LEADERSHIP STYLES OF THE DEANS IN ETHIOPIAN GOVERNMENTAL TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES

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Abstract:

Technological advancements have driven the development of dynamic work environments leading to a need for dynamic and visionary leaders who possess leadership skills and are capable of meeting the challenges and opportunities that exist in the modern workplace that is intent on promoting the change necessary for developing and maintaining the competitive edge (Burke, Stagl, Klein, Goodwin, Salas, Halpin & Winer, 2006). Again, it is even more critical that leaders of the highest calibre are identified, developed, and sharpened within educational institutions. Avolio and Bass (1991) who in their research identified three leadership styles, namely: transformational, transactional, and laissez-faire. They state that these three leadership styles can be used to identify the predictive roles of this range of leader attributes as well as the three outcomes of leadership, namely: extra effort, effectiveness and satisfaction. The FRL is regarded as a contemporary model that has the potential to explain leadership and its multidimensional nature and to measure behaviours empirically that can be used to predict leadership outcomes (Antonakis, Avolio & Sivasubramaniam, 2003; Avolio, 2010). According to Dew (1995) and Northouse (2012), leaders make an attempt to lift up motivation and morale when a transformational leadership style is put into effect. Similarly, Curtin (2004) and Conger and Kanungo (1990) propose that organisations require leadership that stimulates leaders and followers as a result of which observable change can come to the fore. For Avolio (2010), college deans should use the transformational leadership style to be the most successful. The findings of Morgenson, DeRue and Karam (2009), and Ross and Offerman (1991) have suggested that it is advantageous for organisations if they are led by lenient, more

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nurturing leaders. In his work, Nahavandi (2003) has tried to describe the characteristics of transformational leaders as follows: they work hard to promote self-reliance and optimism about goals and followers' ability, provide a vivid vision, initiate innovation through empowerment and rewards for followers, inspire high expectations by creating a conducive environment and, finally, form and strengthen personal relationships with followers. For Nahavandi (2003), these five characteristics of a transformational leader are of vital importance and the absence of one of these characteristics would make such a leader either ineffective or less effective in terms of his/her leadership. The present study assumes importance in finding out to what extent do the leadership styles adopted by deans have an effect on the government TVET Colleges' perceived effectiveness as evaluated by deans, teachers, and students.

Keywords: leadership styles, idealized influence, inspirational motivation and management by exception

1. Introduction

Technological advancements have driven the development of dynamic work environments leading to a need for dynamic and visionary leaders who possess leadership skills and are capable of meeting the challenges and opportunities that exist in the modern workplace that is intent on promoting the change necessary for developing and maintaining the competitive edge (Burke, Stagl, Klein, Goodwin, Salas, Halpin & Winer, 2006). Again, it is even more critical that leaders of the highest calibre are identified, developed, and sharpened within educational institutions. Avolio and Bass (1991) who in their research identified three leadership styles, namely: transformational, transactional, and laissez-faire. They state that these three leadership styles can be used to identify the predictive roles of this range of leader attributes as well as the three outcomes of leadership, namely: extra effort, effectiveness and satisfaction. The FRL is regarded as a contemporary model that has the potential to explain leadership and its multidimensional nature and to measure behaviours empirically that can be used to predict leadership outcomes (Antonakis, Avolio & Sivasubramaniam, 2003; Avolio, 2010). According to Dew (1995) and Northouse (2012), leaders make an attempt to lift up motivation and morale when a transformational leadership style is put into effect. Similarly, Curtin (2004) and Conger and Kanungo (1990) propose that organisations require leadership that stimulates leaders and followers as a result of which observable change can come to the fore. For Avolio (2010), college deans should use the transformational leadership style to be the most successful. The findings of Morgenson, DeRue and Karam (2009), and Ross and Offerman (1991) have suggested that it is advantageous for organisations if they are led by lenient, more nurturing leaders. In his work, Nahavandi (2003) has tried to describe the characteristics of transformational leaders as follows: they work hard to promote self-reliance and optimism about goals and followers' ability, provide a vivid vision, initiate

innovation through empowerment and rewards for followers, inspire high expectations by creating a conducive environment and, finally, form and strengthen personal relationships with followers. For Nahavandi (2003), these five characteristics of a transformational leader are of vital importance and the absence of one of these characteristics would make such a leader either ineffective or less effective in terms of his/her leadership.

