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

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Abstract:
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. This strategy confirms in its statement: *"...education and a training system that is capable of producing the manpower that is both professionally and ethically capable of carrying and sustaining the responsibility of seeing to it that our industrial development program will have achieved its goals"* (MOFED, 2003). Therefore, it called for efforts towards quality improvement of the workforce, to reverse the marginalisation 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

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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). The present study assumes importance in finding out perceived effectiveness of the leadership styles of deans in Ethiopian governmental technical and vocational education and training (TVET) colleges.

Keywords: perceived effectiveness, leadership styles, calibre and technical and vocational education

1. Introduction

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

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. Additionally, Bass and Avolio (1997) assert that the concept of 'transformational leadership' includes five key factors which are the following: "*idealised attribute, idealised behaviour, inspirational motivation, intellectual stimulation, and individual consideration.*" The suggestions of transformational leadership have been tried and tested by many empirical studies within various institutional conditions (Podsakoff, MacKenzie, Ahearne & Bommer, 1995; Yammarino & Bass, 1990; Dulin, 2008).

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, 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 three leadership styles, namely: transformational, transactional and *laissez-faire* leadership respectively, are important for the topic under study. This research examines the perceived leadership effectiveness of Technical and Vocational Education and Training (TVET) deans using the FRL to analyse the leadership provided by deans using teachers, students, and the deans themselves as respondents in the Southern Nation, Nationalities, People's Region (SNNPR) TVET colleges. Dhar and Mishra (2001) propose that the attitude of followers is an important factor for a leader to be effective or not. Similarly, Hooijberg and Choi (2000) suggest that perceived leadership effectiveness is related to leaders' success in organisations, their performance, and their ability to be role models.

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

In 1994, there were 2,338 TVET students. However, according to the Growth and Transformation Plan I (GTP), it was expected that the number of students in TVET colleges would reach a total of 717,603 students at national level in the year 2011. This is a substantial increase of 715,265 students at national level. GTP 1 also planned that the enrolment figures would reach 1,127,330 in the year 2014 (World Bank, 2015c). However, the actual figures show that in 2014, the enrolment figure of 238,884 was much lower than the projected enrolment figure. The lower enrolment could be due to under-reporting of data, the over ambitiousness of the plan, and the unemployment of graduates and unwillingness to join a TVET programme. Although 238,884 is small when compared to the number of students who should be enrolled in the TVET programme compared to the Ethiopian Growth and Transformation Plan I (GTP I) (World Bank, 2015c), it still represents considerable growth since 1994, thereby putting pressure on the functioning of TVET deans.

Leadership effectiveness or ineffectiveness depends on how the members of an organisation perceive the various dimensions with respect to the task being done, as well as relationship related behaviour. However, members may perceive leadership positively or negatively (Rehman, 2009). Therefore, the aim of this study will be to evaluate the effectiveness of TVET college deans' leadership styles as perceived by teachers, students and the deans themselves.

2. Conceptual Framework of the Study

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.

2.1 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. This strategy confirms in its statement:

> *"...education and a training system that is capable of producing the manpower that is both professionally and ethically capable of carrying and sustaining the responsibility of seeing to it that our industrial development program will have achieved its goals."* (MOFED, 2003).

Therefore, it called for efforts towards quality improvement of the workforce, to reverse the marginalisation 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).

2.2 Objectives of the Study

The general objective of this study is to evaluate the perceived effectiveness of the leadership Styles of the deans in Ethiopian SNNPR Governmental TVET Colleges.

The specific objectives of the study are stated as follows:

1. To identify the dominant leadership styles that are practised in the TVET colleges and examining the relationships among the three leadership styles viz. Transformational Leadership Style, Transactional Readership Style and Laissez-faire Leadership Style.
2. To discover various leadership styles utilised by the TVET college deans.
3. To determine the predictors of the effectiveness pertaining to the perceived deans' leadership styles besides verifying the predictors of job satisfaction pertaining to the perceived deans' leadership style outcomes.
4. To find out which are the predictors of motivation pertaining to the perceived deans' leadership styles.

