

ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSMENT OF THE LEADERSHIP BEHAVIORS OF  
GOVERNMENT AND NON-GOVERNMENT TVET COLLEGE LEADERS IN YEKA  
SUB CITY OF ADDIS ABABA  
BY  
TESHAGER ZELELEW

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ADVISOR  
ALEMAYEHU DEBEBE

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APPROVED BY BOARD OF EXAMINERS:

_____ Chairperson of the Graduation Committee	_____ Signature	_____ Date
_____ Advisor	_____ Signature	_____ Date
_____ Internal Examiner	_____ Signature	_____ Date
_____ External Examiner	_____ Signature	_____ Date

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## Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of the material used for the thesis have been dully acknowledged.

Teshager Zelelew

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This thesis has been submitted for the examination with my approval as the university advisor.

Alemayehu Debebe

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## Acronyms

<b>ASCD</b>	Association for Supervision and Curriculum Development
<b>CR</b>	Contingent Reward
<b>ESDP</b>	Education Sector Development Program
<b>ETP</b>	Education and Training Policy
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>FRL</b>	Full Range Leadership
<b>IC</b>	Individualized Consideration
<b>IIA</b>	Idealized Influence (Attributed)
<b>IIB</b>	Idealized Influence (Behavior)
<b>IM</b>	Inspirational Motivation
<b>IS</b>	Intellectual Stimulation
<b>LBDQ</b>	Leadership Behavior Development Questionnaire
<b>LEA</b>	Lawrence Earlbaum Associates
<b>LPI</b>	Leadership Practice Inventory
<b>MA</b>	Management-by- Exception (Active)
<b>MLQ</b>	Multi-factor Leadership Questionnaire
<b>MoE</b>	Ministry of Education
<b>MoFED</b>	Ministry of Finance and Economic development
<b>MP</b>	Management –by- Exception (Passive)

<b>MPC</b>	Misrak Polytechnic College
<b>PA</b>	Passive/Avoidant
<b>PASDEP</b>	Plan for Accelerated and Sustained Development to End Poverty
<b>SDRTVC</b>	Selam David Roeschli Technical & Vocational College
<b>SSA</b>	Sub-Saharan Africa
<b>TVET</b>	Technical and Vocational Education and training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNEVOC</b>	International Centre for Technical and Vocational Education and Training

## ABSTRACT

*The objective of the thesis was to assess the quality of leadership behavior prevailing in government and non-government Technical and Vocational Colleges (TVETs) in Yeka Sub-city of Addis Ababa City Administration. It looks at the similarities and differences between government and non-government TVET leadership behaviors. Mixed research design was used to study the phenomena of the issue with a sample size of 79 rating leaders' leadership behavior at different hierarchies of institutional setups. Data were gathered using biographic data collecting questionnaire and the standard Multi-factor Leadership Questionnaire (MLQ). Data analysis was carried out by employing t-test the findings show that the colleges do not demonstrate transformational leadership behaviors at all because the minimum for this behavior is a mean score of 3.0 where as it is revealed that Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College registered a much lower mean score of 2.50 and 2.55 respectively. Nevertheless, there is no significant difference in the leadership behavior of government and non-government TVET colleges from the results of the t-test. Accordingly it invites the attention of stakeholders and especially of the government regulatory bodies to invest in leadership behavior development in TVETs by way of training, seminar, workshop and /or formal education so that the colleges stride forward in producing quality graduates that can contribute to the development of the country.*

# CHAPTER ONE

## INTRODUCTION

The purpose of this survey study is to examine leadership behaviors as perceived by leaders by themselves and others (supervisors, colleagues and subordinates) in Technical and vocational education and training (TVET) colleges in Addis Ababa City Administration. It begins with a brief background explanation of the study, statement of the problem, objective, significance, scope, limitation of the study and definition of key terms. Finally there is the organization of the study.

### 1.1 Background of the study

Leadership ability was once thought to be a personality trait like some people were born leaders and others were not. Trait theory was followed by behavioral theory which attempted to explain how good leaders behaved to subordinates (Betrocci, 2009). Fiedler's contingency theory changed leadership theory again claiming that leadership had to be dependent on the situation (Wolverton & Gmelch, 2002).

Thus, the evolution of leadership theory can be historically approached and traced from the early trait perspective of leadership and moving to behavioral and then to contingency theories of leadership (Nahavandi, 2009).

Trait theory suggests that one can evaluate leadership and propose ways of leading effectively by considering whether an individual possesses certain personality, social, and physical traits (Barett, 1998). Popular in the 1940s and 1950s, trait theory attempted to predict which individuals became leaders and then whether they were effective. Leaders were traditionally seen as having a particular personality with traits different from those of followers. They were conceptualized as active players in the process of leadership (Winkler, 2010).

On the other hand behavioral theory of leadership is a leadership theory that considers the observable actions and reactions of leaders and followers in a given situation. Behavioral

theories focus on how leaders behave and assume that leaders can be made, rather than born. And successful leadership is based on definable, learnable behavior. For behavioral theorists, a leader behavior is the best predictor of his leadership influences and as a result, is the best determinant of his leadership success. These theories concentrate on what leaders actually do rather than on their qualities (Betrocci, 2009).

The theory on the behavior of leadership is a big leap from trait theory according to Nahavandi (2009) because behaviors provide several advantages over a trait approach. In other words behaviors can be observed more objectively than traits, behaviors can be measured more precisely and more accurately than traits behaviors can be taught.

This theory is based on the principle that behaviors can be conditioned in a manner that one can have a specific response to specific stimuli. Rather than seeking in-born traits, this theory looks at what leaders actually do by studying their behaviors in response to different situations, assessing leadership success by studying their actions and then correlating significant behaviors with success. The practical application of the theory is that leaders' behavior affects their performance and different leadership behaviors could be appropriate at different times.

According to this theory, the best leaders are those that have the adaptability to flex their behavioral style, and choose the right style suitable for each situation. Noonan (2003) supports this idea by stating that a leader must change his leadership styles for each aspect of the problem and the solution. She remarks that sometimes it is more appropriate for leaders to be directive while in other stages of the process, being a far more collaborative leader which Blanchard & Barrett (2011) state it as leading with love.

Noonan (2003) claims this fact as the key to one's success is understanding preferred leadership style behavior and knowing the circumstances or conditions under which one's style matches the needs of members and the situation. According to this theory, people can learn to become leaders through teaching and observation and certain behavioral patterns may be identified as leadership styles. This theory focused on the individual and not the task, and stressed that leadership can be studied and learned (Betrocci, 2009). Although many research studies could be categorized under the heading of the behavioral approach, the Ohio State University studies and the Michigan University studies are strongly representative of the ideas in this approach.

Contingency, or situational, models differ from the earlier trait and behavioral models in asserting that no single way of leading works in all situations. Rather, appropriate behavior depends on the circumstances at a given time.

As one area of leadership, school leadership goes far beyond this. According to Boyd (2002), school leaders lead organizations with no clear and consistent mission, contend with chronic uncertainty and lack of control regarding funding, unsure of their clients, exert a wide span of control, and affect a broader part of the community. They strive for gains that are not immediately measurable, have more bosses than does the business executive manager and function in a work setting in which everyone sees themselves as experts.

Leadership as an interactive relationship between leaders and followers (Bolman & Deal, 1997 as cited in Boyd 2009). Leadership, then, is a collaborative process of engaging the community in creating equitable possibilities for children and their families that result in academic achievement. The new notion of leadership dreams changing the world rather than maintaining it. It celebrates embrace of others, champions differences and nurtures young minds seeking questions and posing solutions. .

Educational Leadership for the twenty first century reflects a shift to an unprecedented commitment to community. Authoritarian, top down management is no longer the right way of governing a school (Boyd 2002). It is time for a shift from the principal as authority-manager to a variety of constituents who share the school's governance. Senge (2000) sums it up by saying that leadership is nothing but shared governance, systems thinking and engagement. Boyd (2002) states new era leaders are students, teachers, families, community members, school boards, and politicians, corporate and philanthropic foundations.

The Education and Training Policy (ETP) introduced in 1994 by the Federal Democratic Republic of Ethiopia gives special attention to the education sector in general and TVET in particular. As a result, many institutions of different programs were opened and considerable amount of resources have been allocated to the sector.

Realizing the need for skilled human power in Ethiopia, the Federal Ministry of Ethiopia (MoE, 2008) introduced a TVET policy in 1994 which envisaged that Technical and Vocational

Education and Training (TVET) in Ethiopia seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

The Ethiopian development plans have, over the years, consistently stated the one major educational objective as that of producing properly and effectively trained and disciplined young boys and girls who can in turn make a positive contribution to the development of the nation. The workforce thus produced will be expected to meet the demand of the industries especially the manufacturing industry (MoE, 2008).

Over the past two decades, Technical and Vocational Education and Training (TVET) in Ethiopia has experienced both structural and curricular changes that have in turn impacted on its graduates. The policy framework of TVET underlines that with the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the Ethiopian Government has initiated a new push towards creating frameworks conducive to economic and social development. Comprehensive capacity building and human capital formation are key pillars in all these efforts (MoE, 2008).

The TVET Strategy further stresses the need for an increasing role and involvement of the private sector and non-governmental organizations, as well as community involvement in the delivery of educational services. In order to avoid the mismatch of the available resources with increasing demands, measures for improving efficiency and cost effectiveness are called for (MoE, 2008).

The role of TVET as an effective means of empowering society to engage in productive and sustainable livelihood cannot be overemphasized. The leadership of TVET then plays a significant role in the development of producing skilled and responsible citizens that will be engaged in the promotion of TVET. The central importance of educational leadership is therefore one of the clearest messages of school effectiveness research (Gray, 1990, as cited in Huber, 2010).

The present field of the study aims to investigate the behavior of TVET college leaders and perceived behavior by supervisors, colleagues and subordinates as they carry out their leadership roles in their respective institutions.

## 1.2 Statement of the Problem

Educators understand that the success of any school begins and ends with the principal. Bellamy, et al (2007) argue leadership success depends on what the entire school community does, rather than just the individual activities of the principal. Either way it is essential to gather valuable information regarding those placed in leadership positions. And one of such information is the behavior of the leadership. Law and Derek (2000) argue that leadership behavior significantly influences the performance of the colleges and the motivation of subordinates. An ideal match of leadership behavior, what subordinates prefer and what superiors give would lead to the satisfaction and commitment of subordinates.

The relationship between the leadership and subordinates in both government and non-government schools in the Ethiopian context is witnessed to be not acceptable. In the non-government, there is the pressure from the owner or board to make decisions as per the interest of the owner or his representative only to get maximum profit regardless of the interest of staff to take part in decision-making. Because of this and other leadership domains inherent in the non-government colleges there is a non-stopping influx of teachers to the government colleges and or termination by the institution (Middleton, 2007). Yammarino & Dansereau (2009) advocate that the more important and complex the task, the more participative leadership behaviors should be used.

Those of the government educational institutions have long chains of command from the MoE down to the dean level that it is very difficult to make participative decisions. Bennet & Anderson (2003) argue that it is through the construction, deconstruction and reconstruction of meaning that a school might develop its own understandings of effective leadership. In this way it becomes possible for a school to determine a more collaborative approach to the way things are done in colleges.

Entry into the deanship starts from somewhere. Professors, like schoolteachers, have two options as they enter the academy. They can establish a career within their discipline, or they may decide

to take academic administration position. Since most academicians do not enter the academy with administration in mind, they fail to discharge their responsibilities. Most are first called into leadership to serve as department chairpersons. Some chairpersons serve for extrinsic reasons: their deans or colleagues convinced them to take the job, or they feel forced to take it because no one else is willing to take on the responsibility or can do the job properly. In contrast, other chairpersons seek the position for intrinsic reasons: they see it as an opportunity to help either the department or themselves professionally (Wolverton and Gmelch, 2002).