2. FRLM: A Conceptual Framework

The full range leadership model (FRLM) provides a useful model concerning the formation of a conceptual framework for examining the effectiveness of the dean's leadership style in relation to employee's effectiveness. In addition, the model includes indicators of transformational, transactional and *laissez-faire* leadership factors. This theory of leadership styles ranges from a style that is highly transformational at one end and highly avoidant at the other, namely the *laissez-faire* leadership style (Bass & Avolio, 1997). Bass and Avolio (2004) remark that the basic feature of FRL is that every leader is believed to exercise each leadership style to some extent. They further state that the most effective FRL is achieved through the practice of both transformational and transactional leadership styles. Moreover, they add that the most dominant leadership style in FRL is the transformational one, while the least is the *laissez- faire* leadership style. Their statement indicates that the practice of each leadership style to some extent by every leader shows that all leaders have something that they commonly share in the practice of their leadership. Bass and Avolio (1995) further refined the components of the FRLM to include "*idealise attribute, idealise behaviour, inspirational motivation, intellectual stimulation, individualised consideration, contingent rewards, management-by-exception active, management-by-exception passive, and the laissez-faire style.*" The first five components are transformational factors: IA - idealised attributes, IB - idealised behaviours, IM - inspirational motivation, IS - intellectual stimulation, and IC - individual consideration; the next two are transactional components: CR - contingent reward, MBE(A) - management-by-exception active, and the last two passive avoidant factors of the schema are: MBE(P) - management-by-exception passive and LF - *laissez-faire* style.

3. Statement of the Problem

The Industrial Development Strategy of 2003 has shown that considerable human resource deficits in Ethiopia are the major reason for the low rate of industrial development. Therefore, it called for efforts towards quality improvement of the workforce, to reverse the marginalization of the industrial professions in the TVET system, and to build a culture of entrepreneurship and self-employment (MOFED, 2010). In 2009, the Southern Nations, Nationalities People's Region (SNNPR) Centre of Competence (COC) conducted standard exams for those who graduated from TVETs.

The results were disappointing, as only 12.2% of the TVET graduates and 34.9% of the TVET instructors passed the examinations (SNNPR TVET, 2010,). Hence, to solve this chronic problem, high calibre deans should be appointed. In line with this idea, in the year 2003, the World Bank designed a training project to produce and assign skilled leaders in higher education in Ethiopia (World Bank, 2003). Although it failed, it was also the plan of the Ethiopian government that the percentage of TVET leaders trained in leadership would reach 100% in the year 2014 (MOFED, 2010). The TVET sector has particular significance for the reduction of poverty and for the promotion of gender equity because it stresses certain dimensions such as opportunities, skills, human resources development and empowerment. However, in Ethiopia, the Ministry of Finance and Economic Development (MOFED) has introduced an emphasis on developing TVET skills only since the turn of the 21st century. As a result, the MOE has required TVET practitioners not only to link up their knowledge and skills with the past in order to understand the present situation, but also to prompt them to look beyond the present to cope with this dynamic world (MOFED, 2006). Hence, it is important to find out which leadership styles the deans apply and whether these styles benefit the organisation or not. Under these circumstances, the present study assumes importance in finding out to what extent do the leadership styles adopted by deans have an effect on the government TVET Colleges' perceived effectiveness as evaluated by deans, teachers, and students.

3.1 Objectives of the Study

The general objective of the study is to probe the leadership styles of the Deans in Ethiopian SNNR Government TVET Colleges.

The specific objectives of the study are as follows:

1) To probe the *transformational leadership style sub-dimension of 'idealised influence & attributed'*;
2) To probe the *transformational leadership style sub-dimension of 'idealised influence & behaviour'*;
3) To probe the *transformational leadership style sub-dimension of 'inspirational motivation'*;
4) To probe the *transformational leadership style sub-dimension of 'intellectual stimulation'*;
5) To probe the *transformational leadership style sub-dimension of 'individualised consideration'*;
6) To probe the *transactional leadership style sub-dimension of 'manage by exception & active'*;
7) To probe the *transactional leadership style sub-dimension of 'manage by exception & passive'*;
8) To probe the *laissez-faire leadership style.*

3.2 Significance of the Study

The findings of the study could be useful for determining how leadership style affects the success of the TVET colleges. Moreover, it could determine whether or not transformational, transactional, and *laissez-faire* leadership or an amalgamation of these three leadership styles has a positive impact on TVET staff satisfaction and thus the lessons learned from the study could provide insight for educational leaders, policy makers and other researchers in Ethiopia on the theme of the research. Moreover, the outcomes of the research might give the deans a chance to look for better leadership styles to employ besides extending the body of knowledge regarding leadership in TVET colleges with special reference to Ethiopia.