2.3 Significance of the Study

The findings of this study can be useful for determining how leadership styles are affected the success of the TVET colleges. Moreover, it can 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. Hopefully, the lessons learned from this study can provide insight that will be useful for educational leaders, policy makers and other researchers in Ethiopia on the theme of the research. The outcomes of this scholarly research may give deans a chance to look for better leadership styles to employ. The results of this study may extend the body of knowledge regarding leadership in TVET colleges, specifically with regards to Ethiopia; thereby making a contribution on a theoretical level about the application of the FRL model. Hence, there is also the expectation that it may contribute to leadership training and development programmes for educational leaders at different levels. In addition, the findings can provide extra empirical data about the impact of the deans' leadership styles in their colleges.

3. Research Design and Methodology

Survey Method of Research was adopted to collect the required data for the study. Hence, the researcher plans 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.

3.1 Sample Size, Sampling Techniques and Sampling

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. Table 1 reports on the number of respondents selected per educational establishment.

Table 1: Sampling allocation per sampled educational establishment

No	Name of TVET colleges	Status	Total deans	Sample	Total teachers	Sample	Total student council members	Sample
1	Hossana	Polytechnic	3	1	66	56	7	7
2	Aman	Polytechnic	3	1	12	12	7	7
3	Arba Minch	Polytechnic	3	1	37	34	7	7
4	Dilla	College	3	1	68	57	7	7
5	Sawla	College	3	1	16	15	7	7
6	Butajira	College	3	1	41	35	7	7
7	Aleta	College	3	1	25	24	7	7
	Wondo							
8	Jinka	Institute	3	1	15	14	7	7
9	Halaba	Institute	3	1	33	30	7	7
10	Daye	Institute	3	1	14	13	7	7
	Total (N = 370)		**30**	**10**	**327**	**290**	**70**	**70**

Note: Semi-structured interview samples also included ten deans and a Bureau official.
Source: SNNPR TVETB, 2013:28.

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).

3.2 Perception Measuring Instruments and Data Collection

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) is the most recent version of the Multifactor Leadership Questionnaire (Bass and Avolio, 2005). The original Multifactor Leadership Questionnaire developed by Bass in 1985 measured six leadership factors: charisma, intellectual stimulation, individualised consideration, contingent rewards,

management-by-exception and *laissez-faire* (Bass, 1985). The most recent MLQ (5X-Short Form) is a full range assessment tool that measures nine leadership components. This model simulates leadership styles as highly transformational at one end of the leadership continuum and highly avoidant at the other (Bass and Avolio, 2005). Since 1985, the MLQ has undergone many revisions to verify its construct validity. The latest version of the MLQ is the 5X short-form (Avolio & Bass, 1995), which has been used in many research programmes, doctoral dissertations and masters' theses around the world (Bass & Avolio, 2000). This version has also been translated into Spanish, French, Chinese, Korean, and other languages (Bass & Avolio, 2000). The MLQ (5X-Short Form) refinements to the leadership factors do not negate the significance of the original 6-factors model. Rather, the authors endeavour to develop and refine the constructs associated with leadership styles and behaviour more precisely.

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").

The questionnaire layout is explained in detail in Table 4.3 (Antonakis, Avolio & Sivasubramaniam, 2003; Bass & Avolio, 2004).

Table 2: Questionnaire layout regarding leadership components, styles and perceived effect of styles

Dominant style and outcome of style	Leadership components	Questionnaire statement
Transformational leadership	Individualised influence (attributed)	10, 18, 21, 25
	Individualised influence (behaviour)	6, 14, 23, 24
	Individualised consideration	15, 19, 29, 31
	Inspirational motivation	9, 13, 26, 36
	Intellectual stimulation (IS)	2, 8, 30, 32
	Contingent reward (CR)	1, 11, 16, 35
Transactional leadership	Manage-by-exception (passive)	3, 12, 17, 20
	Manage-by-exception (active)	4, 22, 24, 27
	Laissez-faire	5, 7, 28, 39
	Extra effort	39, 42, 44
Leadership outcomes	Effectiveness of leadership style	37, 40, 43, 45
	Satisfaction with leadership style	38, 41

The score per leadership component per respondent is calculated as the mean rating value for the particular subset of questionnaire items that evaluate a component of leadership or outcome of leadership style.