This study tries to identify behaviors deans and other leaders practice in the TVET colleges that either enhance or hinder the smooth progress of the teaching learning process. It explores leadership behaviors reckoned strengths and areas needing improvement in the decision making domain of leadership as practiced by educational leaders and subordinates at Selam David Roeschli Technical & Vocational College (SDRTVC) and Misrak Polytechnic College (MPC).

This study attempts to answer specifically the following research questions:

1. What are the predominantly prevailing leadership behaviors in TVET Colleges found in Yeka Sub-city of Addis Ababa City Administration?
2. What are the similarities and differences observed in the leadership behaviors of TVET leaders in Yeka Sub-city of Addis Ababa City Administration?
3. How are the identified leadership behavior gaps to be bridged to bring about significant changes in the leadership capacity of TVETs in Addis Ababa?

### 1.3 Objectives of the Study

The study aims to examine the leadership behaviors practiced by leaders in TVET colleges in Yeka Sub city of the Addis Ababa City administration.

To assess the predominantly prevailing leadership behaviors between government and non-government TVET leaders in Yeka Sub-city of Addis Ababa City Administration.

To examine similarities and differences in demonstrating leadership behaviors between government and non-government TVET Colleges

Identify leadership gaps to be bridged through further intervention to strengthen the leadership quality of government and non-government TVET Colleges in Yeka Subcity of Addis Ababa City administration.

Therefore, this study assesses the leadership behaviors exhibited by educational leaders in government and non-government TVET colleges and compares the practice of Transformational, transactional and Laissez-faire leadership behaviors in the two colleges.

#### 1.4 Significance of the Study

Leadership has become a priority in education policy agendas internationally. Effective school leadership is essential to improve the efficiency and equity of schooling (Beatriz et al., 2008). It is an established fact that leadership style practiced in the organization is a critical factor to success. Only those educational institutions can provide the society with quality education in required quality if they practiced appropriate leadership style. The study of this crucial aspect of an educational institution is necessary to locate the kind of leadership styles practiced in the colleges which may help the leaders as well as the stake holders of colleges to know the kind of leadership being practiced in that college and try to move to the better leadership style for the improvement of the college.

In addition, the significance of this study lies in the fact that accurate knowledge of the perception of teachers towards the prevailing leadership styles practiced by the leaders in the colleges leads to improved leadership style.

The results of this study may provide meaningful insight to deans, vice deans and department heads as to how a leadership style influences a school's climate. Vice deans and department heads especially those who aspire to become full-fledged deans may use the results from this study to assist them with the development of their leadership behaviors. Furthermore, it may help as a springboard for further study.

#### 1.5 Scope of the Study

This study was conducted in December, 2013 in TVET colleges specifically one non-government TVET college (Selam David Roeschli Technical & Vocational College) and one

government TVET college (Misrak Polytechnic College ) both operating in Yeka Sub City of the Addis Ababa City Administration.

### 1.6 Limitation of the Study

The study was limited only to one of the ten sub cities of Addid Ababa city administration. And it was difficult to get data from all proposed respondents. This is because most of the respondents were reluctant with this kind of studies. Some of the leaders of Misrak polytecvhnic college were sent for further training and leaders from SDRTVC were abroad for meetings. This difficulty caused not to get data from the proposed respondents from both colleges.

### 1.7. Definition of Key Terms

**Leadership Behavior:** The attribute a leader exhibits towards his subordinates, colleagues and supervisors in the day to day activities.

**Transformational Leadership:** Leadership style that elevates the goals of organizations and promotes the morality of followers.

**Transactional Leadership:** Leadership style that focuses on the exchanges that take place between leaders and followers.

**Passive/avoidant leadership:** A leadership that only assumes but does nothing accordingly.

**Multifactor Leadership Behavior Questionnaire:** A multi-rater questionnaire that asks a particular leader what type of behavior he exhibits at a particular time.

### 1.8 Organization of the study

The study will be divided in to five chapters. The first chapter deals with introduction. Under introduction, background of the study, statements of the problem, objectives, significance of the study, delimitation of the study and limitation of the study. Chapter two will briefly explain the review of related literature. Chapter three will provide research design and methodology. Chapter four provides presentation, analysis and interpretation of data. Finally the last chapter includes summary of the summary, conclusion and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter discusses brief history of leadership, educational leadership and leadership in Technical and Vocational Education and Training (TVET) Colleges.

#### 2.1 Brief History of Leadership

Leadership is a relation term. It identifies a relationship in which some people are able to persuade others to adopt new values, attitudes and goals, and to exert effort on behalf of those values, attitudes and goals. The relationship is configured by and played out within the parameters of a group or an organization. David, Messick & Kramer (eds.) (2005) argue that the values, attitudes and goals that leaders inspire others to adopt and to follow are ones that define and serve the group and thus leaders are able to transform individual action into group action. They stress that leadership is about dealing with people, usually within a group, and about changing people's behaviors and attitudes to conform to the leader's vision for the group.

Historically, researchers in this field have searched for the one best leadership style that will be most effective. They did so at a time when most organizations were structured in traditional hierarchies where there were classic lines of command. (Bennett, Crawford & Cartwright 2003; Telford, 1996).

Current thinking holds that there is no one best style. Rather, a combination of styles, depending on the situation the leader finds himself in has been accepted more appropriate. Schein (2004) supports this idea by emphasizing the fact that the search for the universally correct leadership style is doomed to failure because of cultural variation by country, by industry, by occupation, and by the particular history of a given organization.

The evolution of leadership theory began with the trait leadership and moving to behavioral theory and then to contingency theories of leadership (Palestini. 2009).

From this example we can draw that the school effectiveness is highly influenced by the leadership style that is practiced in that school. If a leader practices appropriate leadership style, the result will be effectiveness.

### 2.1.1 Trait Theory

Trait theory suggests that we can evaluate leadership and propose ways of leading effectively by considering whether an individual possesses certain personality, social, and physical traits. Earley and Weindling (2004) argued this approach began as early as 1920 and was more popular in the 1940s and 1950s. Berozzi (2009) lists the traits typically associated with the trait theory as intelligence, personality, communicative skills, physical characteristics and supervisory ability. Leaders differ from non-leaders in their drive, desire to lead, honesty and integrity, self-confidence, cognitive ability, and knowledge of the business they are in. Even the traits judged necessary for management differed among leaders of different countries (Law & Glover, 2000).

The trait approach holds more historical than practical interest to managers and administrators, even though recent research has once again tied leadership effectiveness to leader traits. Gary and Stark (1997) reviewed that the great man theory approach represents the earliest theory of leadership. This theory suggests that great leaders are born not made (Arnott & Hoeller, 2002). Stogdill's (1948) summary of the leadership traits study ended up in concluding that a leader does not become a leader by virtue of the possessions of some combination of trait, the pattern of characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. Accordingly the researcher is convinced that this theory does not have any place in today's world.

### 2.1.2 Behavioral Theory

The limited ability of traits to predict effective leadership caused researchers during the 1950s to view a person's behavior rather than that of individual's personal traits as a way of increasing leadership effectiveness. This view also paved the way for later situational theories. The types of leadership behaviors investigated typically fell into two categories: production oriented and employee oriented (Palestini, 2009; Hughes, Ginnet & Curphy, 2006). Task- focused behavior involves acting primarily to get the task done. An administrator who tells his department chair to do everything needed to do, no matter what the personal consequence demonstrates is task-

focused leadership. So is an administrator who uses an autocratic style or fails to involve workers in any aspect of decision-making. The leader structures his own role and subordinates' roles toward accomplishing the group's goal through scheduling work, assigning employees to tasks, and maintaining standards of performance. In the words of Yukl and Lepsinger (2004) task-focused behavior involves planning short-term operations, clarifying roles and objectives, monitoring operations and performance and solving operational problems.

Relations-Oriented Behavior according to Yukl and Lepsinger (2004) involves provision of support and encouragement, recognition for achievements and contributions, development of skills and confidence among unit members, consulting with relevant people when making decisions, empowering unit members to take initiative in doing their work, building mutual trust, cooperation, and identification with the organization. Employee-oriented leadership, or consideration, focuses on supporting the individual workers in their activities and involving them in decision-making. A manager who demonstrates great concern for his or her teachers' satisfaction with their duties and commitment to their work has an employee-oriented leadership style. Consideration refers to the degree to which the leader emphasizes individuals' needs through two-way communication, respect for subordinates' ideas, mutual trust between leader and subordinates, and consideration of subordinates' feelings (Palestini, 2009).

Among the several studies conducted on leadership behaviors two of them received wide acceptance: they are The Ohio State University studies and The University of Michigan studies.

#### 2.1.2.1 The Ohio State University Studies

The most influential research in leadership behavior, incorporating the surveying of subordinates to gain perception on leadership, was pioneered in the 1950s at the Ohio State University (Yukl, 1989). This study sought to identify independent dimensions of leader behavior. According to Northouse (1997), the aim of this particular study was to determine how people act when actually leading a group. The analysis focused on obtaining feedback from followers on how leaders behave by using the Leadership Behavior Description Questionnaire (LBDQ). The results of this questionnaire grouped leadership behavior into two general types of behavior, namely initiating structure and consideration.

Behaviors linked to initiating structure are in essence task behaviors such as structuring work contexts, developing role responsibilities and scheduling work activities. Consideration behaviors or relationship behaviors include building respect, trust and liking between the leader and his or her followers. Schein (1985) adds to this approach by indicating that leadership functions can be grouped into task functions (such as, providing information, giving opinions and initiating) and group functions (supporting, harmonizing and setting standards).

Beginning with more than 1000 dimensions, they eventually narrowed down the list into two categories; initiating structure and consideration. Initiating structure specifies tasks and procedures and who does what and how. It includes behavior in which the supervisor organizes and defines group activities and his relation to the group. This he defines the role he expects each member to assume, assigns tasks, plans ahead, establishes way of getting things done and pushes for production Initiating Structure behaviors describe leaders who are task oriented and stress the global activities of directing, planning, coordinating and problem solving.

Consideration creates the environment, provides support, warmth, friendship. It includes behavior indicating mutual trust, respect and a certain warmth and rapport between the supervisor and his group. This does not mean that this dimension reflects a superficial artificial kind of human relations behavior. This dimension appears to emphasize a deeper concern for group members needs and includes such behavior as allowing subordinates' more participation in decision making and encouraging more two way communication (Robbins, 1997).

Ribbins (2001) indicated that research conducted on these two definitions found that leaders who scored high on both types tended to achieve better follower performance and satisfaction. There were, however, other factors that indicated that high-task oriented leaders resulted in followers who were more aggrieved, were absent more often and had a higher turnover with lower job satisfaction. The result of this research was the inclusion of other situational factors in the leader/follower relationship.

The Ohio State studies (Ivancevich & Matteson,2002) provided a basis for the development of the following four leadership styles:

Telling. Here a leader defines the roles needed to do the task and then informs his or her followers as to the what, where, when and how to do the task.

Selling. The leader provides structured instructions together with support.

Participating. The leader and the follower share in the decision making process of how to complete the task at hand.

Delegating. In this style, the leader provides little support, guidance or direction to the follower during the execution of the task.