3.3 Assumptions of the Study

According to Simon (2011), assumptions are events that are out of one's control but presumed to be true. The assumptions for this study were influenced by the environment, time available and human behaviour. This study was based on the following assumptions:

1. The respondents would answer the questions forwarded by the researcher voluntarily and freely, and with a fair degree of accuracy.
2. The existing political conditions in Ethiopia could affect the FRL of the TVET college deans adversely.
3. Human behaviour, together with the ways respondents construct and make sense of their lives would differ according to their environments.
4. The participants would understand the content of the questionnaires.
5. Only deans, teachers, student councils, and the TVET Bureau Head would participate in the survey.

3.4 Delimitations of the Study

The inclusion of more TVET colleges in this study for more effective evaluation of TVET deans' leadership styles in Ethiopia is not possible because of both the inadequate financial resources and time. Consequently, only ten colleges were selected from one region. An additional drawback is the shortage of literature related to Ethiopian leadership styles. Most of the accessible literary works are from western countries which are difficult to use in the Ethiopian context. While this pointed to a research gap in the literature, it also justified the importance of this research. Furthermore, the qualitative interviews were translated from Amharic to English which could affect the retention of the respondent's exact response. Consequently, to check the accuracy of the translation, the researcher has referred it to translators proficient in both Amharic and the English language. Other persons duly checked the translation of the manuscript.

4. Research Design and Methodology

Cohen and Manion (2001) state that in research it is important to choose the appropriate paradigms and methods of inquiry that would provide quality data. Hence, the researchers of the study adopted the multi-pronged approach in order to investigate and analyse the leadership styles that affect outputs in TVET colleges. Multi-pronged approach is commonly referred to as mixed methods research since it combines both quantitative and qualitative research methods (Punch, 1998). The central premise in adopting this method is that quantitative and qualitative approaches used together would provide better results in problem investigation.

The researchers used the Multifactor Leadership Questionnaire (MLQ 5X-Short Form) to measure the Full Range Leadership (FRL) from a sample of ten TVET government colleges in Ethiopia in the Southern Nations, Nationalities, People's Region (SNNPR). The MLQ has proven validity and reliability to be a good measuring instrument of leadership. It has also become highly accepted among many researchers of the world (Bass, 1997). It now has an Amharic language version (translated for this study) which has made it appropriate to be used in Ethiopia. The MLQ (5X-Short Form) incorporates three leadership styles, namely transformational, transactional and *laissez-faire*. It uses a five-point scale with 45 close-ended questions. The questionnaire has three parts: Part A gathered data on the demographics of participants, part B established the deans' leadership styles and their outcomes, and part C used open-ended questions. The survey study was preceded by a pilot study in the making of the research.

4.1 Sample Composition
Twenty-two (22) government colleges fall within the SNNPR of Ethiopia and provide different types of training commensurate with the level of recognition gained from the TVET Bureau. Six of the colleges provide level I-V recognised training qualifications, which give these colleges the status of poly-technical institutions (Level IV is equivalent to an advanced diploma). The second category of TVET institutions provides a recognised level I-IV training (equivalent to a diploma qualification), are referred to as colleges. There are nine of these TVET institutions in this region. The third category provides recognised level I-II training and there are seven institutions in total that are classified as institutes.

The researchers planned to collect information from deans, teachers and students of these educational establishments; therefore, the deans, teachers and students represent the target population of the study. In total, 66 deans, 1008 teachers and 23,646 students are affiliated with the TVET educational establishments (SNNPR TVET Bureau, 2013) and selected respondents in the sampling came from this target population. Deans, teachers and students were selected to participate in the study because of the nature of the research: deans were selected because the research aimed to evaluate their leadership styles, the teaching staff were selected because of their

perceptions of their dean's leadership styles and how effectively their dean led his/her faculty. Lastly, students, represented in the student council, were selected because they engaged with and interacted with their particular deans and perceived their leadership styles at a completely different level to that of the teaching staff. The student councils interacted with the dean in their capacity in certain decision-making processes of the colleges.