3.3 Questionnaire Structure

According to Ticehurst and Veal (2000), open-ended and pre-coded questions are the two types of survey questions. Open-ended questions may cause low quality results for the reason that they can have very low response rates from participants. Accordingly, pre-coded or closed questions which consist of two parts are used in this study. Part A focuses on the characteristics of participants including gender, age, levels of education, sizes of TVET colleges and levels of TVET colleges. Part B focuses on the MLQ (5X-Short Form) and includes items 1 to 45.

3.4 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*" (see permission details in Appendix G). 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).

3.5 Collection of Data

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. Assumptions (iv) and (v) are based on the fact that research is not only interested in which leadership styles deans exhibit (sub-research question one), but also in how specific leadership styles influence performance (sub-research questions three to five). This implies a causal relationship with dependent and independent variables.

4. Analyses and Interpretations of Data

In the following sub-sections the results of analyses performed on the three sets of performance scores (*extra effort, effectiveness* and *job satisfaction*) are presented.

4.1 Composite frequency tables of the three performance constructs (*extra effort, effectiveness and satisfaction*)

By studying the totals-row in Tables 3 presented below, it can be deduced that the majority of respondents perceived the three outcome-aspects of leadership-styles as

occurring *often, or always:* '3' and '4' response-rating percentage for *willingness to put in extra effort*, was 60.32% (532 of 882 responses); for *effectiveness of deans* the percentage was 64.97% (764 of 1176 responses); and for *job satisfaction* the percentage was 65.42% (384 of 587).

These preliminary findings suggest that performance under the leadership style/s of TVET deans is in general perceived to be positive. To determine and discriminate between levels of performance (more positive or negative) under different leadership styles, the researcher argues that quantitative measures of performance can be derived from response-data presented in Tables 3 to 4 and the performance constructs they represent.

Table 3: Composite one-way frequency tables of the subset of questionnaire questions that probe *willingness to put in extra effort*

Questionnaire questions	**Level of frequency of occurrence**					
Frequency row percentage	**Never**	**Very seldom**	**Seldom**	**Fairly often**	**Always**	**Total**
Motivate do more than expected	45 15.31	29 9.86	57 19.39	107 36.39	56 19.05	294
Motivate other to succeed	33 11.22	30 10.20	63 21.43	100 34.01	68 23.13	294
Motivate willingness, try harder	26 8.84	29 9.86	38 12.93	121 41.16	80 27.21	294
Total	104	88	158	328	204	882

The probability of the Chi-square statistic assuming the value of 18.14 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is 0.02*. This implies that response patterns to some questionnaire questions differ statistically significantly from others.

Table 4: Composite one-way frequency tables of the subset of questionnaire questions that probe *deans' effectiveness*

Questionnaire questions	**Frequency-of-occurrence rating**					
Frequency Row Percentage	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Meet other job-related needs	25 8.50	39 13.27	60 20.41	103 35.03	67 22.79	294
Represent others higher authority	24 8.16	41 13.95	45 15.31	114 38.78	70 23.81	294
Effective in leading group	19 6.46	28 9.52	52 17.69	119 40.48	76 25.85	294
Meet organizational requirements	15 5.10	23 7.82	41 13.95	130 44.22	85 28.91	294
Total	83	131	198	466	298	1176

The probability of the Chi-square statistic assuming the value of 19.98 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ

is 0.07. This implies that response patterns of the different questionnaire questions do not differ from one another.

Table 5: Composite one-way frequency tables of the subset of questionnaire questions that probe *job satisfaction*

Questionnaire questions	**Frequency-of-occurrence rating**					
Frequency **Row Percentage**	**Never**	**Very seldom**	**Some-times**	**Fairly often**	**Always**	**Total**
Use satisfactory leadership methods	18 6.12	33 11.22	51 17.35	127 43.20	65 22.11	294
Motivate, willingness try harder	25 8.53	28 9.56	48 16.38	123 41.98	69 23.55	293
Total	43	61	99	250	134	587

The probability of the Chi-square statistic assuming the value of 19.98 under the null hypothesis that response patterns for the subset of questionnaire questions do not differ is 0.07. This implies that the response patterns of the questionnaire questions do not differ from one another.