The leader determines the follower's readiness level and subsequently selects one of the styles (Ivancevich & Matteson, 2002). The model was subjected to too much criticism, and in response, the original model was revised to change the focus around task behavior and relationship behavior. Task behavior is the extent to which leaders are likely to organise and define the roles of their followers, whereas relationship behavior is the degree to which leaders develop and maintain personal relationships with their followers by providing support and communication (Hersey, Blanchard & Johnson, 2001). The researcher believes in considering the needs of employees over the structure since it is through people that tasks are carried out.

#### 2.1.2.2 The University of Michigan Studies

In essence, the research conducted in Michigan had similar objectives. The result of this research was two dimensions of leadership, namely employee orientation and production orientation. The employee orientation includes an emphasis on interpersonal relationships, showing an interest in the needs of one's followers and accepting individual differences between the followers. Production-oriented leaders focus on the technical or task aspects of the work and the fact that the group members are a means to an end (Ribbins, 2001). Yukl (2002) provides insight into an additional type of behavior, namely participative leadership, which was also identified in this study. This type of leader is supportive, provides guidance and keeps the group oriented towards problem solving. The leader remains involved and still makes the decisions.

Behavioral theory provided more insight into the leadership construct by adding to leadership theory the idea of task versus people relations. This development did not, however, satisfy all the questions concerning relationships between leadership behavior and the performance of groups.

The researcher believes that relation orientation works better even for the good of the organization. What seemed to be missing was the extent that the role of the situation plays in this interaction between leader and his or her followers.

### 2.1.3 Situational Theory

Predicting leadership success was more complex than isolating a few traits (trait theory) and preferable behaviors (behavioral theory). After the failure of trait and behavior approaches to obtain consistent results, researchers turned their attention to the situational influences implying leadership effectiveness was dependent on the situations (Heresy & Blanchard, 1982).

Situational models assume that appropriate leader behavior varies from one situation to another. The goal of situational models is to identify important situational factors and to specify how they interact to determine appropriate leader behavior. These types of theories revolve around the concept that situational factors or intervening variables affect the relationship between leader behavior, subordinate job satisfaction, performance and moral (Ribbins, 1982).

Situational factors therefore have to be considered to determine the level of success or failure of leadership behavior. To this end, several approaches were developed that attempted to determine the situational variables that influence the effectiveness of the interaction between leader and follower.

#### 2.3.3.1 The Fiedler model

According to Ribbins (2001), this was the first real contingency model for leadership that is based on the degree of congruence between the leader's style of interacting with his or her followers and the extent to which the situation gives control and influence to the leader. To determine the basic leadership style the Least Preferred Co-worker Questionnaire (LPC) was developed. The outcome of the questionnaire was to determine whether a person is either task or relationship-oriented (Bass, 1990).

Fiedler (1967) states that once this individual leadership style has been assessed by the LPC, it is necessary to match the leader to the situation. He further identifies three factors which determine how favorable the leadership environment is: leader-member relations, the task structure and position power.

Fiedler's (1967) model thus proposes a match between the LPC and the contingency variables to achieve maximum leadership effectiveness. He found that task orientation works best when situations are extremely favorable to the leader, whereas relations orientation works best in a situation that is moderately favorable to the leader or where the leader has moderate control. After many studies relating to the reliability and validity of the LPC, its validity is still disputed (Bass, 1990).

#### 2.3.3.2 Hersey and Blanchard's situational theory

Ivancevich and Matteson (2002) provide insights into Hersey and Blanchard's situational leadership as being a contingency theory premised on the correct selection of the style appropriate to the follower's readiness, based on a specific situation. To be effective, a leader needs to adapt his other style according to the situation at hand.

Linking this to previous studies, this approach consists of both directive and supportive dimensions, which are then appropriately applied to a specific situation. In applying the correct style, the leader must first assess the followers' competence and ability to perform a specific task. Based on this assumption the leader adapts the leadership style to be either supportive or directive.

#### 2.3.3.3 The leader-member exchange theory

Ribbins (2001) explains the basis of this theory by stating that leaders tend to favor certain followers over others and these form the in-group. Time pressures result in leaders favoring followers, trusting them more and giving them more attention and allowing them more privileges. The out-group forms the balance. When first interacting with followers these leaders place followers in the in or out group. What constitutes the basis for the selection is unclear but the relationship is reasonably stable over time.

#### 2.3.3.4 Path goal theory

The essence of this theory is about how leaders motivate their followers to accomplish set and agreed goals. House (1971) explains the relationship between the leader's style and the characteristics of the subordinates and the work setting. Expectancy is the underlying assumption of this theory which suggests that subordinates are motivated if they realize they are able to achieve outcomes, are able to perform their work, and that the rewards for doing their work are worthwhile.

The challenge is thus to use a leadership style that will best meet the subordinates' motivational. According to House (1971), leaders do so by increasing personal payoffs to subordinates for work-goal attainment, and making the path to these pay-offs easier to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route. According to Bass (1990), leaders influence their followers in several ways by clarifying the subordinates' role, making rewards dependent on the followers' performance, providing support for the follower, alleviating boredom, coaching, providing direction and fostering expectations. House according to Robbins (2001) highlighted the following four leadership behaviors:

The directive leader tells followers what is expected, develops schedules, and provides guidelines.

The supportive leader is friendly and shows concern for his or her followers.

The participative leader consults and uses suggestions before making decisions.

The achievement-oriented leader sets challenging goals and expects followers to perform at their highest level.

This approach is based on the premise that the leader is able to display all the behaviors as and when required and according to the situation. This is in contrast to what Fiedler proposed. The preceding theories relate to the transactional approaches to leadership and attempt to promote an understanding of how this interaction occurs in a specific situation.

## 2.2 Recent Developments in Leadership Theory

In recent years leadership has moved to center stage and the literature now offers advice on how to become a visionary leader with the power to transform organizational cultures. Accordingly leadership is no longer about maintaining the existing structures. Huber (2009) argues leaders are not only expected to manage structures and tasks, but to focus on establishing relationships with and within the staff and make an effort to influence their thinking towards a common vision and commitment.

Organizations do need vision, but this is not their only need. Leaders need to understand their own frame and its limits and they must also learn to combine multiple frames into a more comprehensive and powerful style. According to Myers (1996) successful leaders are firm and purposeful, adopt a participative approach and are the leading professionals.

Beginning in the 1970s, a number of leadership theories emerged that focused on the importance of a leader's charisma to leadership theories and studies of leadership effectiveness. Included within this class of theories are House's theory of charismatic leadership and Bass's transformational leadership theory (Bass & Reggio, 2006). These theories have much in common. They both focus on attempting to explain how leaders can accomplish extraordinary things against the odds, such as turning around a failing company, founding a successful company, or achieving great military success. The theories also emphasize the importance of leaders inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision (Gale, 2009).

Although trait, behavioral, and contingency approaches have each contributed to the understanding of leadership, none of the approaches have provided a completely satisfactory explanation of leadership and leadership effectiveness. No leadership style fits all situations the same way.

Since the 1970s, several alternative theoretical frameworks for the study of leadership have been advanced. And among the more important of these is the Full-range leadership (FRL) style model created by (Avolio & Bass, 1991) which includes transactional leadership, transformational leadership and laissez-faire leadership.

Strong assertions have been made in leadership literature regarding the beneficial effect on subordinates of the transformational characteristics of full range leadership. A number of studies have suggested that transformational leadership has a marked and positive influence on subordinates' effort and satisfaction (Bass & Avolio, 1990). This positive influence has been observed in a variety of contexts including that of military (Yammarino & Bass, 1990) and education (Hoover, 1991). Transformational leadership has been linked with enhanced individual commitment to the group or organization (Barling et al., 1996). Similarly, in terms of subordinate development, the intellectual stimulation dimension of transformational leadership has been associated with challenging subordinates to be creative, think critically and independently and find novel ways of solving problems while seeking a wide range of opinions before deciding upon solutions (Bass, 1998). Furthermore, individualized consideration has been viewed as a vehicle for developing subordinates' confidence to tackle problems (Bass, 1985).

### 2.2.1 Transactional leadership

Transactional leadership focuses on role and task requirements and utilizes rewards contingent on performance. Leaders guide or motivate their followers in the direction of established goals by clarifying role and task requirements. This approach results in performance that meets expectations, not results that exceed expectations. Based on the result, the leader rewards or punishes subordinates (Busher, 2006). To achieve this, middle leaders often acted as advocates for their colleagues to senior staff, seeking a compromise on means of policy implementation if not on the actual policy itself. They demonstrated to their departmental colleagues that they were still part of the departmental team and not just the messengers for senior staff. Gunter (2006) comments on the strains that middle leaders experience because of their location organizationally at the interface between junior and senior staff. This seems to be evidence of what Burns (1978) described as transactional leadership: people bartering with colleagues to get the best outcomes possible rather than their initial preferred outcomes. The student researcher believes this will always remain one aspect of interaction between leaders and followers.

Bass (1998) identifies two dimensions of transactional leadership as follows:

**Contingent Reinforcement:** The leader's rewards to followers are contingent on them achieving specified performance levels.

Management by Exception (Active) or corrective transactions: The leader actively seeks out deviations from desired performance on the part of subordinates with a view to taking corrective action. In management-by-exception (active), the leader monitors the group to make sure mistakes are not made and allows the status quo to exist without interfering.

### 2.2.2 Transformational Leadership

Transformational leadership describes a process of positive influence that changes and transforms individuals, organizations, and communities. Research studies have consistently revealed that transformational leadership is positively related to individual, group, and organizational performance (Lussier and Achua,2010).

The nature of leadership has changed drastically in recent years. The world has gotten increasingly complex and fast paced. This requires individuals, groups, and organizations to continually change and adapt. The role of the leader has changed and transformational leadership is about issues around the processes of transformation and change (Bass and Riggio, 2006).

Transformational leadership has its origins in non-educational settings and Burns's (1978) work is celebrated for establishing leadership as a relationship based on an exchange between leaders and followers. Engagement between leaders and followers is a struggle that is controlled through transactional leadership, that is, negotiation, and the motivations and resources within it do not challenge but seek to satisfy. In contrast, transformational leadership is about building a unified common interest in which motivation is underpinned by attempts to elevate members self-centered attitudes, values and beliefs to higher, altruistic attitudes (Hoerr, 2005).

Leaders are expected to listen to followers and be responsive to their needs and concerns and include them in decision making. Transformational leaders are individually considerate, but they intellectually stimulate and challenge followers. They are attentive and supportive, but they also inspire and serve as leadership exemplars. It is important to remember that the people being led may have preferences in leadership style. According to Avolio and Bass (2004) there are five dimensions of transformational leadership styles: Idealized Influence (Attributed), Idealized Influence (Behavior), Inspirational motivation, Intellectual Stimulation and Individual Consideration.

A transformational leader uses charisma to inspire his followers by talking to them about how essential their performance is, how confident he is in the followers, how exceptional the followers are, and how he expects the group's performance to exceed expectations (Bertocci, 2009). Transformational leaders increase subordinates' awareness of the importance of their tasks and the importance of performing well. Transformational leaders make subordinates aware of their needs for personal growth, development, and accomplishment. Transformational leaders motivate their subordinates to work for the good of the organization rather than exclusively for their own personal gain or benefit.

Williams (2005) asserts that leaders with vision and courage who can overcome people's preoccupation with certainty and conformity, push through the self-imposed limiting boundaries and move the quality of their companies' innovation beyond the mediocre, commonplace and conventional, into new levels of excellence. Transformational leaders achieve organizational goals by creating a new vision, meaning and hope for people. They demonstrate enormous strength in persuading followers to transcend the limitations of their self-interest for the sake of the team, the organization, and the larger society. They elevate their subordinates and followers to become self-actualizers, self-regulators, and self-controllers.