4.2 Sampling Techniques Availed and Sampling Finalized

An initial estimate of the magnitude of the appropriate sample size was obtained from a table of the appropriate sample size for various à priori alpha values and acceptable margins of error for the categorical data developed by Bartlett, Kotrlik and Higgens (2001). The magnitude of an appropriate sample for studies with a population size exceeding 10,000 is suggested to be 370 (assuming categorical data are collected; with an à priori alpha level of 0.05 and the margin of error is 0.05).

A number of issues were taken into consideration when selecting the 370 respondents from the subsets of deans, lecturers and students. Firstly, ten of the twenty-two educational establishments were randomly selected and the 370 respondents were then selected from these institutions to keep the study within manageable proportions and the financial restrictions. The fact that ten centres representing polytechnics, colleges and institutes had been selected implied that 30 deans (three per college); 70 (seven per institution) student representatives and 327 lecturers (the total for the 10 educational establishments) were available for selection. To ensure uniformity across educational establishments, it was secondly decided to select the prime dean of each educational establishment, thus setting the number of deans for sample inclusion to 10.

Thirdly, it was decided to select only student council members for the sample since it was argued that this particular subgroup of students was more exposed to a different level of interaction with deans than ordinary students, namely, on the level of policy decision-making, and this would most probably differ from the interaction of ordinary students with their prime dean. This resulted in 70 student council members being available for selection. All 70 were included in the survey sample. Lastly, 290 lecturers were selected from the available lecturer subset of 327 (a ratio of 0.9). On average 91% of the lecturers of each educational establishment (10) were included in the survey sample.

Therefore, ten prime deans, 290 teachers and 70 student council members were surveyed in the study. As the above discussion indicates, sampling was purposive for the deans and students; while the teachers were selected using simple random sampling within each educational establishment. Concerning purposive sampling, the sampling is done with a purpose in mind (Kemmis, 1992; Buck, Cook, Quigley, Eastwood & Lucas, 2009). In this instance, the primary dean was selected per establishment because of his/ her particular position and student council members were selected because of their unique interactions with the primary dean. Simple random sampling on the other hand, used to select the teachers, is a probability sampling

procedure, which gives every element in the population an equal chance of being selected (Scheaffer, Mendenhall & Ott, 2006).

4.3 Collection of Data

The researchers identified the MLQ (5X-Short-Form) developed and refined by Bass and Avolio (1995) to collect the required information for the study in hand.

4.4 MLQ (5X-Short Form) survey questionnaire and administration

The Multifactor Leadership Questionnaire MLQ (5X-Short Form) which was used in this study was developed and refined by Bass and Avolio (1995). The MLQ (5X-Short Form) evaluates transformational, transactional and passive/avoidant/*laissez faire* leadership styles. It is a 360 degree tool that helps to gather information from different angles, and as indicated above, the tool has a self-report version as well as a version for other raters. Raters of a leader (and therefore leadership styles) can be selected from a higher level in the organisation, the same level, or employees that report directly to the leader being assessed (Bass & Riggio, 2006). In this study, both the leader and rater versions of the questionnaire were administered.

The MLQ (5X-Short Form), contains 45 descriptive items. These items are utilised to measure, as mentioned above, nine leadership components (Bass & Avolio: 2000). These components include idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation, individualised consideration, contingent reward, management-by-exception (active), management-by-exception (passive) and *laissez-faire*. The components of intellectual stimulation, individualised influence (behaviour), inspirational motivation, individualised influence (attributed) and individualised consideration evaluate transformational leadership traits and the three other components (contingent reward, management-by-exception active, and management-by-exception passive) evaluate transactional leadership traits, while the remaining one component evaluates *laissez-faire* leadership traits.

Moreover, nine questionnaire statements (items) measure the perceived effect (outcomes of leadership) of the specific leadership style on employees or stakeholders. The nine questions queried three aspects of leadership effect, namely satisfaction, motivation regarding extra effort and effectiveness of the leaders. Extra effort focuses on the effect of leaders' efforts to motivate their staff to deliver an extraordinary achievement. Effectiveness refers to the leaders' successful achievements and realisation of staff needs. Satisfaction refers to a leader's ability to generate satisfaction in their followers (Bass & Avolio 1997; Bass & Avolio, 2005).

