



School of Commerce

**THE EFFECT OF LEADER SHIP STYLES ON EMPLOYEE PERFORMANCE
THE CASE OF MAJOR GENERAL HYELOM ARAYA MILITARY ACADEMY**

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Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
DEPARTMENT OF HUMAN RESUORCE MANAGEMENT

THE EFFECT OF LEADERSHIP STYLES ON EMPLOYEE PERFORMANCE
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HAYLOM ARAYA MILITARY ACADEMY

BY
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Statement of Declaration

I, Gebrekiros Gebrehiwet Weldie, declare that the thesis entitled “The Effect of leadership style on employee Performance: The Case of Major General Hayelom Araya Military Academy” is my original work. I have carried out the present study independently with the guidance and support of my research advisor, Bantie Workie (PhD). Also, this study has not been researched for any other program or university and that all sources of materials used have been acknowledged accordingly.

Declared by: Gebrekiros, Gebrehiwet Weldie

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This is to certify that Gebrekiros, Gebrehiwet has carried out his research work on the topic “The Effect of Leadership styles on employee performance: The Case of Major General Hayelom Araya Military Academy”. The work is original and is suitable for submission for the award of Master of Arts in Human Resource Management

Advisor: Bantie Workie (PhD)

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PERFORMANCE: CASE OF MAJOR GENERAL HAYELOM ARAYA
MILITARY ACADEMY**

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LISTS OF ACRONYMS AND ABBREVIATIONS

DLI Democratic Leadership Item

ALI Autocratic Leadership Item

LLI Laissez-Faire Leadership Item

EPI Employee Performance Item

Tol Tolerance

VIF Variance Inflation Factor

MGHAMA Major General Hayelom Araya Military Academy

ABSTRACT

Leadership style is important for improving performance of organization. The aim of the study was assessing the effect of leadership styles on employees' performance: at Case of Major General Hayelom Araya Military Academy. The main objective of this study was to examine the effect of different leadership styles (democratic, autocratic, and laissez-faire leadership styles) on employees' performance. The study was used both descriptive and explanatory research designs. The study was used both qualitative and quantitative research approaches.

The data have been collected from 137respondents randomly selected employees. The data collected have been analyzed using statistical analysis, both descriptive and inferential ones.

The researcher used Descriptive and inferential statistical method for data analysis.

The findings showed that autocratic leadership style was the most dominant style at the military academy. Overall, scores shown democratic leadership style were found to be strongly positive correlated with employee performance.

Autocratic and laissez-faire leadership style had no relationship with performance.

The researcher recommended that democratic leadership is the most effective leadership styles.

Key words: leadership style, democratic leadership, autocratic leadership, laissez-faire leadership, employee performance.

CHAPTER ONE

INTRODUCTION

The aim of this chapter is used road map for the rest chapters. In this chapter, the researcher was discussed the background of the study, background of the organization, statement of the problem, research questions, objectives of the study, significance of the study, limitations of the study, scope of the study, and organization of the study.

1.1 Background of the study

Different scholars defined leadership in different ways based on different perspectives. Some of them are listed below. According to Northouse (2004) Leadership is defined as the method which an individual influences a group of individuals to attain a common goal.

Tannenbaum, Weschler & Mussarik (1961) define leadership is process of influencing flowers and directed, through the communication process, toward the predetermined of specific goals.

Johnson (2014) states that within the military and behavioral science, the concept of leadership has been examined for many years. It has been suggested that a leader is one who is innovative while seeking to solve new problems, along with bringing something new and different to a group. Within a behavioral perspective, several theories have been developed describing the various behaviors that leaders may exhibit or possess. Armstrong (2003) states that leadership is simply the ability to persuade others willingly to behave differently for achieving the task set for them with the help of the group.

Memon (2014) defines leadership style as a leader's style of providing direction, motivating people and implementing plan and motivating people or employees towards organizational goal. Odetavo, Ojokuku and Sajuyigbe (2012) state leadership style is an interaction between leaders and employees. On the other hand, Tandoh,(2011), Awolusi, Magaji, and Odunlami (2015) state those performances are mainly influenced by the leadership style applied by the leader. Effective leadership in an organization creates vision of the future that considers the long term interest of the groups involved in the organization to develop a strategy for moving forward towards the vision.