Transformational leadership focuses on developing mutual trust, fostering the leadership abilities of others, and setting goals that go beyond the short-term needs of the work group. Noonan (2003) underlines good leadership rewards the leader himself, the followers and ultimately the organization they work for by saying the opportunity to lead is a temporary gift bestowed by the members, and it can be revoked at any time. Leadership is not something that is done to others, but rather an exchange of value and a gift of service. Members make the decision to participate with leaders when the cause is just, the direction is sound, the strategy that is proposed is likely to be successful, and there is confidence regarding your potential or experience as a leader. Leaders create opportunities for others to lead through delegation, participation, engagement, and support. Leadership as a social exchange also rewards leaders and members alike with money, recognition, or continued employment.

Langton and Robbins (2006) say leaders inspire followers to transcend their own self-interest for the good of the organization and have a profound and extraordinary effect on their followers.

They pay attention to the concerns and developments needs of individual followers. Transformational leaders change followers awareness of issues by helping them look at old problems in new ways and they are able to excite, arouse and inspire followers to exert extra effort to achieve group goals.

A leader who exhibits required qualities will inspire subordinates to be high achievers and put the long-term interest of the organization ahead of their own short-term interest, according to the theory. Bass and Riggio (2006) argued that the components of transformational leadership that evolved as refinements have been made in both the conceptualization and measurement of transformational leadership. Conceptually, leadership is charismatic, and followers seek to identify with the leader and emulate him. The leadership inspires followers with challenge and persuasion, providing both meaning and understanding. The leadership is intellectually stimulating, expanding the followers' use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring, and coaching.

Donaldson (2008) stresses that the consummate skill for leaders is the ability to immediately adjust to cognitive, interpersonal, and intrapersonal cues in the leadership situation. He underlines that the capacity for reflection-in-action permits the leader to ask himself what he sees, hears, feels, tastes, and smells in a room that tells him how he is actually leading. It involves learning to make sense of what one observes in the school's performance, in his colleagues, and in himself and to use that to reinforce or alter one's own patterns of leadership behavior accordingly. The student researcher sees this leadership behavior as the best so far.

### 2.2.3 Passive/Avoidant Leadership

Management-by-exception (passive): The leader intervenes only when things go wrong or a correction is needed. Passive management-by-exception guards the status quo by exception. Passive/Avoidant leadership amounts to an abrogation of leadership responsibility. The leader exhibits frequent absence and lack of involvement during critical junctures (Avolio & Bass, 2004).

The non-transactional leadership component represents a laissez-faire where the presumed leader acts only to fight after the fire has broken out and never before.

### 2.3 Leadership in Education

Leadership, Harris and Lambert (2000) admit leadership is more complex than leading. It is both potential energy and kinetic energy. It is not concerned about the now only but the hereafter as well. They claim Leadership is about the latent as well as the currently lived and enacted expressions of leading.

According to Bennis and Nanus (1985) school leadership means influencing parents, teachers, and students to identify, understand, and find solutions for now and tomorrow to the problems that they face. Leadership means not only pursuing useful goals that meet the needs of parents, teachers, and students, but goals that elevate them to a higher moral level (Burns, 1978).

Moreover, Hughs (2008) stresses the fact that school leadership must respond to managerial, instructional, political, interpersonal and moral pressures. Segiovanni (1992) argues leadership means enhancing purpose, meaning, and significance that parents, teachers, and students experience by serving shared ideas and ideals. Stronge, Richard, and Catano (2008) claim that effective principals support instructional activities and programs by modeling expected behaviors and consistently prioritizing instructional concerns day-to-day. They strive to become a learner among learners. Involvement in curriculum, instruction, and assessment are crucial to the idea of educational leadership.

Lambert (2003) states that appointment to leadership positions is not easily found and easily carried out because it entails lots of responsibilities. Authority derived from the state or province and embedded in formal leadership positions is a vital dimension of being a principal. Although once used in school to enable command-and-control behaviors, this is no longer desirable or productive. Instead, principals can use authority to facilitate the leadership capacity building process. Specifically, they need to develop a shared vision based on community values, organize, focus, and sustain the conversations about teaching and learning; insist that student learning is at the center of the conversation; protect and interpret community values, assuring a focus on and congruence with teaching and learning approaches; work through the evaluation and district personnel systems to dismiss ineffective teachers; work with all participants to implement community decisions; and develop reciprocal relationships with the larger system, such as by

securing support and resources. The student researcher has this conviction of working primarily on the development of workers before the development of work processes can be carried out.

Marzano, Waters and McNulty (2005) state that the school leader must attend to the needs of and provide personal attention to individual staff members, particularly those who seem left out (individual consideration). The effective educational leader must help staff members think of old problems in new ways (intellectual stimulation). Through a powerful and dynamic presence, the effective educational leader must communicate high expectations for teachers and students alike (inspirational motivation). Finally, through personal accomplishments and demonstrated character, the effective principal must provide a model for the behavior of teachers (idealized influence).

### 2.3.1 Traditional Approaches to Educational Leadership

Educational leadership in the nineteenth-century was a form of pedagogic discourse which spoke of hierarchy and control (Grace, 1995). Leadership was a realization and responsibility of hierarchy. The language of educational leadership in that period was largely about the capacity of directors to keep other teachers and the pupils in a state of subordination. Leadership at the time meant rigid systems of rules covering the rights and duties of employees, standard procedures for dealing with work contingencies and deliberate impersonal relationships (Duignan, 2009).

Besides, educational leaders at the higher institutions mostly come to the position without prior experience and training (Bush, 2009). It was only their academic performance that was taken to be the prerequisite for leadership. As a result Wolverton (1998) argues that they were not able to handle conflict resolution, personnel management, delegation, change facilitation and budgeting.

Any idea of leadership that looks only at leaders (traits and behavior) but not the followers and colleagues as well is bound to fail (Haslam, Reicher and Platow, 2011). The researcher supports this idea of inclusion of others around the leadership squad to transform schools, colleges and other learning institutions which the traditional leadership approach cannot manage to do.

### 2.3.2 Transformational Leadership in education

Transformational leaders realign the organization's culture with a new vision, and a revision of its shared assumptions, values and morale. Riley and Louis (2003) argue that transformational leadership style focuses on the people involved and their relationships, and requires an approach that seeks to transform feelings, attitudes and beliefs. Transformational leaders not only manage structure, but they purposefully seek to impact upon the culture of the school in order to change it. Tomlinson (2006) states that transformational leaders are fundamentally restless. They don't like the status quo. They want to make something happen. They want to change the environment. (Kouzes and Posner, 2006; Avolio, 2005) argued that new era leadership should focus on bilateral transformational relationship, which is comprised of both self-discovery and reflection and is represented as an interaction between leaders and followers. The starting point in this bilateral relationship is to first learn something about ourselves, and then use what we have learned to think about and understand others. Some have equated leadership with role responsibility, seeing the school director as the educational leader. Wolverson and Gmelch (2002) maintained that the literature written about effective schools is a result of the virtues of the school director as a strong leader.

Of the several definitions of leadership argued in the literature, the definitions that have recently emerged are expressed through the concepts of power and community. Sergiovanni (1992) began to frame this shift in definitions in terms of a question: "Should schools be understood as formal organizations or as communities?" Although there are aspects of both formal organizations and communities in schools, the dominance of one perspective or the other reflects assumptions about positional relationships, ownership of knowledge, privilege, cultural norms, and values.

Because potential leaders in schools come from a rich and varied field of multiple stakeholders, there are many contrasting metaphors that attempt to portray the roles and attitudes that leaders may assume. Leadership has been described in terms of a set of role behaviors performed by individuals in the context of a group. Betrocci (2009) states the definitions of leadership include the concepts such as agents of change, modifiers of motivation and influencing with non-coercive forms and methods. These roles often include leaders as manager, decision maker,

problem solver, instructional leader, change agent, steward, cultural and organizational leader, moral and ethical leader, democratic leader, and facilitator.

Leadership, then, is a collaborative process of engaging the community in creating equitable possibilities for children and their families that result in academic achievement. The new notion of leadership dreams of changing the world rather than maintaining it (Ladkin, 2010). It celebrates embrace of others, champions differences, and nurtures young minds toward seeking questions and posing solutions. It is a notion of Educational Leadership stewardship that seeks a higher moral purpose and a more communal humanity born of shared vision and common purpose.

The practice of associating leadership with quality schooling is not new. Since the 1960s when massive innovations in curriculum areas were introduced in the West, the role of school directors in the change process had been increasingly recognized. However, this recognition has not been a straightforward one.

The earliest studies in the mid-1960s and early 1970s about school contribution to pupils was minimal thereby reducing the role of school leadership by proportion. Innovation in education was naïve for because it was a time when change was introduced for its own sake, and it was believed that once a decision was made, change would readily follow.

School directors were expected to have strong visions and communicative skills, be able to support and motivate their younger colleagues and bring about effective changes. According to the School Management Initiative (SMI), a scheme founded on the school-based management and effective schools model and introduced by the Hong Kong Government to all Hong Kong schools in 1991, is revealing of these trends (Kam & Colin, 2002). In the SMI model, much is expected of school directors. A school director has to demonstrate his/her ability to lead through his: professional knowledge; organizational and administrative competence; ability to work out a good school policy and put it into effect; skill in the delegation of authority; ability to understand the professional problems of teachers, especially young and inexperienced teachers, and to give professional guidance.

Being effective leaders requires throughout organizations who are aware of their own knowledge and personal qualities (skills, attributes and attitudes) and who are able to carry out their current leadership roles successfully through demonstrating appropriate actions. They must also be able to continue to be effective in a changing world and to help other people (pupils, colleagues, parents and governors) to develop ability to establish good working relationships with staff and parents (Hoerr, 2005)

The school director is not content with being the only leader in the school. Rather, he facilitates the development of leadership abilities within all staff. He does this by identifying and articulating a vision for the school, conveying expectations for high levels of performance, and providing both intellectual stimulation and individualized support (Leithwood, 1994).

## 2.4 TVET in the International Context

Technical and Vocational and Education and Training (TVET) is a comprehensive term referring to the educational process, which involves the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to an occupation in various sectors of economic and social life (UNESCO, 1984). It is the major link connecting the school system and the employment market implying that the developments in TVET are intimately linked to general trends in the economy .

Many Authors argue that TVET by design is planned to build up skills that can be used in a specific occupation or job. These same authors argue that the objectives and content of TEVT curricula is derived from analysis of the tasks that are to be carried out on the job. The effectiveness of these curricula can be measured by the extent to which trained persons can use their skills in employment (Middleton, 2007).

The first conference of African States on education was held in Ethiopia in 1961. The conference obviously put the pitch in placing precedence on expanding general secondary and tertiary education (UNESCO, 1961) with a view to rapidly replacing the colonial human resource and additional expatriates in the civil service which in turn made vocational education and training in Africa a second-rate priority in the education agenda (Wilson, 2005). After about a dozen years from the 1961 education conference, an enormous increase in the numbers of youth completing primary education and disentangled demand for secondary education was observed. These led

many independent governments in Africa to relapse to supporting TEVT on the basis of the production structure of their respective countries and the dwindling number of government jobs .

The current schooling structure in most countries leads to two courses: general education and vocational education (MoE, 2008). The general education enables students who gain access to it to continue in their schooling to higher levels while vocational education are for those students going directly to the world of work or to those who due to limited general educational chances are crowded out of the general education hierarchy. In some countries, it is the choice of the student to choose his pathway either to join general education or vocational education .