4.2 Calculation of the performance construct scores (*job satisfaction, extra effort* and *effectiveness*)

Similar to the interpretation of the score-values for the *leadership style* constructs, the mean scores for the *performance* constructs (reflected in Table 6 below), can be interpreted as indicating that these means strengthen the suggestion derived from the exploratory composite frequency tables namely that the three aspects of performance (*extra effort; effectiveness and job satisfaction*) are observed to be satisfactory (majority mean performance scores of *fairly often* ('3') to *always* ('4') are reported).

This statement is validated by the mean scores of the three performance constructs of 2.49; 2.65; and 2.63 reported for all respondents in Table 6. These means all approximate the *frequency-of-occurrence* rating level of '3' (*fairly often)*. This can be interpreted as a *positive* perception of all three aspects of performance. Similar performance mean scores are reported in Table 6 for the deans', students' and teachers' response groups. An exception to this is a mean score of 2.39 awarded the *extra-effort* teacher performance construct by students. This exception approximates a rating value of '2' *(sometimes)* which suggests that students experienced that the aspect of *extra effort* of teacher performance under TVET college deans' specific leadership styles was less positive.

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

Table 6: Perception means scores, standard deviations, minimum and maximum values for the performance dimensions of e*xtra-effort; effectiveness and job satisfaction*

Variable	N	Mean	Standard deviation	Minimum	Maximum
Effort	294	2.50	1.08	0	4.00
Effective	294	2.66	1.00	0	4.00
Satisfaction	294	2.63	1.07	0	4.00
For Deans (N=10)					
Effort	10	3.20	0.36	2.67	4.00
Effective	10	2.68	0.58	2.00	4.00
Satisfaction	10	2.80	0.63	2.00	4.00
For Teachers (N=219)					
Effort	219	2.50	1.08	0.00	4.00
Effective	219	2.67	1.06	0.00	4.00
Satisfaction	219	2.59	1.16	0.00	4.00
For Students (N=65)					
Effort	65	2.38	1.06	0.00	4.00
Effective	65	2.57	0.85	0.75	4.00
Satisfaction	65	2.73	0.80	0.50	4.00

4.3 Results of step-wise regression analyses that investigate relationships between aspects of performance and exhibited leadership styles of TVET college deans

As explained in the relevant sub-sections of this section of the analysis strategy-discussion, the best-fit step-wise linear regression models for the *effect of leadership styles* of deans on performance are discussed for the performance components of:

- Respondents' perceptions of deans' effectiveness;
- Respondents' perceptions of teachers' job satisfaction;
- Respondents' perceptions of teachers' willingness to go the extra mile/put in extra effort, and in general,
- Respondents' perceptions of overall work performance/ effectiveness at TVET colleges.

The results of the mentioned four best-fit stepwise linear regression models are presented in the following paragraphs. Results for each performance-aspect (*effectiveness, job satisfaction, extra effort* and *performance as a whole)* are presented in three tables: a final-step analysis-of-variance table; a table of parameter estimates and a predictive regression equation that describes the relationship/ or impact of deans exhibited leadership styles on the specific aspect of performance. Only the results of the final step in the step-wise regression conducted on each performance-aspect (*willingness to put in extra effort; effectiveness and job satisfaction, performance as a whole*) are reported in this chapter. This measure was taken to keep analysis output within measurable proportions.

It will be observed that in the analysis-discussions below the responses of deans were excluded from the regression models – the researcher argued that it was of importance to the study to establish how staff and students experience leadership style and its impact on them: the people that need to "perform" under a specific leadership

style. The researcher argued that the deans themselves were not in this position and that their opinion could be biased or subjective with regard to how they would like to portray themselves and how they would like to affect peoples' lives.

The first *leadership style/performance* relationship to be discussed below relates to the performance variable of *effectiveness*: how *effectiveness* is affected /impacted by the leadership styles that deans of TVET colleges are perceived to exhibit in their interactions with staff and students.

4.4 The impact of deans' leadership styles on perceptions of *deans' effectiveness*

Table 7 below, the analysis of variance table, presents the final step of a linear stepwise regression analysis (backwards elimination) performed on the performance *effectiveness-scores of deans* as evaluated by teachers and students. This performance-variable forms the dependent variable of the regression model. The three sets of leadership style scores (*transactional, transformational and laissez-faire),* and the biographical variables of *age* and *gend*er form the independent/ or explanatory variables in the regression model.