Newstrom and Davis (1993) state Leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

According to Albrecht (2011) performance is the extent to which an organization achieves a set of pre-defined targets that are unique to its mission. Leadership style is a key factor to the success or failure of any organization. On the other hand, Prasetya and Kato (2011) defined employee performance as the attained outcomes of actions with skills of employees who are capable in delivery of the organizational goals and objective

Much literature shows different views on influence of leadership styles on the performance of employees According to Behn (1995) issues of leadership styles on influencing employees performance is one of the questions which need to be properly addressed in organization management. Nuhu,(2005) states that performance in different sectors has been depending on the leading individual styles.

While many leadership theories have emerged from the last century, early theories on leadership focus on identifying qualities that make defer leaders and followers. Recent theories on leadership looked at other variables such as situational issues and levels of skill. Many times a lot of theories on leadership and performance have been proposed. According to Bratton (2007) observes that leadership theory consists of two axes: of those which are correlated to organizational effectiveness and tends to be more rigid in orientation, and of those which are mainly critical and meant to better understand the concept. On the other hand, it is not always easy to categorize any of the theories as one or the other exclusively.

Performance is a multidimensional construct and an extremely significant criterion that determines organizational successes or failures. The main goal of any organization is to increase the job performance of employees in order to survive the highly competitive world.

1.2 Background of the organization

Ethiopia is more devoted than ever to develop its defense capabilities. However the country is much more committed to peaceful developmental efforts, peace cannot be secured

Without defense capability protect enemy aggressions and decisively win inevitable wars.

In addition, it is now realized that defense capability is an integral part of development in the case of Ethiopia. Thus, to bring about development and modernization, it is necessary to ensure

peace and security. However, peace and security cannot be guaranteed without strong and modern defense forces that can prevent wars, and fight and win finally in the event of unavoidable war.

Strong defense forces in Ethiopian case mean strong deterrent forces. Hence, by strong armed forces we mean qualitative, creative, effective and efficient armed forces at different levels of the army. Another important consideration is that there is a historical need for the country to retain a strong military power in order to be able to preserve and defend its sovereignty and territorial integrity. Although the country pursues a foreign policy that underlines the importance of peace, cooperation, good neighborhood and mutual respect among countries in the region and beyond, there is no guarantee that all will respect such values.

Both the recent past and modern history of the country recommends that the country may be forced to be involved in conflicts and wars which it wishes to avoid. Hence, there is a firm conviction that the effort to achieve lasting peace and security demand the existence of a defense force capable of deterring or averting aggressions and decisively winning unavoidable wars.

The role of strong military power is not only embattled to conflict related issues. Rather, it is also essential to keep the democratic rights of people, good governance, economic growth and development as per the constitution of the country. Hence, the request for strong and dependable Defense power is higher than ever. The country needs a high caliber, well-experienced, educated, trained and technology-oriented military power.

To satisfy these needs, the role of higher education in military profession, is indispensable.

From this point of view, provision of education and training programs that would unable to build the capacity of the existing military power of the nation is found to be an important and timely issue. The foremost, in this case, is the establishment of Cadet Academies which would serve as a basis for further training and specializations.

In Ethiopia, the beginning of Cadet Academy goes back to 1930s when the Holeta Genet Military Academy was established. This Academy was functional until the Italian Occupation Period and the Military Academy was re-opened after the withdrawal of the enemy forces from the country. Later on, in the late 1950s the Harar Military Academy was opened to strengthen the process of army building in the country. Nevertheless, these Academies were primarily

originated to produce junior officers who lead the army primarily organized to safeguard only the interests of the ruling classes and therefore, they couldn't sustain their existence. Harar Military Academy was collapsed in 1977.

Currently, the only Cadet Academy in the country is Major General Hayelom Araya Military Academy. Eleven years after the EPRDF came to power. The mission of re-establishing this Military Academy was to prepared lower level qualified officers who would effectively protected the FDRE Constitution and serve at the lower level leadership in different units and positions of the army.

Upon its re-establishment, the Academy initially launched its program at diploma level and under this program the Military Academy has graduated three batches with Diploma in Military Science and Leadership.

As per the increased demand of the Ministry of National Defense for highly qualified lower level Military officers and the progressively growing training capacity of the Military Academy, the level of the program has been upgraded to first degree level very recently.

At this time, the Academy has trained 450 cadets including 20 cadets from Somali Land a degree program,(M/G/H/A/M/A indoctrination).

1.3 Statement of the Problem

“In today’s competitive environment, organizations rapidly expand globally and face a lot of problems in meeting their objectives and chase to be more successful from others.