## 2.5 The Historical Framework of TVET in Ethiopia

Technical and Vocational Education and Training in Ethiopia followed the school- based model of training beginning from the establishment of the system. The beginning of TVET in the formal educational scheme dates back to the founding of the 1st TVET School in 1942 in Addis Ababa called Addis Ababa Technical School (Philiche, 2006).

Over the years, Addis Ababa technical school underwent a number of changes in terms of the trainings offered and their entry level and duration. The school offered the 8+4, 10+2, and 10+3 programs and applicants from many parts of the country with the best academic achievements competed for admission to the then prestigious school. In 1943, the Addis Ababa School of Business and Administration (later renamed as Addis Ababa Commercial College) was inaugurated with the aim of supplying trained personnel in the vocational fields of accounting and secretarial sciences for business and commerce.

In 1964 the Bahir Dar Polytechnic Institute was established which further sustained the development of TVET in Ethiopia. Philiche (2006) argues that no major institutional expansions or development agenda intended at developing TVET took place in the educational scheme between the mid-1960s and the mid-1980s .

In 1991, the then transitional government of Ethiopia, currently the Federal Democratic Republic of Ethiopia (FDRE), introduced a different education policy that dramatically changed the education system was introduced in July, 1994. The policy included a major supply-side push on TVET to support the school-to-work transition. It aimed at tackling the educational problems of

access, equity, relevance, and quality with the regional governments of the FDRE guaranteeing the rights of their people to be taught in their language and work in the direction of achieving access to education for all age cohorts in their regions (MoE, 2008). The education policy aimed to change this picture by focusing on producing a skilled labor force rather than a large cohort of relatively unskilled secondary school graduates.

Ethiopia has achieved the highest increase of 5,565 % in TVET enrolment from 1999 to 2007 from Sub-Saharan African (SSA) countries and ranks the second among the countries in Africa in terms of number of training institutions. Further, the same author notes that, the recent growth in TVET enrolment and provision has been achieved by a substantial development of public spending and increased TVET provision by private institutions (MoE, 2008).

## 2.6 TVET Leadership in Ethiopia

Apart from building the competence of TVET teachers/instructors, sufficient resources and efforts were said would be invested into human resource development activities among TVET college deans, department heads, administrative and management staff. This includes those stakeholders involved as council and board members at different levels in the governance of TVET too (MoE, 2008). The TVET strategy stipulates that tailor-made training and/or awareness creation programmes would be drawn up for administrative staff and TVET executive bodies at federal, state, zonal and woreda levels Heads of TVET institutions Members of TVET institution Management Boards.

Effort has been made to build the managerial capacity of the TVET sub-sector. Accordingly, 116 directors, assistant directors, deans and supervisors were given training among other things human resource management with a purpose of building their capacity of school administration, professional support, follow-up and supervision to ensure that there is quality teaching-learning process. Fifty-one professionals drawn from the federal ministry, regions and training centers took part in short training abroad (ESDP III, 2006).

But according to a study made by Teklsselassie (2002) the fact remains that most principals in Ethiopia attend only a limited in-service course on school management. The problem is compounded by the fact that the training occurs after appointment that leaves principals unprepared for the new responsibility (Tekleselassie, 2002 in Bush, 2006). That is why these

leaders try to implement leadership the way they saw it from their seniors who did it in the good old ways, not favoring the employees although the TVET policy requires that educational management should be professionally led (Gorfu, 2010).

The objective of leadership is the achievement of individual or group targets by influencing or inspiring the motivation of the followership through sharing the same values, objectives, intentions and ideals, not necessarily through formal authority mechanisms. A leader helps to achieve these common goals by setting directions (a shared vision), by shaping an environment that helps maintain commitment and consent, and by enabling others to lead themselves (Leithwood & Beatty, 2008).

The overarching objective of a sustainable leadership in TVET is the conscious and successful integration of the concept of sustainability into the TVET practice. This implies various changes regarding TVET policies and systems, regarding the organization of companies, vocational schools and other training providers as well as cooperation between these institutions. This means, policies and guidelines, vocational school curricula, teacher and instructor trainings, assessment and examination mechanisms, and formal and informal learning arrangements need to be worked out. Leadership for TVET for sustainable development can be assigned three core functions: setting directions, influencing structures and empowering others.

The decision-makers in TVET were not pushed to continuously reconfirm their policies and activities in light of the different interests and needs of the citizen and economy. Experience in many developing and developed countries shows that, successful TVET systems are normally governed by stakeholder bodies which approve important decisions on policy directions and quality management and supervise their implementation. Other countries in Africa, include other stakeholders from TVET and society, such as TVET providers or civil society organizations. It is important to note, however, that such stakeholder bodies only function effectively if their influence is strong and undisputed (MoE, 2008).

As leadership is the action of influencing and mobilizing employees to achieve organizational goals it plays an important role in the employees performance and productivity. A leader with good behavior sets a clear vision, motivates employees, guides employees and builds morale.

The experience in the TVETs in Ethiopia however is witnessed not in line with the leadership theory or international practices.

Government TVETs have defined roles for their leaders at different levels and thus are free to enact policies and guidelines including school governance and leadership which is seen at least partially being exercised. In non-government colleges the noose of supervision is so tight that leaders and teachers do not have the freedom to decide on their information and knowledge.

There is room for further education and training for government colleges as government allocates budget for this and believes in upgrading leaders and teachers to produce quality citizens equipped with up to the standard training to achieve its development goals (GTP, 2010). The student researcher believes, the problem is with the implementation of the policy especially when it comes to the private TVETs.

How do the leadership react to this and other differences in non-government and government TVETs because it affects their behavior directly or indirectly which will be reflected in their performance and quality of training?

Thus this paper is trying to assess the behaviors of TVET leaders (deans and department heads) being practiced in two TVET colleges, make comparison and examine how leadership behavior is perceived in the TVET colleges : one public college and one private college.

Misrak Polytechnic College was formerly a high school established in 1961 now turned to vocational training institution with the introduction of the new Education policy in 1994. Its performance in few years indicated that it performed well and in 1999 was upgraded to college level by Addis Ababa TVET Agency. Again after a few years, its performance was evaluated and compared to similar colleges of the same level and was found to be excellent. Accordingly it was upgraded to Polytechnic level in 2003 (Dawit, 2007).

Among the changes made in the process was the replacement of directors trained for general education and those with first degrees by master's degree holders who are educated in TVET or at least familiar with TVET by way of trainings and workshops..

Selam David Roeschli Technical & Vocational College, a non-government TVET college has been a vocational training institution since its beginning in 1989. With the introduction of the current Education Policy in 1994, it was upgraded to college level in the interest of Addis Ababa TVET Agency .

Unlike Misrak Polytechnic College that is run by the dean and his associates, the top leadership at Selam David Roeschli Technical & Vocational College has always been the Managing Director not the dean; This researcher was the first dean appointed when Selam David Roeschli Technical & Vocational College was upgraded to College level in 1994. The position of dean is there because it is one of the strictest requirements by Addis Ababa TVET Agency.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to identify and compare the prevailing leadership behaviors practiced in government and non-government TVET colleges in Addis Ababa City Administration with the intent to assess the perceptions leaders have of their own leadership behaviors and the perception by others (supervisors, colleagues and subordinates). This chapter deals with the methodology and procedure that were followed to carry out the study. The research design, sources of data, population of the study, sample, instruments for data collection, and data analysis method are discussed in this chapter.

#### 3.1 Research Design

The study was a mixed methods research design. It was descriptive because it attempted to describe phenomena by measuring leadership behaviors. (Durheim, 2002). In addition, a quantitative approach was employed because the data were numbered and statistical analysis was conducted.

A self-rating and observers rating instrument (Multifactor Leadership Questionnaire) developed by Bass (1985) was used to collect data from two TVET colleges in order to find out what kinds of leadership behaviors are demonstrated in TVET colleges and whether these behaviors are the same in government and non-government colleges. To conduct this study the researcher selected two TVET colleges in Addis Ababa; One is Misrak Polytechnic College owned and run by government and the other is Selam David Roeschli Technical & Vocational College (NGO).

#### 3.2 Sources of Data

For this study, primary data were used. These data were gathered from the leaders and observers of Misrak Polytechnic College and SDRTVC colleges. The major sources of the data were thus, the deans, academic vice-deans, and department heads. The other observers (supervisors, colleagues and subordinates) were also included to provide additional information on the

leadership behaviors of leaders from different angles. Accordingly one hundred questionnaires (for the 20% of each group population) were issued out of which sixty were to Misrak Polytechnic College and forty to Selam David Roeschli Technical & Vocational College. Out of this number seventy nine were returned out of which fifty two from Misrak Polytechnic College and twenty seven were from Selam David Roeschli Technical & Vocational College. The overall return rate was 79%. Because my sample is 30 or more, then the sampling distribution of means is essentially a normal distribution, which enables me to use t-test for hypothesis testing (Gibilisco, 2004).

### 3.3 Sampling Technique

The sampling technique employed to select respondents in the leadership positions was purposive sampling because the study was focused on the leaders (whose number was limited) leadership behavior. Accordingly, all deans and vice deans, and department heads were made to respond to the questions as self-raters.

The sampling technique used to select subordinate and colleague raters was simple random sampling (s.r.s.). The observers who have a working relationship of one kind or another with the said leaders have responded for the same questions but from their distinct angles.

And 20% from a population of 195 employees from SDRTVC and 313 from Misrak was taken to represent the population of respondents. The final number of candidates for the questionnaire was 60 and 40 for Misrak and Selam respectively. The first step of the analysis was to calculate Multifactor Leadership Questionnaire scores for each participant's attribute.

### 3.4 Instrument of Data Collection

Over the years a large group of leadership measurement instruments were developed to measure and investigate leadership behaviors in various ways. Three of the most commonly used instruments of leadership behavior measurements secured from Northouse (2011) Leadership Practices Inventory (LPI), Leadership Behavior Description Questionnaire (LBDQ) and Multifactor Leadership Questionnaire (MLQ) were considered for choice and the last was selected as an instrument for this study.

The Leadership Practice Instrument developed by Kouzes & Posner (2002) is not chosen for this study because the model is basically about practice and not personality/behavior (Northouse, 2011). In Leadership Behavior Description Questionnaire (LBDQ) subordinates responses on the questionnaires clustered around to general types of leadership behaviors: initiating structure and consideration (Northouse, 2011). It has also fallen into discredit because the data generated by the instrument frequently lacked statistical significance.

For this study Multifactor leadership Questionnaire(5x-Short), is chosen as a standardized questionnaire to measure transformational, transactional and laissez faire leadership styles among leadership in TVET colleges. In particular, participants were instructed to rate the extent to which a supervisor or manager demonstrates a series of 36 behaviors on a five-point scale. Alpha reliability for the subscales range from .74 to .94 (Bass & Avolio, 2000).

To measure leadership behaviors as perceived by colleagues, Multifactor Leadership Questionnaire (MLQ) form 5x was utilized. The MLQ was designed and developed by Bass and Avolio (1995, 2004). This instrument is commonly employed for organizational surveys. It has been designed based on a five-point type scale which can be utilized for rating the frequency of leader behaviors. The rating scale for leadership items includes: Not at all (0), Once in a while (1), Sometimes (2), Fairly often (3), and Frequently, if not always (4).

The MLQ includes 45 items; 36 items represent the nine leadership factors, five factors for transformational, two factors for transactional, and two factors for laissez-faire leadership. Nine of the items assess three leadership outcome scales that are effectiveness (4 items), extra effort (3 items), and satisfaction (2items). In order to determine the mean score of each factor (dimension) the values of the scale for the items were calculated which were then divided by four.