Table 7 indicates that the *transformational and transactional* leadership style variables, along with their interaction-effect proved to be influential and statistically significant effects on perceptions of *effectiveness.* (These effects proved to be statistically significant on respectively the 0.1%; 0.1% and 0.1% levels of significance – the last column of Table 7 refers). Table 7 furthermore indicates that the combination of leadership styles explains 62% of the variability in deans' *effectiveness* data. This was therefore a good fit for the *effectiveness* data.

Table 7 that follows, reports on the estimates (column 2) of a regression equation and the regression coefficients' significance (in column 5) that describes the relationship/ or impact of the *transformational* and *transactional* styles and their interaction on perceptions of the *effectiveness* of deans. This equation is presented in the rectangular box below Table 8 and describes the nature of the impact of leadership style on perceived *dean-effectiveness*.

Table 7: ANOVA table of model of best fit (step-wise regression) on *effectiveness* scores (dependent variable)

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	180.1155532	60.0385177	151.76	<.0001
Transformational	1	22.47861549	22.47861549	56.82	<.0001
Transactional	1	6.49705148	6.49705148	16.42	<.0001
Transform * Transactional	1	1.66814100	1.66814100	4.22	0.0410
Error	280	110.7744116	0.3956229		
Corrected Total	283	290.8899648			
R square = 0.62; effective mean score= 2.65					

Independent variables include transformational and transactional leader-style scores and their interaction effect.

Table 8: Regression parameters for the model of best fit

Parameter	Estimate	Standard Error	t Value	Pr > t
Intercept	-.6707282940	0.30666014	-2.19	0.0296
Transformational	0.9466751331	0.12559053	7.54	<.0001
Transactional	0.6625894219	0.16350350	4.05	<.0001
Transform * Transactional	-.1084740745	0.05282631	-2.05	0.0410

The predictive equation (derived from the estimates presented in Table 5.30) describes the relationship between a combination of experienced leadership styles and perceptions of effectiveness-performance of teachers.

Yi = -0.67 + 0.95 x (transformational score) + 0.66 x (transactional score) – 0.11 x (transformational x transactional score)

Where,
yi represents respondents' effectiveness scores,
'transformational' represents respondents' comprehensive transformational leadership construct scores,
'transactional' represents respondents' comprehensive transactional leadership score', and
'transformational x transactional' represents the product of these two scores for a particular respondent.

The respective *transformational* and *transactional* leadership style regression-coefficients (0.95 and 0.66) in the above equation are positive and relatively large which implies that perceptions of *deans' effectiveness* are positively influenced by deans that exhibit the *transformational* or *transactional* leadership styles in their dealings with students and teachers. Howell and Avolio (1993: 898) came to the same conclusion in their research.

4.5 Impact of leadership styles on perceptions of *job satisfaction*

The results of a step-wise regression to establish the relationship between the *leadership styles* that deans are perceived to exhibit and their impact on *job-satisfaction* of teachers can be interpreted in a similar fashion to that explained for the performance-effectiveness model.

In this instance, Table 9 below - an analysis of variance table - presents the final step of a linear stepwise regression analysis (backwards elimination) performed on the *job-satisfaction* performance scores of teachers and students. This performance-variable forms the dependent variable of the regression model. The three sets of leadership style scores (*transactional, transformational and laissez-faire),* and, the biographical variables of *age* and *gender* are entered into the regression model as the independent/ or explanatory variables.

Table 9 indicates that the *transformational and transactional* leadership style variables, along with their interaction-effect are influential and statistically significant effects on perception of teachers' *job satisfaction.* (These effects proved to be statistically significant on respectively the 0.1%; 0.01% and 5% level of significance – as indicated in the last column of Table 9). Table 9 furthermore indicates that this combination of

leadership styles explains 59% of the variability in the *job-satisfaction* data. Therefore, this was also considered a good fit for the *job-satisfaction* data.

Table 10 reports the estimates (column 2) of the best fit regression model for this aspect of performance. (The significance of the estimates is presented in column 5 of Table10). These estimates are used to compile the regression equation that describes the relationship/ or impact of deans' *transformational* and *transactional* styles and interaction effects on perceptions of the *job satisfaction* of teachers. This equation is presented in the rectangular box below Table 10.