(Kehinde & Banjo,2014). Different scholars have written many literatures based on how different styles of leadership affect employee performance. And also the influence of leadership style on performance of employees has been a controversial topic among researchers worldwide. According to Behn (1995) the issues of leadership styles on influencing employee’s performance is one of the questions which need to get a proper answer, in organization management.

According to Nuhu (2005) it is propagated that performance in different sectors has been changeable depending on the leading individual. The leader may influence subordinates to well perform or underperform.

Maxwell,(2003) states that performance of an organization does not depend only on the leadership styles of the leader, but also on the employee attitude or perceptions towards the work.

The researcher observed and collected informal information from members of the Academy that the commandant of M/G/H/A/M/A cadet academy most of the time applied only autocratic leadership style. In defense force, they are different colleges and training centers and from the different colleges M/G/H/A/M/A is the only cadet academy in the country. In addition to this the armies are executed two main missions they are peace and combat missions. So, applying autocratic leadership style may be preferable at the combat mission but in peace time mission and in different colleges and training centers may not be effective. This is the reason to do this research in the effect of leadership styles on employee performance. Based on the above idea the M/G/H/A/M/A has gap in applying different styles of leadership in order to enhance the performance of the employees.

1.4 Research Questions

Even if there are different types of leadership styles, the researcher focused on the traditional leadership styles. Therefore, the study tried to answer the following questions;

1. What is the effect of laissez -faire leadership style on employee performance in major General Hayelom Araya Military Academy?
2. To what extent Autocratic leadership styles affect employee performance in major General Hayelom Araya Military Academy?
3. What is the effect of democratic leadership styles on employee performance in major General Hayelom Araya Military Academy?

1.5 Research Objective

1.5.1 General Objective

The general objective of this study was to examine the effect of laissez-faire, autocratic and democratic leadership styles on the performance of employees in major General Hayelom Araya Military Academy.

1.5.2. Specific Objectives

This study would be guided by the following specific objectives:

1. To determine the effect of democratic leadership on employee performance in major General Hayelom Araya Military Academy.
2. To measure the effect of laissez-faire leadership style on employee Performance in major General Hayelom Araya Military Academy.
3. To evaluate the effect of autocratic leadership on employee performance in major General Hayelom Araya Military Academy.

1.6 Significance of the study

The researcher believes that this study would have the following significance.

1. The basic findings of the research will help the Military Academy to identify the effects of different leadership styles on employee performance.
2. It would be used for future researchers and students to conduct further studies in this area in the military academy.
3. Findings of this study would help commandant of the academy to identify the best and the most appropriate leadership style to use in relevant situations for team effectiveness and increased productivity of the organizations.

1.7 Scope of the study

Under Major General Hayelom Araya Military academy there are two training centers for officer cadets. There is long term training centers in Holeta Genet and short term training center in Hurso. However, for the sake of effectiveness and efficiency, and to manage the limited project time and budget, this study focused only on long term training program which is found in Holeta Genet or at previous called Genet tor Academy. On the other hand even if they have different types of leadership styles, the researcher focused only on the Lewis' classification of leadership styles.

1.8 Limitation of the study

Almost all research faces different limitations in different ways. The researcher faced different problems that made the study. Such as the respondents did not return the questionnaire on time; lack of interest and interviewing person it took long time to conduct the interview discussion. On the other using the old classification of leadership considered as limitation but the researcher believed that the contemporary classifications of leadership mainly focused in service.

1.9 Definition of key terms

Leadership: Chester Bernard In (1938) defined that leadership is the ability of a superior to influence the behavior of followers and influence them to follow a particular course of action.

Performance: is the main multidimensional concept aimed to reach results and has a strong link to strategic goals of an organization (Mwita, 2000).

Autocratic leadership style: Ile (1999) defined autocratic leadership as the centralizing of power in one hand.

Democratic leadership style: Okenwa and Ugbo 2001, defined as democratic leadership style also known as participative or supportive leadership style involves some kind of joint action between leaders and subordinates.

Transformational leadership style: Transformational leadership style is defined as method of persuading in which leaders change their friends' consciousness of what is important, and move them to see themselves and the chances and challenges of their environment in a new way. (Bass, 1997; Hall *et al* 2002)

Laissez-faire leadership style: Goodnight, (2011) defined as Laissez-faire leadership is the best or the worst of leadership styles.

Transactional leadership style: Transactional leadership is a method of leadership in which the leader helps promise of his followers through both rewards and punishments.