The MLQ is a well-established instrument. It has been used in a variety of setting and broad range of sample population such as, industry, military, primary and secondary schools, marketing, and higher education organizations in different countries (Avolio & Bass, 2004).

For the purpose of this study nine out of the 45 (Bass and Avolio,2000) behaviors relating to outcomes are omitted and focus was made on the 36 items relating to behaviors. The self-rating and observer rating questionnaires have measured the behaviors of the colleges leadership on a

5 point Likert-type scale where 0 stands for not at all, 1 for once in a while , 2 for some times, 3 for fairly often and 4 for frequently, if not always. MLQ is a well-validated instrument which also has high reliability ( Bass & Avolio, 2004). The MLQ was chosen for this study because the primary focus is determining leadership behavior as categorized into transformational, transactional and passive/avoidant leadership behaviors. Accordingly the 36 questions are regrouped into nine dimensions for ease of completing the form and data analysis

Leadership behaviors of the study's participants were determined by scoring each participant's response to the Multifactor Leadership Questionnaire. The Multifactor Leadership Questionnaire (MLQ) is based on the Full Range Leadership Model developed by Bass and Avolio (2000).

The MLQ measures individual leadership behaviors as being transformational, transactional, and laissez-faire as well as scales of leadership. The MLQ was utilized to measure elements or scales of transformational and transactional leadership of the TVET colleges leaders. The MLQ scale scores are measures of characteristics, or behaviors of leaders. These characteristics include: Individualized Consideration; Intellectual Stimulation; Inspirational Motivation; Idealized Influence (attributed); and Idealized Influence (behavior) associated with Transformational Leadership; Contingent Reward; and Management by Exception (active); associated with Transactional Leadership; Management-by-Exception (passive); and laissez-faire; an inactive form of leadership characterized by a reluctance to become actively involved and a view that the best leadership is to disassociate from the action known as laissez-faire leadership. Transformational leaders exhibit high scores in the scales of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration.

Transformational leadership encourages followers to accomplish more than what would normally be expected of them. They become motivated to transcend their own self-interests for the good of the group or organization (Northouse 2001, Bass & Avolio, 1990). The following nine leadership scale scores measured by the MLQ represent transformational, transactional and/or laissez-faire leadership:

The manner in which followers react to the leader and his/her behavior is defined by the leader's idealized influence score. Idealized influence leaders have high moral and ethical values and are able to provide their followers with a sense of vision and mission. Followers deeply respect the idealized influence leader (Northouse, 2001).

Inspirational motivation is shown in leaders when they inspire and motivate followers to demonstrate commitment to the shared vision of the group or team. The inspirational motivational leader engages in clearly communicating high expectations to followers and increases team spirit and enthusiasm (Northouse, 2001).

Intellectual stimulation is demonstrated by the transformational leader when they support followers to be creative and innovative, to try new approaches, and challenge their own beliefs and values. This type of leader promotes problem solving to find creative solutions to the task at hand (Northouse, 2001).

Individualized consideration is shown by the transformational leader by creating a supportive climate, listening to followers, and acts as a coach and mentor. The leader pays attention to individual differences and treats individual employees in a caring way. Leaders also help individuals achieve goals and grow personally. This type of leader also uses delegation to get followers to grow through personal challenges (Northouse, 2001).

Contingent Reward and Management-by-Exception (active) make up transactional leadership style. Contingent Reward is how the leader and followers exchange specific rewards for outcomes or results. Goals and objectives are agreed upon by both the leader and followers and the achievement is rewarded or punished. The MLQ measures a leader's degree of possessing Contingent Reward leadership attributes which are demonstrated by leaders that engage in a constructive path to goal transaction and exchange rewards for performance. These leaders clarify expectations, exchange promises and resources, arrange mutually satisfactory agreements, negotiate for resources, exchange assistance for effort, and provide commendations for successful follower performance. Management-by-Exception (active) is when a leader makes corrective criticisms or uses negative reinforcement. This leadership behavior monitors followers closely so they can point out mistakes and errors. Leaders with Management-by-Exception with "active" behaviors have characteristics of monitoring followers' performances

and taking corrective action if deviations from the set standards occur. These leaders enforce rules to avoid mistakes.

Laissez-faire leadership has the scales of Management-by-Exception (passive) and laissez-faire leadership. In this leadership style, the leader uses Management-by-Exception (passive), which is only intervening when goals have not been met or a problem arises. The Management-by-Exception leader with a passive behavior would not intervene until problems become serious. The Management-by-Exception leader (passive) waits to take action until mistakes are brought to his or her attention. Laissez-faire behaviors are ones that delay decisions and give up responsibility. Laissez-faire leaders offer no feedback or support to the follower. Laissez-faire leadership is a hands-off approach to leadership (Northouse, 2001). Laissez-faire leadership is also termed a non-leadership style. The laissez-faire leader avoids accepting responsibilities, is absent when needed, fails to follow up on requests for assistance, and resists expressing his or her views on important issues. The laissez-faire leader gives the majority of control in the decision-making process to the followers. Laissez-faire leadership assumes that followers are intrinsically motivated and should be left alone to accomplish tasks and goals. The laissez-faire leader does not provide direction or guidance.

Thus MLQ was utilized to measure elements or scales of transformational, transactional and laissez-faire leadership of the TVET college leaders.

### 3.5 Procedures for Data Collection

As an initial step to create access to data, authorities of the two TVET colleges were consulted for their consent. Following obtaining consent, the instrument of data collection was dispatched to respondents. Respondents were also informed about the objectives of the study and date of a filled-in questionnaire return was fixed by consensus with participants. Questionnaires were administered by vice deans in both colleges. All the completed questionnaires returned on the date fixed earlier.

### 3.6 Method of Data Analysis

After the collection of data through questionnaire, the raw data were classified and tabulated depending on the kind of question to make it easily manageable and understandable. After it was tabulated, the issues were analyzed and interpreted based on the kind of question by using

different analytical methods. The data collected through questionnaire to identify the personal characteristics of respondents, such that age, sex, educational level, and position of work/designation, work experience, marital status were analyzed using percentage. This method of analysis helped the researcher to easily identify the characteristics of the respondents.

All of the data have been entered into and analyzed by the Statistical Package for the Social Sciences (SPSS) for Windows, version 20. Summary statistics, including the computation of means, standard deviations, frequency counts, and percentages of all demographic data were performed (Elliot and Woodwar ,2007). Mean scores and standard deviations were computed for the levels of five factors of transformational leadership, two factors of transactional leadership and two factors of passive/avoidant leadership in order to answer the research questions for the TVET colleges.

The data gathered to determine the exhibition of leadership behaviors and make comparisons of the two kinds of colleges on self-perception and observer-perceptions of leaders were analyzed by using mean and independent samples *t*-test because the family of *t* tests (one sample *t* test, independent samples *t* test, and dependent samples *t*-test) are all parametric tests used at the bivariate level and all compare means between two groups. The *t*-test is important because it is used for significance testing in two independent samples test. That's because with the *z*-test we must know the standard deviation of the raw score population (Heiman, 2006).

There are two steps in this process: first equality of the variances is tested using the Leven's test and if this assumption holds true, the process goes to seeing the result of the *t*-test to accept the equality of means. But if equality of variances does not hold true, the assumption with "variances not equal" which implies the second line of *t*-test result was considered for checking the equality of the means.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the findings of the study that was conducted to address the objectives of the thesis are discussed. The first section of this chapter provides the proposed and actually collected data from both government and non-government TVET colleges. The second section discusses the personal characteristics of respondents. The third section assesses the predominantly prevailing leadership behaviors in government and non-government TVET colleges. The fourth section examines the similarities and differences in demonstrating leadership behaviors between government and non-government TVET colleges. The fifth section identifies leadership behavior gaps to be bridged through further intervention to strengthen the leadership quality of government and TVET colleges in Yeka Subcity of the Addis Ababa City Administration.

#### 4.1 Characteristics of Respondents

There are nine departments at Misrak Polytechnic college and 3 deans which implies there are twelve people in the leadership positions. So each one of them receives 4 leadership behavior ratings, i.e., self, supervisor, colleague and subordinate ratings which brings the total number to 48 questionnaires. Since there are two v/deans to be evaluated from up and below that takes 1 for the dean and 8 for the remaining 8 department heads which brings the grand total to 57. Of these 52 are completed and returned which amounts to 91.2%.

There are 5 departments at Selam David Roeschli Technical & Vocational College and 3 deans which implies there were eight people in the leadership positions. So each one of them received 4 leadership behavior ratings, the total number was 32 questionnaires. Since there are two v/deans to be evaluated from up and below that takes 1 for the dean and 4 for the remaining 4 department heads which brings the grand total to 37. Of these 27 were completed and returned which amounts to 72.9%.

Table 1: Instruments dispatched and the corresponding rate of return by rater and college

College	Questionnaire	Self	Supervisor	Colleague	Subordinate	Total
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MPC	Sent	12	12	12	23	59
	Returned	11	7	11	23	52
	%	92	58	92	100	88
SDR- T V C	Sent	8	11	8	12	39
	Returned	4	5	6	12	27
	%	50	45	75	100	69

All the results of personality data were compiled from the data collected for the purpose of analyzing the leadership behaviors of two TVET colleges in Yeka Sub city of the Addis Ababa City administration with the MLQ. The gender, service year, age group and qualification of participants are described as per the collected data

There were a total of 79 study participants in leadership positions out of which 52 were from Misrak Polytechnic College and 27 from Selam David Roeschli Technical & Vocational College. From Misrak Polytechnic College 71.2% were males and 28.8% females while from Selam David Roeschli Technical & Vocational College 81.5% were males and 18.5 % females. This implies that females do not hold equal chances of leadership positions.

Table 2:Demographic Profile

VARIABLES	CATEGORY	MPC	SDRTVC
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		N	%	N	%
Gender	Male	37	71.2	22	81.5
	Female	15	28.8	5	18.5
	Total	52	100	27	100
Age	5-Jan	36	69.2	13	48.1
	10-Jun	11	21.2	11	40.7
	15-Nov			2	7.4
	16-20			1	3.7
	21& above	5	9.6		
	Total	52	100	27	100
Service	5-Jan	36	69.2	13	48.1
	10-Jun	11	21.2	11	40.7
	15-Nov			2	7.4
	16-20			1	3.7
	21& above	5	9.6		
	Total	52	100	27	100
Qualification	Diploma	23	44.2	10	37
	Bachelor	24	46.2	7	25.9
	Master's	5	9.6	10	37
	Total	52	100	27	100

It was found out that most of the participants were between 16 and 25 years of age i.e., the predominant age group of raters for both colleges is 16-25 with 55.8% for Misrak Polytechnic College and 66.7 for Selam David Roeschli Technical & Vocational College. In other words more than 50% of the raters of Misrak Polytechnic College are between 16 and 25 years of age and two-thirds of Selam David Roeschli Technical & Vocational College are in the said age group. This is a good indication of the fact that both colleges are manned by young men and women who can serve their organization with freshness, energy and enthusiasm.

The highest percentage of service years of raters at Misrak Polytechnic College falls in the lowest service year range, 1-5 which implies the majority of the raters are relatively new to the college. At Selam David Roeschli Technical & Vocational College raters fall in the lowest and second lowest service year ranges (48.1% in 1-5 and 40.7% in 6-10). About 41% of Selam David Roeschli Technical & Vocational College employees who have stayed for 6 to 10 years and better know their organization have taken part in the study implying they have a better chance of rating the leadership at their places accurately. However it may also indicate that there is a high turnover of employees away from these colleges.