Table 9: ANOVA table of the model of best fit (step-wise regression) on *job satisfaction* scores (dependent variable)

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	194.7247155	64.9082385	131.26	<.0001
Transformational	1	28.06758122	28.06758122	56.76	<.0001
Transactional	1	8.96718292	8.96718292	18.13	<.0001
Error	280	138.4619042	0.4945068		
Corrected Total	283	333.1866197			
R square = 0.59; satisfaction mean score = 2.62					

Independent variables include, transformational, transactional leader-style scores and their interaction effect

Table 10: Regression parameters for the model of best fit

Parameter	Estimate	Standard Error	t value	Pr > t
Intercept	-1.000806709	0.34284890	-2.92	0.0038
Transformational	1.057836832	0.14041139	7.53	<.0001
Transactional	0.778420668	0.18279844	4.26	<.0001
Transform * Transactional	-0.147990841	0.05906031	-2.51	0.0128

The predictive equation (derived from the estimates presented in Table10) describes the relationship between experienced leadership styles of deans and perceptions of teachers' job satisfaction:

Yi = -1.00 + 1.06 x (transformational score) + 0.78 x (transactional score) – 0.15 x (transactional x transformational score)

Where
yi represents job satisfaction scores;
'transformational' represents respondents' comprehensive transformational leadership construct scores;
'transactional' represents respondents' comprehensive transactional leadership scores; and
'transformational x transactional' represents the product of these two scores for a particular respondent.

The respective *transformational and transactional* leadership style regression-coefficients (1.06 and 0.78) in the above regression equation is positive and relatively large, which implies that *job-satisfaction* of teachers (perceptions) are positively influenced by deans

that exhibit the *transformational or transactional* leadership styles in their dealings with students and teachers. (In this equation and the previous equation, the negative regression coefficient associated with the interaction effect of the *transformational* and *transactional* styles of deans suggests that if both the transformational and transactional style are used simultaneously, it tends to impact perceptions of *job performance* negatively to a small extent (-0.11 and -0.15 respectively). The prediction therefore indicates that perceptions of *job satisfaction* are positively influenced by the *transactional* and *transformational* leadership styles of TVET deans.

4.6 Impact of leadership styles on perceptions of *willingness to go the extra mile/ extra effort*

The results of the step wise regression analysis to determine the relationship between the *leadership s*tyles that deans are perceived to exhibit and this impact on *willingness to put in extra effort* by teachers can be interpreted in a similar fashion to that explained for the performance-*effectiveness* and *job satisfaction* models.

In this instance, Table 11 below - an analysis of variance table - presents the final step of a linear stepwise regression analysis (backwards elimination) performed on the *extra effort* performance scores of students and teachers. This performance-variable forms the dependent variable of the regression model. The three sets of leadership style scores (*transactional, transformational and laissez-faire),* and, the biographical variables of *age* and *gend*er are entered into the regression model as the independent/ or explanatory variables in the model.

Table 11 indicates that the effects of the *transformational and transactional* leadership styles being present in TVET-college deans' interactions with staff and students statistically significantly influence perceptions of teachers' *willingness to put in extra effort.* (These effects proved to be statistically significant on respectively the 0.1%; and 0.1% levels of significance – indicated in the last column of Table 11). Table 11 furthermore indicates that this regression model explains 53% of the variability in the *extra effort* data. Therefore, this figure provides a sound indication of a model of 'good fit' for the *extra-effort* data.

Table 11: Analysis of variance table of the model of best fit (step-wise linear regression) for *willingness-to-put-in-extra-effort* scores (dependent variable)

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	173.0585161	86.5292581	157.46	<.0001
Transformational	1	52.45964600	52.45964600	95.46	<.0001
Transactional	1	6.31217789	6.31217789	11.49	0.0008
Error	281	154.4187922	0.5495331		
Corrected Total	283	327.4773083			
R square = 0.53					

Independent variables include the *transformational- and transactional* leader-style scores effect.

Table 12 presents the estimates (column 2) of the best fit regression model for this aspect of performance (The significance of the estimates is reported in column 5 of Table12). These estimates assist in compiling the regression equation that describes the relationship/ or impact of deans' *transformational* and *transactional* leadership styles on perceptions of teachers' *willingness to put in extra effort*. This equation is presented in the rectangular box below Table 12.