1.10 Research gap

Many researchers around the world studied and commented on possible benefits of leader ship styles and its effect on employee performance being in developing countries like Africa so many industries are struggling to be world-class.

The literature on leadership and employee performance is dispersed across countries and across industry. Evidences fore effects of leadership style on employee performance is different from one to other. But most of the literature reviewed is somehow consistent in suggesting that both transformational and transactional leadership styles are considerably positively related to employee performance and that transformational leadership style is more pronounced than transactional leadership style (Kehinde and Bajo, 2014; Rasool, et al. 2015; Tsigu and Rao, 2015), the evidence on the relationship between laissez-faire and performance is not that straight forward. For example while, some are reporting negative relationship, (Aboushaqah et al 2015), others like Gimuguni, et al (2014) have reported a positive relationship. This implies that the evidence on this leadership style is changeable.

Hence, applying relevant leadership style in governmental and private institutions needs great attention to enhance employee performance and productivity of the organizations. No one has been conducting in this area so far in the context of M/G/H/A/M/A. However, as far as the knowledge of the researcher is concerned, no research has been conducted about the effect of leader ship styles on employee performance in case of Military Academy. So, this research would be conducted with the motivation of fulfilling the above stated gap.

1.11 Organization of the Research Report

This study composed, of five chapters. The first chapter was an introduction of the study, back ground of the organization, background of the study, statement of research problems, research questions, and objectives of the study, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the study. The second chapter dealt with related literature review that contains theory and empirical evidence. The third chapter dealt with research methodology, the fourth chapter dealt with data analysis, results and discussion of findings and interpretation of the results. The fifth and final chapter also dealt with summary, conclusions and recommendations drawn from the research results.

1.12 Chapter Summary

The chapter mainly included the back ground of the study, back ground of the organization, statement of problem, research objective, research question, limitation of the study, scope of the study, significance of the study and organization of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discuss theoretical and empirical reviews and develops conceptual frame work. The theoretical review includes the definition of leadership, theories of leadership, styles of leadership; the effect of leader ship styles in employee performance, the empirical review includes researched evidence. Conceptual frame work includes dependent and independent variables.

2.1.1 Definitions of leadership and leadership styles

Many scholars have defined Leadership in different perspectives at different times.

Kumar,(2014) states that leadership is a process influencing others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

On the other hand, Bernard (1938) denies leadership as the ability of a superior to influence the behavior of followers and influence them to follow a particular course of action. Williams, (2005) defined Leadership as an interactive art in which the leader is dancing with the context, the problem, the faction, and the objective. Hill (2008) defines Leadership as the process of motivating, influencing and directing others in the organization to work productively in the pursuit of organization goals. For Armstrong (2003), leadership is simply the ability to persuade others willingly to behave differently for achieving the task set for them with the help of the group.

2.1.2 Definition of leadership styles

According to Odetayo, Ojokuku and Sajuyigbe,(2012) leadership style is defined as a key factor of the success or collapse of any organization. A leader is person who guides, shows, and motivates peoples to carry out particular tasks and also encourages his followers for proficient performance towards the success of the stated mutual objectives. On the other dimension Memon (2014) states that leadership style is a leader's style of providing direction, motivating people and implementing plans. Leadership style is seen as a way or method that leaders use when leading organizations, departments, or groups.

2.2 Theories of leadership

There are different views of leadership that characterized and distinguish leaders from non-leaders. Most of researches today have shifted from traditional trait or personality based theories to a situation theory. Avolio, Walumbwa, & Weber,(2009) state that the situation in which leadership exercised is determined by the leadership skills and characteristics of the leader. Even though there are different theories of leadership in the world, but according Charry,(2012) states those leadership theories.

- ✚ Great Man Theory/Trait Theory
- ✚ Behavioral Theories
- ✚ Contingency/Situational Theories,
- ✚ Transactional Theory of Leadership
- ✚ Transformational Theory of Leadership

2.2.1 Great man theory/trait theory of leadership

Robbins, Judge, & Sanghi, (2007) state that some of the leaders in the history have always been recognized as strong leaders based on the qualities or traits that they display. Such include Leaders like Nelson Mandela, Mahatma Gandhi, Margaret Thatcher and Indira Gandhi etc. Ololube (2013) described that capacity for leadership is innate, that great leaders are born, not made. This theory often represents leaders as brave, mythic and designed to rise to leadership when needed. And also this theory believes that leaders must be male especially military leaders. The great man theory was initially proposed by Carlyle, (1949) and the idea behind this

theory is that great leaders will arise, when there is great need. The basic limitation of this theory is lack of scientific validity and only considers men in power (Carlyle, 1874).