At Misrak Polytechnic College, the highest percentage of raters i.e., close to 50% of the raters hold their first degrees while Selam David Roeschli Technical & Vocational College has 25.9% (about one- quarters) of the raters with first degrees. From table 2, it is found out that there are as many diploma holders as there are Master's degree holders (37%) at Selam David Roeschli Technical & Vocational College while at Misrak Polytechnic College there are 4.5 times more diploma holders than master's degree holders. This implies most skill trainings are being given by low level trainers below the requirement of the Ministry of Education which is going to have a negative impact on the mode of delivery.

## 4.2 Prevalence of Leadership Behaviors

Findings from the leadership behavior data collected using MLQ are discussed below under mean score of leadership attributes.

From the following table, it is seen that all the scores have fallen far short of the minimum mean score for transformational leadership as set by Bass and Avolio (1994) implying transformational leadership is not used in both TVET colleges.

There were 79 respondents out of which 52 were from Misrak Polytechnic College and 27 were from Selam David Roeschli Technical & Vocational College. For Misrak Polytechnic College the predominant behavior of transformational leadership was 2.63 far short of the 3.0 minimum standard for individualized consideration signifying the management of human resources is not fair. It only shows it is likely to increase with possible remedial injections. The second dominant leadership behavior was Idealized Behavior (IB) with a mean score of

2.56 implying there was some content of integrity by the leaders to affect their followers but has not reached the 3.0 for TF behavior..

Table 3 Leadership Attributes Mean Scores by College

Idealized Influence (Attributed)	0	4	2.27	2.59
Idealized Influence (Behavior)	0	4	2.56	2.74
Inspirational Motivation	0	4	2.5	2.56
Intellectual Stimulation	0	4	2.54	2.37
Individualized Consideration	0	4	2.63	2.48
Contingent Reward	0	4	2.27	2.81
Management-by-Exception(Active)	0	4	2.21	2.26
Management-by-Exception(Passive)	0	4	1.9	1.41
Laissez-faire	0	4	2.13	1.67

Selam David Roeschli Technical & Vocational College on the other hand is found to be dominantly showing a contingent reward behavior with a mean score of 2.74. This is an indication of sticking to the rules of the organization where every one is handled according to his performance. If one does good according to a set of expectations, he will be rewarded. But if he does against or below this standard, he will be penalized for it.

The second dominant leadership behavior being exhibited at Selam David Roeschli Technical & Vocational College is Individualized Influence meaning they are acting often out of integrity.

## 4.3 Comparison of Leadership Behaviors between Colleges

### 4.3.1 Leadership Behavior Differences

Differences in mean scores of leadership behaviors between the non-government and government TVET colleges have been noticed in the study.

Transformational leadership implies being tolerant and risk-sharing with followers. Again Selam David Roeschli Technical & Vocational College scored higher (0.18 point higher) because the leadership there is witnessed to have shown to be moral, selfless and considerate towards others.

Leaders provide their subordinates with challenging tasks and encourage them to solve problems the way they like. In this regard Misrak Polytechnic College is found to exercise this attribute fairly often higher than Selam David Roeschli Technical & Vocational College with a mean score difference of 0.17. This indicates that there is a wider opportunity for learner subordinates to improve because of the provisions.

In this case Misrak Polytechnic College is witnessed to practice this behavior fairly often with a mean score of 2.63 excelling Selam David Roeschli Technical & Vocational College by a mean score difference of 0.15. Ways to improve in competence areas are facilitated and employees are well taken care off in all their areas of their lives.

In the case of transformational leadership behavior, Selam David Roeschli Technical & Vocational College scored much lower than the standard but higher than Misrak Polytechnic College in both Idealized Influences (Attributed and Behavior) with 2.59 and 2.74 mean scores respectively whereas Misrak Polytechnic College scored mean score of 2.27 and 2.56 respectively for the same leadership attributes. Misrak Polytechnic College on the other hand scored lower than the standard 3.0 but higher than Selam David Roeschli Technical & Vocational College in Intellectual Stimulation and individualized Consideration with mean scores of 2.54 and 2.63 respectively against mean scores of 2.37 and 2.48 of Selam David Roeschli Technical & Vocational College.

In contingent reward Selam David Roeschli Technical & Vocational College scored much higher than Misrak Polytechnic College in contingent reward with a mean score of 2.81

compared to 2.27 of Misrak Polytechnic College's. It may indicate, among other things, that the leadership cannot and does not make decisions based on prevailing situations that may require change and transformation.

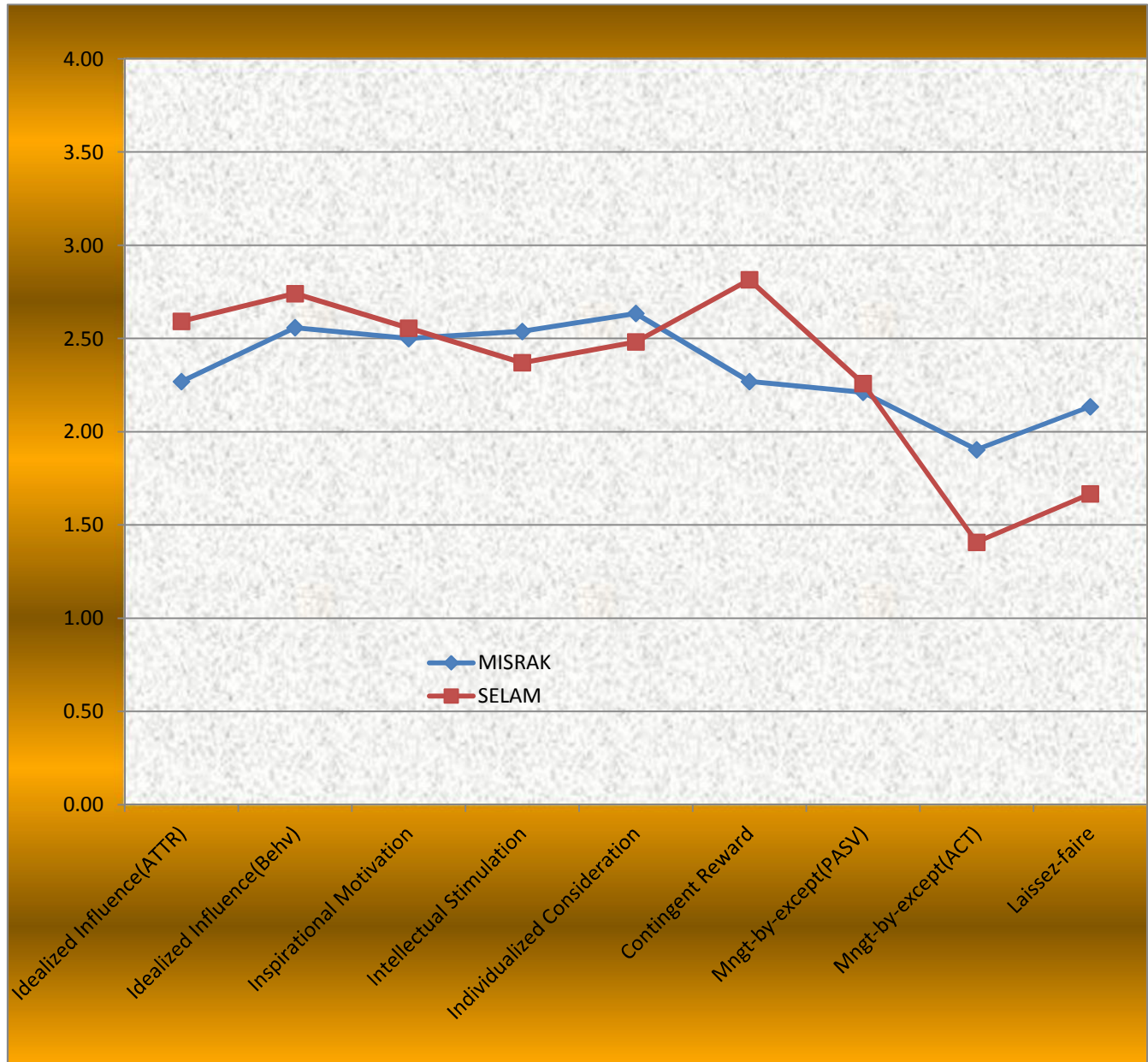
In passive/avoidant Misrak Polytechnic College's higher scores of 1.90 and 2.13 in Management-by-exception (passive) and laissez-faire implies the leadership is less concerned in carrying out leadership responsibilities.

#### 4.3.2 Leadership Behavior Similarities

Inspirational motivation does not seem to be much of a point of departure for the colleges with Selam David Roeschli Technical & Vocational College scoring 2.50 and Misrak Polytechnic College 2.56. Leaders from both TVET colleges moderately set examples for their followers. They communicate vision, encourage hard work and express important goals simply (Bass, 1994). Transformational leaders motivate others through purposeful tasks that tend to be challenging (Avolio and Bass, 2002). Team spirit is excited by arousing enthusiasm and optimism (Bass, 1998). Both Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College have scored almost equal mean scores on Inspirational Motivation (2.50 and 2.56 respectively).

Both TVET colleges are at the transactional level of leadership behavior only showing signs of transforming into transformational leadership behavior if conducive environments occur.

Figure 1: Comparison of Leadership Attributes of TVETs



There seem to be uniform exhibitions of Management-by-exception with mean of 2.21 for Selam David Roeschli Technical & Vocational College and 2.26 for Misrak Polytechnic College. Both exhibited about the same responsibility of not acting to prevent mistakes from happening. They failed to interfere until problems become serious.

#### 4.4 Leadership Behavior Gaps

The independent-samples t-test compares the average values of leadership behaviors measured on a Likert scale between two TVET colleges. Participants of Misrak Polytechnic College are mutually exclusive of Selam David Roeschli Technical & Vocational College. Participants are either from Misrak Polytechnic College or from Selam David Roeschli Technical & Vocational College

##### 4.5.1 t-test Findings for the individual Dimensions of Leadership Attributes

The results of the t-test given in table 4 assuming equal variance for the groups are shown below for each dimension of transformational leadership behaviors. Only in the cases of IIA and IS do we find significances of 0.016 and 0.015 respectively to reject the equal variances assumption.

In that case the “equal variances not assumed” row for the t-test is considered. The p-value of IIA is 0.065 and of IS is 0.437 where both greater than 0.05. As a result, the null hypothesis that states there is no significant difference in the exhibition of leadership attributes at Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College cannot be rejected.

In all the other cases Levene’s test is satisfied and we go for “equal variances assumed” to see the result of t-test. The only case where there is a significant difference is in CR where p-value is 0.022 which is less than 0.05. This implies Selam David Roeschli Technical & Vocational College is not as much caring for employees as it does for the organization.

For the remaining items of IB (0.427), IM (0.831), IC (0.565), MA (0.857), MP (0.113) and LF (0.136) are all greater than 0.05 implying there is no significant difference in the exhibition of leadership attributes at Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College.