Therefore, each component is evaluated by a subset of four questionnaire statements (transformational, transactional and *laissez-faire)* and the outcomes of leadership are evaluated by a subset of three questionnaire statements (extra effort), four questionnaire statements (effectiveness) and two questionnaire statements (satisfaction), which respondents rate on a five point Likert rating scale (0 = "never"; 1 = "once in a while"; 2 = "sometimes"; 3 = "fairly often"; 4 = "frequently, if not always").

An example of a question on contingency rewards in the self-rating version of the MLQ (5X-Short) for example states:

"Questionnaire Procurement and Amharic Translation The latest self-rating and rating versions of the MLQ (5X-Short Form) questionnaire was purchased on the Internet from "Mind Garden Incorporated". The MLQ (5X-Short Form) has been tested for reliability, and this version contains the most effective set of questions for assessing the nine components of leadership." (Bass & Avolio 2005).

The MLQ (5X-Short Form) was administered to the sampled deans, teachers and students. Deans were requested to complete the self-rater version of the questionnaire; while students and teachers completed the rater version. The students and teachers were requested to rate their particular prime college dean. In this way, specific leadership styles were determined, and perceived leadership style effects on stakeholders were assessed. To validate that the Amharic translated questionnaire corresponded with the original English version, translation to Amharic was undertaken by two Ethiopian academics fluent in English. The Amharic version was then translated back to English by two independent Ethiopian-English speaking academics (unknown to the Amharic translators) to ensure that the back-translated English version agreed completely with the original English version.

Once the translation process has been completed, the Amharic version was pilot tested at the Hawassa Polytechnic College to ensure that the questions were suitable for the Ethiopian educational environment and culture.

That the concepts of the 'leadership styles of deans' and 'the performance of deans' (synonymous to the outcome of leadership style) be defined in terms of variables that are quantitatively measurable. In this respect, the concept of 'leadership-outcome' is defined as the measurement of performance as assessed under a specific leadership style of a dean. Measurable aspects of performance in this instance are defined as respondents' perceptions regarding teachers' *willingness to put in extra effort* under a specific dean's leadership style; *work satisfaction* experienced under a specific leadership style; and, deans' perceived *effectiveness*. Likewise, the concept of a 'leadership style exhibited by deans' is defined by three quantitative variables that assess the extent to which specific deans are perceived to exhibit *transformational*, *transactional* and *laissez-faire* leadership in dealings with staff. That respondents' perceptions of the *extent of the presence* of these three leadership styles in deans' interaction with staff, serve as measure of the status of leadership styles under TVET college deans in Ethiopia (sub-research question one),

That respondents' perceptions, expressed on a scale of the *frequency-of-occurrence* of performance indicators, serve as measure of the status of TVET *deans effectiveness* and *teachers' performance* - as experienced under deans' specific leadership styles. Performance measures are important to this study in determining relationships between leadership style and performance investigated in sub-research questions three to five.

Furthermore, research assumes that the so-defined measurable *leadership-style* variables represent the independent variables in the research, and the so-defined measurable *performance* variables represent the dependent variables in this study.

5. Analyses and Interpretations of Data

The results of the leadership style response-data is presented as detailed below:

5.1 Composite frequency tables of the nine sub-dimensions of the three leadership style constructs of deans

Participant responses (deans, teachers and students) to the nine subsets of questions in the MLQ (5X short) questionnaire that query the nine sub-dimensions of the three leadership styles are presented in Tables 1 to 9 below. An overview of how the respondents perceived the leadership styles of their deans (including the deans themselves) can be derived from the "totals row" in each composite frequency table. These rows reflect participants' response patterns to the subsets of questions that probe each sub-dimension of the three leadership styles (respectively five, three and one components of the *transformational, transactional and laissez-faire leadership* styles (Bass & Riggio, 2006).

