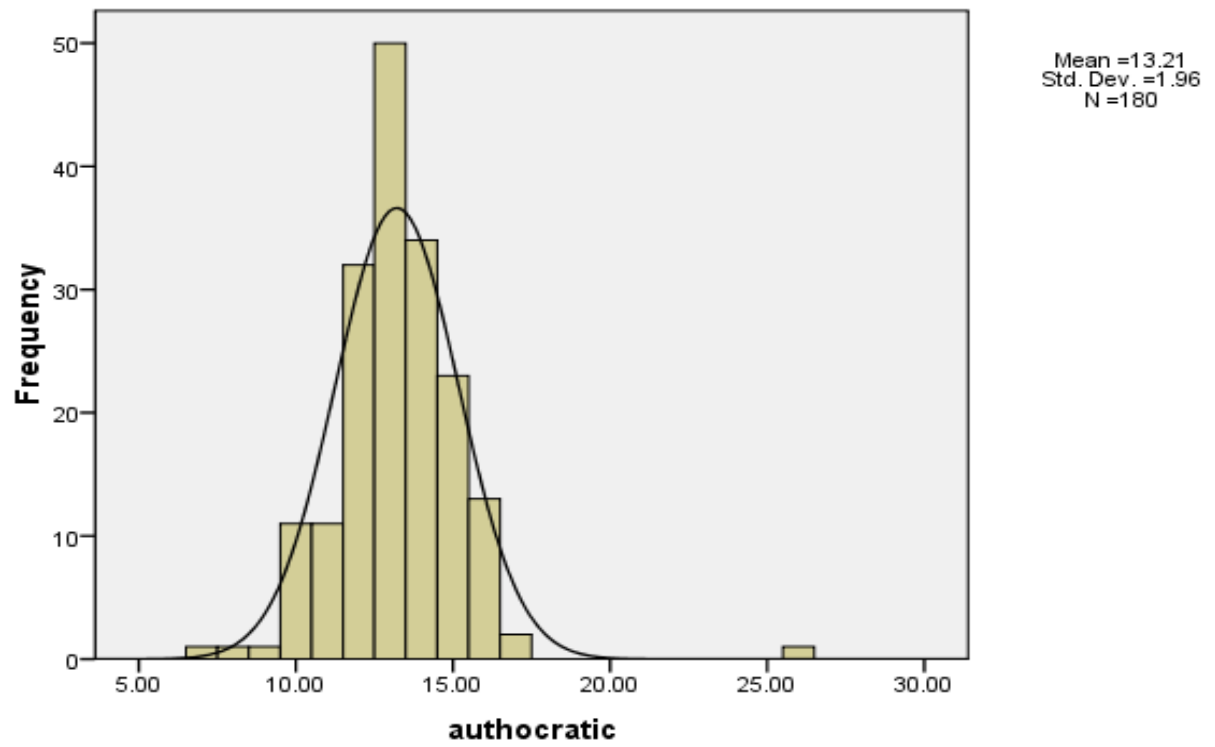


Descriptive Statistics of autocratic leadership style

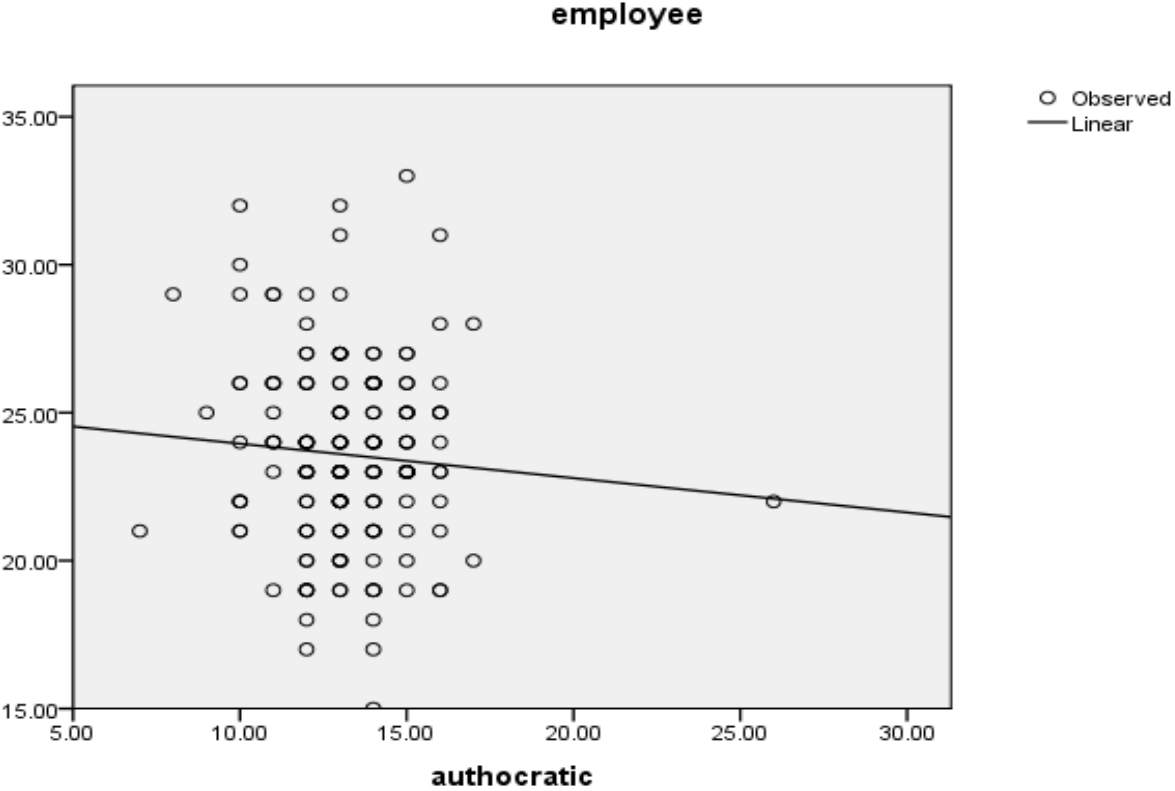
	N	Mean	Std. Deviation
My performance is limited by poor leadership from my supervisor	180	2.7500	.79717
My performance is not limited by leadership.	180	2.2278	.92047
Leadership rules are designed by superiors	180	2.7778	.82256
My performance is assessed by my supervisor alone	180	2.5556	1.17812
Performance requirements are designed according to the leader's needs.	180	2.9000	.83298
Valid N	180		