Table 4: :t-test for leadership Individual Attributes

	Assumptions	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IIA	Equal variances assumed	6.05	0.02	-1.54	77	0.13	-0.32	0.21	-0.74	0.1
	Equal variances not assumed			-1.88	76.78	0.07	-0.32	0.17	-0.67	0.02
IIB	Equal variances assumed	0.18	0.68	-0.8	77	0.43	-0.18	0.23	-0.64	0.27
	Equal variances not assumed			-0.81	54.44	0.42	-0.18	0.23	-0.64	0.27
IM	Equal variances assumed	1.63	0.21	-0.22	77	0.83	-0.06	0.26	-0.57	0.46
	Equal variances not assumed			-0.23	60.8	0.82	-0.06	0.25	-0.55	0.44
IS	Equal variances assumed	6.46	0.01	0.68	77	0.5	0.17	0.25	-0.32	0.66
	Equal variances not assumed			0.78	73.6	0.44	0.17	0.22	-0.26	0.6
IC	Equal variances assumed	0.18	0.67	0.58	77	0.57	0.15	0.27	-0.38	0.68
	Equal variances not assumed			0.59	57.33	0.56	0.15	0.26	-0.36	0.67
CR	Equal variances assumed	1.3	0.26	-2.34	77	0.02	-0.55	0.23	-1.01	-0.08
	Equal variances not assumed			-2.41	57.31	0.02	-0.55	0.23	-1	-0.09
MA	Equal variances assumed	1.49	0.23	-0.18	77	0.86	-0.05	0.27	-0.58	0.48
	Equal variances not assumed			-0.19	61.63	0.85	-0.05	0.25	-0.55	0.45
MP	Equal variances assumed	0.06	0.81	1.6	77	0.11	0.5	0.31	-0.12	1.11
	Equal variances not assumed			1.6	52.54	0.12	0.5	0.31	-0.13	1.12
LF	Equal variances assumed	2.8	0.1	1.51	77	0.14	0.47	0.31	-0.15	1.09
	Equal variances not assumed			1.45	47.49	0.15	0.47	0.32	-0.18	1.12

#### 4.5.2. t-test Findings for Leadership Behaviors

In order to get an overall view of the leadership practices in government and non-government TVET colleges in Yeka, the total leadership scores of heads in government and non-government TVET colleges were compared using independent sample t-test.

As is seen in table 5 the “equal variances” assumption fails for Passive/avoidant leadership behavior as the Levene’s test declares that sig. value of  $0.42 < 0.05$ . At the “equal variance not assumed” level, we find that p-value of  $0.094 > 0.005$ .

It can thus be concluded that the leadership in both government and non-government TVET colleges demonstrated the same type of transactional leadership behavior but at different levels in the display of Passive/avoidant leadership behavior which implies there is no significant difference between the two groups. We do not reject the null hypothesis that states there is no enough evidence to conclude that the mean leadership behaviors of Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College are different.

The results of the F-test (Levene’s test) for evaluating the equality of variance indicates that the p-value is 1.107 which implies that the variances are not significantly different. The p-value for the equal means t-test is  $p = 0.112$  for transactional and 0.071 for passive /avoidant leadership behaviors all greater than 0.05. The decision would be that there is no significant difference between the two groups. We do not reject the null hypothesis that states there is no enough evidence to conclude that the mean leadership behaviors of Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College are different.

**Table 5: Leadership Behavior t-test**

Leadership behavior	Assumption on variances	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Transformational	Equal variances assumed	2.66	0.11	-0.31	77	0.76	-0.05	0.15	-0.35	0.26
	Equal variances not assumed			-0.35	68.47	0.73	-0.05	0.14	-0.33	0.23
Transactional	Equal variances assumed	1.71	0.2	-1.61	77	0.11	-0.3	0.19	-0.67	0.07
	Equal variances not assumed			-1.74	65.41	0.09	-0.3	0.17	-0.64	0.04
Passive/Avoidant	Equal variances assumed	4.27	0.04	1.83	77	0.07	0.48	0.26	-0.04	1.01
	Equal variances not assumed			1.71	44.16	0.09	0.48	0.28	-0.09	1.05

The t-test showed that the transactional leadership behavior mean score for Misrak Polytechnic College is  $M = 2.24$  with a standard deviation  $= 0.837$  where as that of Selam David Roeschli Technical & Vocational College is  $M = 2.54$  with a standard deviation of  $= 0.649$ . For  $t(77) = -1.606$  and  $p = 0.112$ , there is no significant difference between the two.

Although Selam David Roeschli Technical & Vocational College has a higher transactional leadership behavior score of mean  $= 2.54$  with  $SD = 0.649$  than Misrak Polytechnic College with mean  $= 2.24$  and  $SD = 0.837$  there is no significant statistical difference in these averages. From these results, there is no statistically significant difference in leadership behavior between Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College.

The passive/avoidant leadership behavior mean score for Misrak Polytechnic College with  $M = 2.02$ ,  $SD = 1.024$  is significantly higher than that of Selam David Roeschli Technical & Vocational College with  $M = 1.54$  and  $SD = 1.263$  at  $t(77) = -1.831$  and  $p = 0.071$ . This is an indication that Misrak Polytechnic College demonstrates more of avoiding decisions and does much more firefighting; attending to problems after happening. Misrak Polytechnic College has a much rarified atmosphere of doing things at the leaders' pace and way but at Selam david Roeschli Technical and Vocational College the control part of is at large.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the results of this study and presents the findings along with the interpretation augmented by limitations and future recommendations.

The present study was designed to assess the predominant leadership behaviors at government and non-government TVET colleges, find out similarities and differences between the leadership behaviors as perceived by observers and the leaders themselves and propose recommendations to fill the gaps identified in the study.

The basic questions were as follows:

The first research question of this study asked: “What are the predominant leadership behaviors exhibited at government and non-government TVET colleges in Yeka Sub city of Addis Ababa City Administration?”

The second research question was: “What are the similarities and differences between the leadership behavior of government and non-government TVET colleges in Yeka sub city of the Addis Ababa City Administration?”

The third research question was” What gaps are identified for intervention with the objective of strengthening leadership qualities?”

The target population of this study consisted of all the staff members in government and non-government TVET colleges in Yeka subcity. Accordingly, the deans of each college, the academic vice deans of each college, the department heads of each college were included for assessment and 20% of observer raters was used as a sample. This chapter includes summary and interpretation of the results of the analysis. It also presents recommendations for future research.

### 5.1. Data Analysis of Summary of Findings

The purpose of this study was to assess the presence of transformational, transactional and laissez-faire leadership behaviors at Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College.

Results indicated that there are traces of transformational leadership subscale behaviors being exercised at both government and non-government TVET colleges although sparingly.

Nevertheless SDRTVC leaders scored higher than their counterparts on two of the five subscales and Misrak Polytechnic College did the same on two other leadership attributes of transformational leadership. Theoretical assumptions were made that Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College leaders would score no different on transformational, transactional and passive/avoidant sub scales and the findings of the t-test for independent samples support the hypothesis that there is no a statistically significant difference in the leadership behaviors of government and non-government TVET colleges.

The data were analyzed using frequency and independent sample t-test using SPSS version 20. Independent sample t-tests were employed to compare the mean scores of government and non-government TVET colleges' leadership behaviors (transformational , transactional and passive avoidant).

Results indicated that there are no transformational leadership behaviors being exercised at both government and non-government TVET colleges. Nevertheless SDRTVC leaders scored higher than their counterparts on two of the five subscales and Misrak Polytechnic College did the same on two other leadership attributes of transformational leadership. Theoretical assumptions were made that Misrak Polytechnic College and Selam David Roeschli Technical & Vocational College leaders would score no different on transformational, transactional and passive/avoidant sub scales and the findings of the t-test for independent samples support the hypothesis that leadership behaviors are not significantly different.

Both TVET colleges are demonstrating transactional leadership behaviors extensively and are not therefore appliers of modern style leadership behaviors.

## 5.2 Conclusions

Bass and Reggio (2006) stated that transformational leadership is the prototype of leadership that people have in mind when they describe their ideal leader. Bass also stated transformational leaders are more effective and successful. If the TVET academic program leaders are using transformational leadership more often than transactional or laissez-faire leadership, the chances for success and the continued viability for TVET institutions is promising.

Conclusions were drawn on the basis of findings of the data analysis. The transformational, transactional and passive/avoidant leadership behaviors of government and non-government TVET colleges in Yeka Sub city of the Addis Ababa city administration have been identified and compared. The conclusions were:

The deans and department heads of both the government and non-government TVET college in Yeka are not demonstrating transformational leadership behavior. This is an indication that both are behind the application of transformational leadership in their respective places to bring about change to individuals, organizations and communities.

Selam David Roeschli Technical & Vocational College is exercising transactional leadership behavior on a much higher level than Misrak Polytechnic College. The leadership there is limited to only exchange of benefits between leaders and followers that curbs the freedom for innovative thinking.

Misrak Polytechnic College is relatively better at demonstrating transactional leadership than Selam David Roeschli Technical and Vocational College. This may show that there is the interest of the government to let go off the reins of controlling and advocate the attitude to use transformational leadership. The several trainings, workshops, meetings carried out for government institutions including education can be attributed to the better position of Misrak Polytechnic College.

## 5.3 Recommendations

Research findings encourage the higher education institution leaders to practice the transformational leadership at large.

Hence the researcher recommends the following.

One may not claim that a given leadership style best fits to all situations and across all institutional setup. However, transformational leadership is believed to have greater implication for organizational advancement. Hence, academic leaders in Selam David Roeschli Technical and Vocational College need to undergo a training that focuses on transformational leadership in order to attain further success than sticking to transactional leadership. They may do this by way of arranging trainings on the subject by external training institutions.

Academic leaders in Misrak Polytechnic College were rated lower in Idealized Influence (Attributes) and Idealized Influence (Behavior) dimensions of transformational leadership. This state of affairs may bring about a negative effect in overall institutional transformation. Therefore, leaders in Misrak Polytechnic College may need to have mentoring and coaching services by qualified professionals in leadership to be able to demonstrate a full-fledged transformational leadership behavior.

Successful leadership is an essential condition for organizational change and development. Thus the TVET Agency of the City Administration need to undertake a research aiming at TVET leaders' leadership behavior so as to learn about the prevailing gaps and design corresponding remedy in this regard.

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## APPENDIX



Part II. Leadership Behavior Data

Multifactor Leadership Questionnaire (MLQ) Form 6S is taken from Northouse(2011). This questionnaire provides a description of your/ leadership style. Thirty-six descriptive statements regrouped into 9 dimensions are listed below. Judge how frequently each statement fits your leadership behavior and circle the number of your choice. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
0	1	2	3	4

1	I focus attention on irregularities, mistakes, exceptions, and deviations from standards; instill pride in others for being associated with me; go beyond self-interest for the good of the group; act in ways that build others' respect for me and display a sense of power and confidence.	0	1	2	3	4
2	I fail to interfere until problems become serious; talk about my most important values and beliefs; specify the importance of having a strong sense of purpose; consider the moral and ethical consequences of decisions; emphasize the importance of having a collective sense of mission	0	1	2	3	4
3	I talk optimistically about the future; talk enthusiastically about what needs to be accomplished; articulate a compelling vision of the future; express confidence that goals will be achieved	0	1	2	3	4
4	I re-examine critical assumptions to questions to question whether they are appropriate; seek differing perspectives when solving problems; get others to look at problems from many different angles; suggest new ways of looking at how to complete assignments	0	1	2	3	4
5	I spend time teaching and coaching; treats other as individuals rather than just as a member of a group; consider an individual as having different needs, abilities, and aspirations form others; help others to develop their strengths	0	1	2	3	4
6	I provide others with assistance in exchange for their efforts; discuss in specific terms who is responsible for achieving performance targets; make clear what one can expect to receive when performance goals are achieved; express satisfaction when others meet expectations	0	1	2	3	4
7	I concentrate my full attention on dealing with mistakes, complaints and failures; keep track of all mistakes; direct my attention toward failures to meet standards	0	1	2	3	4
8	I wait for things to go wrong before taking action; show that I am a firm believer in "if it ain't broke, don't fix it"; demonstrate that problems must become chronic before I take action	0	1	2	3	4
9	I avoid getting involved when important issues arise; am absent when needed; avoid making decisions; delay responding to urgent questions	0	1	2	3	4