Table 1: Composite one-way frequency tables for the four questionnaire items that probe the *transformational leadership style sub-dimension of: idealised influence, attributed*

Questionnaire items	Frequency of occurrence rating levels					Row total
Frequency Row percent	Never	Very seldom	Some-times	Fairly often	Always	
Instil pride	50 17.01	40 13.61	65 22.11	79 26.87	60 20.41	294
Go beyond self interest	24 8.16	22 7.48	42 14.29	129 43.88	77 26.19	294
Build respect	40 13.61	30 10.20	46 15.65	112 38.10	66 22.45	294
Display power and confidence	44 14.97	19 6.46	56 19.05	105 35.71	70 23.81	294
Totals	158	111	209	425	273	1176

The probability of the Chi-square statistic assuming the value of 39.50 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is < 0.0001***. This implies response patterns to some question statements differ from that of others

Table 2: Composite one-way frequency tables for the four questionnaire items that probe the *transformational leadership style sub-dimension of: idealised influence, behaviour* (students, teachers and deans, N=294)

Questionnaire items	Frequency of occurrence-rating					
Frequency Row percentage	Never	Very seldom	Some-times	Fairly often	Always	Total
Talk about values and beliefs	62 21.09	33 11.22	71 24.15	86 29.25	42 14.29	294
Importance of having strong beliefs/ values	7 2.38	20 6.80	39 13.27	143 48.64	85 28.91	294
Consider moral/ ethical consequences	19 6.46	26 8.84	62 21.09	111 37.76	76 25.85	294
Importance of collective sense of mission	10 3.40	11 3.74	39 13.27	143 48.64	91 30.95	294
Total	98	90	211	483	294	1176

The probability of the Chi-square statistic assuming the value of 144.96 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is<0.0001***. This implies response patterns to some question statements differ from that of others.

Table 3: Composite one-way frequency tables for the four questionnaire items that probe *the transformational leadership style sub-dimension of: inspirational motivation* (students, teachers and deans, N=294)

Questionnaire items	Frequency of occurrence-rating					
Frequency Row Percentage	Never	Very seldom	Some-times	Fairly often	Always	Total
Optimistic about future	14 4.76	19 6.46	48 16.33	120 40.82	93 31.63	294
Enthusiastic about goals/ objectives	16 5.44	20 6.80	46 15.65	136 46.26	76 25.85	294
Vision of future	12 4.08	19 6.46	35 11.90	136 46.26	92 31.29	294
Confidence in goal achievement	15 5.10	26 8.84	69 23.47	107 36.39	77 26.19	294
Total	57	84	198	499	338	1176

The probability of the Chi-square statistic assuming the value of 22.23 under the null hypothesis that the response patterns for the subset of questionnaire questions do not differ is<0.04*. This implies response patterns to some question statements differ from that of others.

Table 4: Composite one-way frequency tables for the four questionnaire items that probe the
transformational leadership style sub-dimension of: intellectual stimulation

Questionnaire items	Frequency of occurrence-rating					
Frequency Row Percentage	Never	Very seldom	Some-times	Fairly often	Always	Total
Consider critical assumptions to questions, appropriate	22 7.48	21 7.14	66 22.45	108 36.73	77 26.19	294
Different perspectives to problems	21 7.14	25 8.50	60 20.41	113 38.44	75 25.51	294
Others consider problems other angles	17 5.78	30 10.20	62 21.09	104 35.37	81 27.55	294
Suggest new ways for problems	30 10.20	38 12.93	54 18.37	100 34.01	72 24.49	294
Total	90	114	242	425	305	1176

The probability of the Chi-square statistic assuming the value of 12.28 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is = 0.43. This implies response patterns to all questions follow the same perception trend.

Table 5: Composite one-way frequency tables for the four questionnaire items that probe the *transformational leadership style sub-dimension of: individualised consideration* (students, teachers and deans, N=294)

Questionnaire items	Frequency of occurrence-rating					
Frequency Row Percentage	Never	Very seldom	Some-times	Fairly often	Always	Total
Time on teaching/ coaching	30 10.20	23 7.82	55 18.71	115 39.12	71 24.15	294
Regard all as individuals	25 8.50	29 9.86	61 20.75	109 37.07	70 23.81	294
Individuals have different needs	21 7.14	40 13.61	52 17.69	101 34.35	80 27.21	294
Help others develop	26 8.84	30 10.20	65 22.11	108 36.73	65 22.11	294
Total	102	122	233	433	286	1176

The probability of the Chi-square statistic assuming the value of 10.81 under the null hypothesis that the response patterns for the subset of questionnaire questions do not differ is 0.55. This implies response patterns to all questions follow the same perception trend.