2.2.2 Behavioral theory

Anderson & Bower (1973) explained that this theory suggests that good leaders are trained rather than being born and there are the set of programs which impart the skills which are believed to impart the good skills to shape the good leader.

This theory proposes that trained leaders are better than born leaders therefore this theory is opposite to trait theory which suggests that born leaders are better than trained leaders and People do not work in isolation they always observe the action of others and observe the occasions on which it is rewarded or punished (Bandura, 1971).

Behavioral theory states that great leaders are made, not born. This leadership theory mainly focuses on the actions of leader's not on intellectual qualities or internal states and leaders motivate and inspire people by helping group members and also those leaders are concentrated on the performance of team members, but also on individual person to fulfilling his or her potential (Charry, 2012).

Anderson and Bower,(1973) state that leaders are trained rather than being born. "People do not work in isolation they always observe the conduct of others and observe the occasions on which it is rewarded or punished and also the limitation of this theory is not linked to desirable work outcomes, and no universally successful behaviors have been identified (Bandura, (1971).

2.2.3 Contingency theory

This theory focuses on variables that are environmentally related which determines the style of leadership that fits the situation best and also it promotes the idea that no single leadership style is best, rather successes are based on variables, subordinates and type of the situation (Northouse, 2007). Cheng and Chan, (2002) explained that Contingency theory is the one through which the leader competence is determined by the interaction between the leader's personal characteristics and aspects of the situation.

Contingency theory there is no best way for leaders to lead but it depends on the situation and the particular situation will determine the type of leadership style that can direct to the positive

predictable results (Fiedler, 2009). One leadership style may match particular situation but may not result to desired results in the other particular situation. Cheng (2002) explained that success of leader and employees depends upon a good number of factors, including the leader's preferred leadership style, the capabilities and behaviors of the subordinates and situational characteristics. This theory is complex and reactive by its nature.

2.2.4 Transactional theory of leadership

This theory was developed by Weber in 1947 further developed by Bass in 1981 and this theory is known as Management Theory. According Charry, (2012) this theory of leadership is based on a system of rewards and punishments. Lamb, (2013) defined that the concept of leader's job is to create structures that make it in abundance clear what is expected from followers and the consequences (rewards and punishments). Bass, (1998) defines the weakness and strength of this theory as follows,

“It is true that transactional leadership style is easy to implement and give directions, Leaders do not need much training, in short run there is minimum need to train leaders. Transactional leader does not generally try to find out employees good work or they don't give compliments for expected good work. A transactional leader is hard in his expectations about the working relationship; he considers employees duty is only follow the instructions”.

2.2.5 Transformational theory of leadership

This theory is defined by different scholars, Ismail et al.,(2009) explained it is mainly based on the improvement of culture of employees, their motivational level and moralities with the improvement of their skills. It basically helps subordinates reach their goals working in the organizational setting; it helps followers to be communicative and adaptive to new and enhanced practices and changes in the environment (Bass, 1994).

In another way Stewart (2006) explained that Transformational leaders can be able to communicate an attractive vision of the future by communicating ideologies and leading through example. This theory mainly helps to improve the team's morale and motivates the team member. Yukl (1999) explained seven major weaknesses of transformational leadership.

The first weakness is the ambiguity underlying its influences and processes secondly there is overemphasis of the theory on leadership processes at the dyadic level. Thirdly, the theoretical

rationale for differentiating among the behaviors' is not clearly explained. Fourthly, Yukl (1999) identified the omission transformational behavior from original transformational leadership theory in which empirical indication has shown to be relevant. Fifth, lack of arrangement situational variables in transformational leadership. Sixthly, this theory does not explicitly identify any situation where transformational leadership is detrimental. Lastly, like most leadership theories, transformational leadership theory accepts the heroic leadership stereotype.

2.3 Leadership styles

2.3.1 Autocratic Leadership Style

Khan, et al (2015) state that autocratic leadership is where manager retains as much power and decision-making authorization as possible. Melling and Little (2004) stated that autocratic leaders are highly centralized leaders and are the center of every activity that goes on in the establishment and all authority originated from them and ends with them. According to Iqbal, (2015), autocratic leaders are characterized by an "I tell" philosophy; autocratic leaders tell other people what to do. Enoch (1999) and Nwankwo (2001) explained that autocratic leadership style is a leadership in which leaders exclusively make decisions and production is emphasized at the expense of any human consideration. Terry (1968) states autocratic leadership style may provide in a situation of urgent situation and in cases where the leader is wise, just and significant.