Table 12: Regression parameters for the model of best fit

Parameter	Estimate	Standard Error	t value	Pr > t
Intercept	-0.2216366068	0.16073596	-1.38	0.1690
Transformational	0.7649550595	0.07829250	9.77	<.0001
Transactional	0.2956185509	0.08722460	3.39	0.0008

The predictive equation (derived from the estimates presented in Table12) describes the relationship between experienced *leadership styles of deans* and perceptions of *teachers' willingness to put in extra effort*:

Yi = -0.22 + 0.77 (transformational score) + 0.30 (transactional score)

Where,
yi represents willingness to go the extra mile,
'transformational' represents respondents' comprehensive transformational leadership construct scores;
'transactional' represents respondents' comprehensive transactional leadership scores.

In this regression equation, the fact that the regression coefficient for the *transformational* component is relatively large (0.77) and the regression coefficient for the *transactional leadership styl*e component is relatively small (0.30), implies that the perceived presence of the *transformational leadership style in deans* will enhance teachers' *willingness to put in extra effort* to a greater extent than will the perceived presence of the *transactional* leadership style in deans' behaviour.

The prediction equation therefore indicates that perceptions of teachers' *willingness to put in extra effort* are positively influenced by the presence of the *transformational* leadership style in TVET deans and to a lesser extent by the *transactional leadership style* TVET deans are perceived to exhibit.

5. Implications of the Study

Possible implications of effectiveness in this study should therefore be evaluated against the present perceived status of deans' leadership styles (*transformational, transactional* and *laissez-faire styles*) and perceptions of the impact of leadership styles on performance: leadership styles that enhance performance is sought. The leadership style/s perceived to positively affect performance will ultimately yield deans and teachers who are more effective with a higher student throughput rate. The increased throughput rate in turn, portrays deans as effective leaders of particular TVET

institutions. This series of events in turn act as indicators of effectiveness to other stakeholders such as educational authorities, parents, the community and governmental policy makers. The above furthermore implies that the Ethiopian governments' educational policy should seriously consider awareness campaigns and leadership style courses/training for deans (and aspiring deans) focused on conveying the value of the transformational and transactional leadership styles in dealing with academic staff and students.

5.1 Recommendations of the Study

Based on the findings of the study, the researchers recommended the following measures:

1) Resources (human, financial and materials) should be made available to TVET colleges to develop desired types of leadership in colleges.
2) As part of the selection process when appointing new TVET deans, the leadership style/s that applicants use at that sage should be assessed. Such a step will ensure that deans who practice a more transformational leadership style, or who have the potential to develop the transformational component of their leadership, are appointed.
3) With regard to the appointment of teachers, care should be taken to select qualified teachers, who will be able to work productively in a team-relationship with a college dean towards improving the throughput rate and performance of the college. A staff-dean-team-approach will be productive if the dean practises a transformational-orientated style of leadership.
4) A reward or performance assessment system for staff (teachers) should be developed and implemented in TVET colleges. Such a system should focus on positive reward for positive performance and teamwork, and serve to motivate teachers to continually up their performance.

5.2 Suggestions for Further Research

The suggestions for further researches in the field of Educational Leadership are given as follows:

1) 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.
2) It is furthermore recommended that teachers (both novice and experienced) and students should be included in the qualitative part of future studies on the same topic, as only deans and a bureau official were included in this study.
3) Awareness should be created amongst higher education authorities of the contribution that quality research on leadership in especially the Ethiopian context has to play in the efficacy of Ethiopian education, because effective leadership in education is a serious problem in Africa in general and Ethiopia in particular.

6. Conclusion

Based on the interpretation of the findings of this research, a list of recommendations towards the betterment of Ethiopian TVET colleges was compiled. These recommendations focus on achieving effective leadership in TVET college deans. The reason for the focus on effective leadership relates to the ripple effect that competent leadership brings to the TVET system. The research described in this paper is an enriching and rewarding journey in the sense that the findings of this research verified that style of leadership has a statistically significant outcome; and, that the research can offer practical recommendations and solutions towards the betterment of the Ethiopian TVET system.

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