Table 6: Composite one-way frequency tables for the four questionnaire items
that probe the *transactional leadership style sub-dimension of: intrinsic reward*
(students, teachers and deans, N=294)

Questionnaire items	Frequency rating					
Frequency **Row Percentage**	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Provide others assistance	21 7.14	29 9.86	51 17.35	124 42.18	69 23.47	294
Specify responsibilities	23 7.82	23 7.82	61 20.75	116 39.46	71 24.15	294
Clarify performance expectations	29 9.90	27 9.22	56 19.11	112 38.23	69 23.55	293
Express satisfaction good performance	24 8.16	30 10.20	54 18.37	119 40.48	67 22.79	294
Total	97	109	222	471	276	1175

Note: Frequency Missing = 1

The probability of the Chi-square statistic assuming the value of 4.20 under the null hypothesis that the response patterns for the subset of questionnaire questions do not differ is = 0.98. This implies response patterns to all questions follow the same perception trend.

Table 7: Composite one-way frequency tables for the four questionnaire items that probe the *transactional leadership style sub-dimension of: manage by exception, active* (students, teachers and deans, N=294)

Questionnaire items	Frequency-of-occurrence rating					
Frequency **Row Percentage**	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Focus attention on mistakes	26 8.84	24 8.16	52 17.69	117 39.80	75 25.51	294
All attention dealing With mistakes	16 5.44	31 10.54	64 21.77	120 40.82	63 21.43	294
Keep track of mistakes	14 4.76	39 13.27	57 19.39	111 37.76	73 24.83	294
Attention on failure, Meet standards	66 22.45	43 14.63	74 25.17	81 27.55	30 10.20	294
Total	122	137	247	429	241	1176

The probability of the Chi-square statistic assuming the value of 99.07 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is<0.001***. This implies response patterns to some question statements differ from that of others.

Table 8: Composite one-way frequency tables for the four questionnaire items that probe the
transactional leadership style sub-dimension of: manage by exception, passive
(students, teachers and deans, N=294)

Questionnaire items	Frequency-of-occurrence rating					
Frequency Row Percentage	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Only interfere problem serious	89	47	55	63	40	294
	30.27	15.99	18.71	21.43	13.61	
Act only when things go wrong	115	29	61	58	31	294
	39.12	9.86	20.75	19.73	10.54	
Believer only fix, broken	63	27	62	94	48	294
	21.43	9.18	21.09	31.97	16.33	
Act only problems chronic	42	31	52	108	60	293
	14.33	10.58	17.75	36.86	20.48	
Total	309	134	230	323	179	1175

Note: Frequency Missing = 1

The probability of the Chi-square statistic assuming the value of 79.52 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is<0.001. This implies response patterns to some question statements differ from that of others.

Table 9: Composite one-way frequency tables for the four questionnaire items
that probe the *laissez-faire leadership style*

Questionnaire items	Frequency-of-response ratings					
Frequency Row Percentage	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Avoid involvement in serious issues	158	40	34	43	19	294
	53.74	13.61	11.56	14.63	6.46	
Absent when needed	123	61	48	36	26	294
	41.84	20.75	16.33	12.24	8.84	
Avoid decision making	110	48	61	49	26	294
	37.41	16.33	20.75	16.67	8.84	
Delay responding to questions	125	43	43	51	31	293
	42.66	14.68	14.68	17.41	10.58	
Total	516	192	186	179	102	1175

Note: Frequency Missing = 1

The probability of the Chi-square statistic assuming the value of 29.19 under the null hypothesis that response patterns for the subset of questionnaire items do not differ is 0.01**. This implies response patterns to some question statements differ from that of others.

The distribution of responses in each totals-row of the tables that follow (Tables 1–9) indicates that:

1) The majority of responses reflect the perception that the sub-dimension of the leadership component of *idealised influence, attributed* (of the transformational

style) is *fairly often* to *always* observed to be present in deans' interaction with staff and students (59.35%, see Table1).

2) The majority of responses reflect the perception that the component of *idealised influence, behaviour* (of the *transformational* style) is *fairly often* to *always*, reported in deans' behaviour (66.07%; see Table2).

3) The majority of responses reflect the perception that the component of *inspirational motivation* (of the *transformational* style) is *fairly often to always* observed in deans' behaviour (71.12%; see Table 3).

4) The majority of responses reflect the perception that the component of *intellectual stimulation* (of the *transformational* style) is *fairly often to always* reported (62.08%; see Table4).