Hunter and Schmidt (1990) state this style has weakness in the side of communication that, one way communication between a manager and their subordinates

2.3.2 Democratic leadership style

Igboeli, (1990) states that in democratic leadership style decision making is in common between leader and followers. Power is distributed up to the lower level of employees and free flow of communication is encouraged in this way. When the leader is forced to make a decision alone, the reason is explained to the group. The leader permits a climate of general controls and supervision.

Okenwa and Ugbo (2001) defined as democratic leadership style, (also known as participative or supportive leadership style), involve some kind of joint action between leaders and subordinates. In essence, the leader consults with employees on planned actions and decisions and encourages

participation from them. Huneryager & Heckman (1967) state that democratic leadership style has weakness such as longer decisions with consultation, limited experience of subordinates, lack of experience to be consulted with discussion brakes down decision making in times of urgency.

2.3.3 Laissez-faire leadership style

Chaudhry & Javed (2012) state that Laissez-faire leaders usually allow their subordinate the power to make decisions about their work and they provide teams with resources and advice, if needed, but otherwise do not get involved. And also this type of leadership can be effective when the leader monitors or controls performance and gives suggestion to team members regularly. The main benefits of such leadership is that allowing team members so much autonomy can lead to high job satisfaction and increased productivity. But it can be damaging, if employees of the organization do not manage their time well or do not have the knowledge, skills, or motivation to do their work effectively.

Ololube (2013) states that this type of leadership can also occur when managers or leaders do not have sufficient control over their staff or employees. Huneryager & Heckman (1967) state that this leadership style has weakness such as subordinates may lack maturity, expertise and experience, manager's authority is undermined, 'some people need direction' poor coordination and lack of control.

2.3.4 Factors that determine leadership style

The effectiveness of different type of leadership styles may be affected by different factors. Ibara,(2010) states that numbers of factors that can help to determine which type of leadership style are most effective and/or when to draw on a different or combination of leadership styles.

Size of an institution/organization

Naylor, (1999) stated that size of the organization has great impact on the leadership styles. Many organizations have the interest to grow, and as they grow, to divide into subgroups where the real decision making power lies. As institutions or organization grow, problems happens which may become more difficult to control at higher or senior management level. At the same time, as institutions and organizations grow larger and become more complex, there is a

tendency for decision making to be centralized. This situation leads to reduced employee participation or no participation at all.

Degree of interaction/communication

The second factor which determined leadership style is the degree of interaction between leaders and employees. Ololube (2012) states that organizational communication in this context refers to relation between two or more individuals on the basis of social and organizational structures aimed at achieving goals of the organization .Given that uncertainty surrounds many situations in organizations, leaders need to be involved with their staff. In this way, leaders can keep focused on key issues and ensure that organizational learning takes place.

The quantity and quality of communication in an organization tends to influence the style of organizational management with the main issue being that employees must work together in order to accomplish tasks. As explained by Naylor (1999) organizations to be effective the following points are very important.

- Managers must always share information.
- Managers must have open channels of communication.
- There must be information of sufficient potential to require regular concentration from leaders at all levels.
- Interpretations of compound information should be done in face-to-face discussions with staff.

Personality of members

Ibara (2010) defined that the personality attributes of employees and leaders can influence the leadership style of an organization. Some people have a tendency to react more to certain styles of leadership than others and individuals who like to depend on others.

Level of decision making

Schoderbek, Cosier, & Aplin,(1988) state that identifying effective leaders from ineffective leaders is a major management concern. One means of differentiation may be the quality of decision making and that effective leaders make good decisions or choices that yield favorable

outcomes for the organization and also this indicated decision making processes have great impact in leadership styles. In addition to Weddle, (2013) explains that not only leadership ability but employee perception often plays a big role in the implementation and outcome of decisions.

In the other dimension Ibara, (2010) defined that in a centralized organization, there is little or no provision for decisions or input from lower level staff and also Directives are handed down and strict obedience is expected.