Histogram on the index of autocratic leadership

Histogram



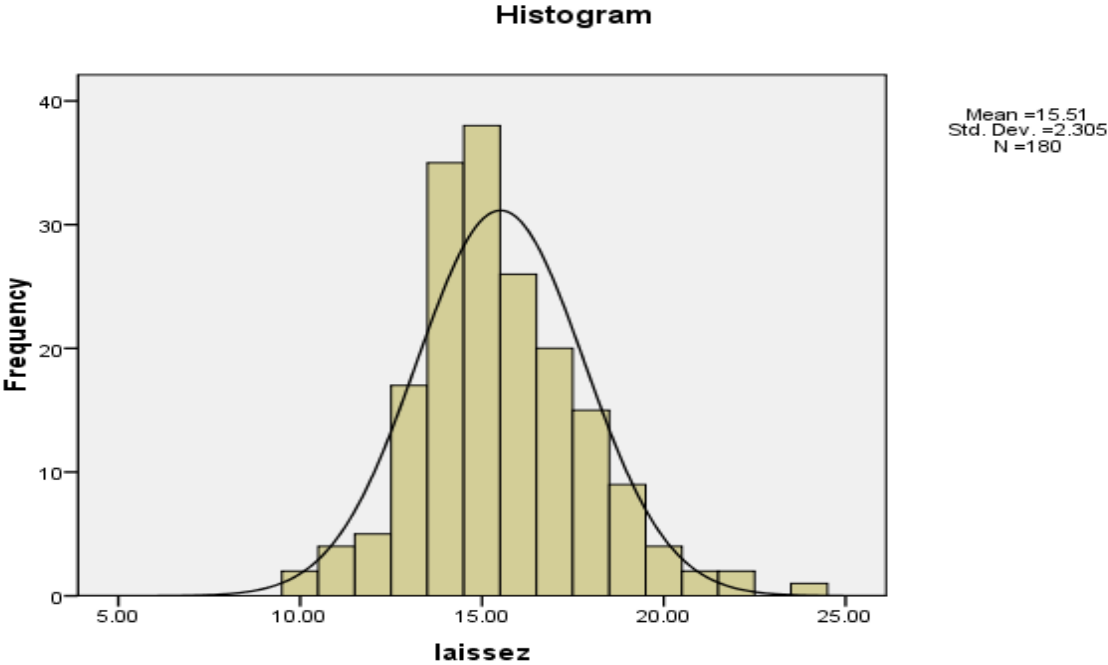
Linear relationship effects between autocratic leadership and employee performance



Descriptive Statistics of laissez faire leadership style

	N	Mean	Std. Deviation
My supervisor does not impose policies	180	2.0111	.95712
There is leadership freedom in my department	180	2.2222	.91880
My department performs with no leadership barriers.	180	2.2222	.82932
I share my own ideas	180	2.9667	.81809
I encourage others to do things my way	180	2.7889	.68494
My supervisor relies on his /her own judgment when passing on performance requirements	180	3.3000	.92089
Valid N	180		

Histogram on the index of laissez faire leadership



Linear relationship effects between laissez faire leadership and employee performance