5) The majority of responses reflect the perception that the component of *individualised consideration* (of the *transformational* style) is *fairly often to always* reported for deans (61.14%; see Table 5).

6) The majority of responses reflect the perception that the component of *intrinsic rewards* (of the *transactional* style) is *fairly often* to *always* reported (63.55%; see Table 6).

7) The majority of responses reflect the perception that the component of *management by exception, active* (of the *transactional* leadership style) is *fairly often* to *always* reported (56.97%; see Table7).

8) Responses do not clearly reflect the perception that the component of *management by exception, passive* (for the *transactional* style) is *fairly often* to *always* reported (only a 42.73% response; see Table 8).

9) The majority of responses reflect the perception that characteristics of the *laissez faire* style are *never* or *very seldom* observed in deans' interaction with staff (60.25%; see Table 9).

In summary, these response patterns seem to suggest that traits of the *transformational and transactional leadership styles* are fairly *often* observed, while the *laissez faire style* seems to present itself *seldom* in the behaviour of/ or interaction with deans.

6. Implications of the Study

The implication for this research is that deans should be sensitised to the fact that, by exhibiting the *transformational* leadership style frequently in their dealings with staff, and also the *transactional* leadership style to a reasonable extent (but not the *laissez-faire* style) – especially when it comes to relatively young and inexperienced staff in Ethiopian TVET colleges - the dean's profile of efficiency will most probably improve, as will teachers' motivation and willingness to put in extra effort. This will result in an increase in teachers' sense of satisfaction with their jobs (which serves as indicators of perceived work performance).

Guided by the findings of the study which identified the positive effect of the transformational-transactional leadership style combination on performance, the researcher of this study believes that the following recommendations will contribute towards improving the performance of deans and teachers, and subsequently the educational efficacy of Ethiopian TVET colleges.

6.1 Recommendations

The recommendations of the study are stated as follows:

1. Discussion sessions should be organised with TVET college deans to share the findings of this research and other similar studies. The intent should be to create awareness amongst TVET deans of the power and positive effect (increased performance and efficiency) that a transformational-transactional dean leadership approach (with emphasis on the transformational style) has on staff and students.

2. Leadership training opportunities for TVET deans should be scheduled. The objective should be to strengthen and enhance the appropriate leadership style practice of deans (especially the transformational style). Sessions can take on the form of workshops on leadership; discussion sessions between deans of the various TVET colleges on the effectiveness and outcome of specific styles of leadership practiced under specific circumstances; exposure of deans to reading material on leadership; attendance of international conferences to share their experiences of the impact of leadership styles, and, the development and implementation of asystem of performance assessment for deans which can act as a performance-motivator for college deans.

3. Resources (human, financial and materials) should be made available to TVET colleges to develop desired types of leadership in colleges.

6.2 Suggestions for Further Research

The researcher suggests that the following research areas be further investigated in future research, namely:

1. A repeat of the research covered in this study but with a sample that includes both inexperienced and experienced, and aptly and under-qualified teachers over a broader age scope. This will enable future research to compare leadership styles that best influence younger, inexperienced and under-qualified teachers to more experienced and qualified mature teachers.

2. In further studies, apart from measuring deans' leadership style and performance indicators, research should also measure throughput rate of students. In this way, it can be validated whether perceived "increased" performance/ or effectiveness actually correlates with a higher throughput rate (apart from the identified leadership-performance relationship).

3. Future research could go beyond the identification of leadership styles and their effectiveness, to understanding the contextual factors under which different leadership styles are used, including the results thereof.

7. Conclusion

This research investigated and answered to the research question concerning the outcome of Ethiopian TVET college deans' leadership-style. Quantitative performance measures were defined and used to assess leadership outcome. Qualitative methods were used to corroborate and enrich quantitative findings. Furthermore, in order to identify measurable styles of leadership, leadership was approached from a universal perspective; an Africa perspective and finally form an Ethiopia perspective. In this way universally known styles of leadership were identified to serve as measure of leadership style (*transformational, transactional* and *laissez-fair).* These measurable leadership-style and leadership-outcome variables were measured on a select sample of Ethiopian educational role players (TVET college deans, teachers and students). The purpose was to answer to formulated sub-research questions that informed the main research question on the outcome of TVET college deans' leadership style.

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