2.3.5 Leadership and Performance

Northouse,(2013) states that ineffective leadership styles can directly affect employee performance. According Carnegie (2012), explained that leadership enables employees connect with organization and those who expressively connect in a positive way with an organization feel a sense of possession and are more likely to stay with it, deliver superior work in less time and dropping revenue costs. Lee and Chuang (2009), state that the brilliant leader not only motivated employee's potential to raise efficiency but also meets their supplies in the process of achieving organizational goals.

2.3.6 Employee performance

Armstrong (2003) states that organizations are needed to achieve the planned goals in order to survive in business. On the other hand Prasetya, (2011) states that Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures. And also he further noted that performance is the attained outcome of actions with skills of employees.

Pattanayak (2005) explained that employee performance is the contribution made by an individual in the accomplishment of organizational goals.

Ibrahim (2004) states that employee performance is simply the outcome of action carried out to satisfy an objective according to some standards. This means employee performance is a behavior which consists of honestly observable actions of an employee, and also mental actions such as answers or decisions, which result in managerial outcomes in the form of attainment of goals.

2.3.7 Autocratic leadership and employee performance

Michael,(2010) states that autocratic leaders are leaders who think always being right in their decision. Those leaders can damage organization goals, strategies and future since they force their followers to execute strategies and orders they think success can come from. Those leaders always have lacks of shared vision, motivation, creativity, teamwork, commitment and innovation. on the other hand, Hampton, (1973) suggested that autocratic leadership may be very useful and helpful where quick decision needs to be done without consulting large group of people.

2.3.8 Laissez faire leadership and employee performance

House,(2001) states that the leader's ability to lead is depending upon various situational factors, including the leader's preferred style of leadership. And also Contingency theories support a great deal of empirical freedom to leadership, laissez-faire style.

In Laissez-faire leadership style, maximum freedom is allowed to employees to perform their duties so as to reach the required goals. (Kumar, 2015) employees are given unlimited power in deciding their own policies and methods and to make independent decisions.

2.3.9 Empirical study

Many studies found a positive relationship between the leadership style and employee performance. For instance, Fiedler,(1996) states that the effectiveness of a leader is a major element of the success or failure of organization or even within country.

Other researchers such as Lee and Chuang (2009) stated that the excellent leader always motivates or inspires subordinate, enhance efficiency but also meets their requirements in the process of achieving organizational goals.

A study in Uganda on the effect of leadership style on employee performance of local governments in case of Mbale district by Gimuguni, et al (2014) concluded that there is a positive and significant relationship between the three leadership styles (democratic, autocratic, laissez-faire), and performance in Mbale local government. Those researchers discovered additional findings that Mbale local government leaders use autocratic style of leadership to inspire employees to accomplish their duties, but laissez- fair style of leadership mainly engaged

in Mbale local leadership which could have caused interruption in meeting deadlines. The findings also found that the local government has understood some performance in terms of increased work forces, high speed of achievement of work, success and timeliness due to democratic leadership.

Nunu (2005) stated that Autocratic leadership style used in Kampala District Council found out that it negatively influenced employee performance consequently leading to achieve less performance.

Babatunde, (2009) noted that autocratic leadership was in some cases successful depending on the nature of decision; it was successful in some cases when decision was quick and did not involve many people to reach decision.

According to Bass (1997), in modern business environment much research has shown that leaders make indifference in their subordinates 'performance, and also make change as to whether their organizations succeed or fail.

2.4 Conceptual frame work

According to Kombo and Tromp, (2009) conceptual frame work defined as a concept of an abstract or general idea or derived from specific instances. Mugenda (2003) defined that conceptual frame work is a hypothesized model identifying the model under study which shows the relation between the dependent and independent variables or indicates to what extent the dependent variables affect the independent variables. The Main objective of the conceptual frame work is grouping and describing concepts relevant to the study. This frame work helps a researcher to explained or define concepts, classify relations among concepts and to identify gaps in the literature.

The conceptual framework of the study would be based on key concepts of the study and literature review. In this study, the framework would comprise of leadership styles as independent variable while employee performance are dependent variables in M/G/H/A/M/A.

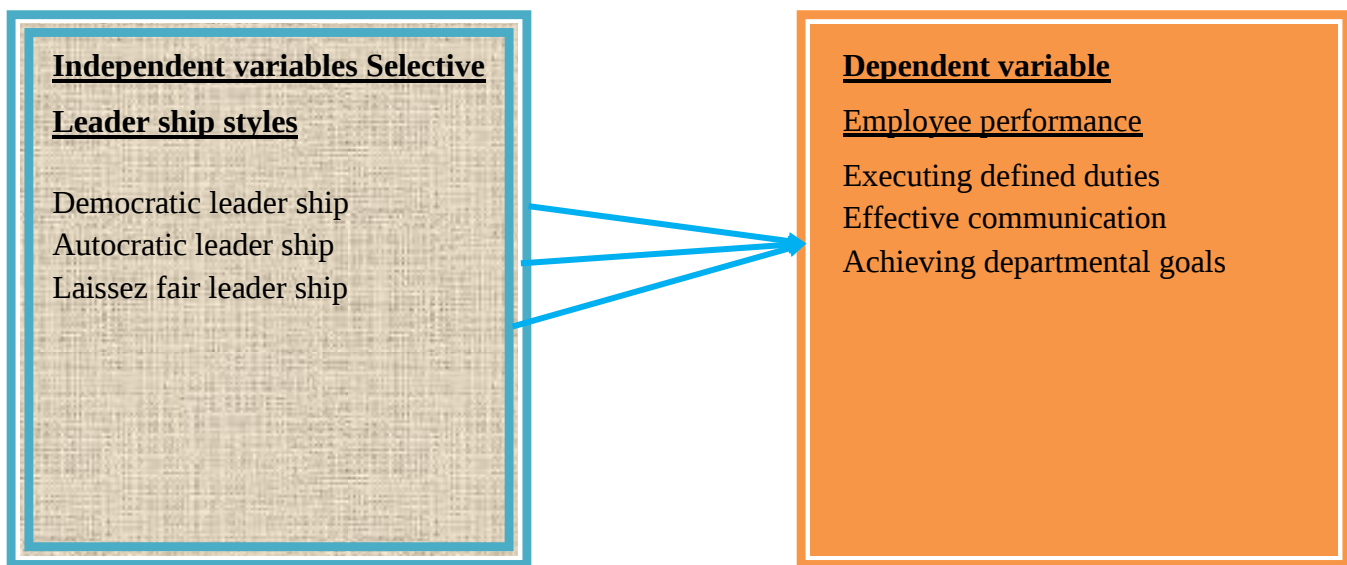


Figure2.1Conceptual framework

Source: Researcher: (2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is briefly to explain the research methodology. In this chapter the researcher briefly discussed the research approach, research design, population, sample frame, sample techniques, sample procedure, samples size, data type and source, data collection instrument, data analysis ,data quality control and ethical consideration.

3.2 Research Approach

According Creswell (2014) there are three types of research approaches; quantitative, qualitative and mixed approaches. Quantitative research is an approach for testing objective theory by examining the relationship among variables and qualitative research is an approach for exploring and understanding the meaning individuals or groups attribute to a social or human problem.

Mixed methods approach is used both quantitative and qualitative data, integrating the two forms of data, and using different designs that may involve philosophical assumptions and theoretical frameworks states and considered, as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010).

So, the researcher applied both qualitative and quantitative research approaches in order to conduct effective and efficient data collection and analysis. The qualitative approach enabled the researcher to describe the actual phenomenon in a deep comprehensive manner. The quantitative approach was also used to conduct statistical techniques based on numerical facts.

3.3 Research Design

Zikgmund,(2003) defined research design as a blue print for selecting the sources and types of data relevant to the research questions and also the common types of research designs are exploratory research, descriptive and experimental and there also research design. Those types of research design have their own purposes.

The exploratory research mainly used to discover new ideas and insights and it is very flexible, open-ended process and also requires qualitative approach, descriptive Research Design these types of research, describes attitudes, perceptions, characteristics, activities and situations and examine, who, what, when where and how questions and also requires mixing, method approach and The other type of research design is experimental design, This types of research design provides evidence that a cause-and-effect relationship exists or does not exist between variables and their impacts, requires more of quantitative approach (Zikgmund,(2003)). So, the researcher would use both descriptive and explanatory research designs because the main objective of this study was to examine the effect of different leadership styles on employee performance

3.4 Population, Target population and Sample frame

3.4.1 Population

According to Lawson (2012) population is defined as a cluster of statistically equivalent individuals or a collection of individuals who are genetically exchangeable. On the other hand According Fricker (2007) the target population defined as the group of elements to which the researcher wants to make inference. The population of the study was all employees working in Major General Hayelom Araya Military Academy. The target population of the study was command and staff, training department, logistics department and administrative and finance department.

3.4.2 Sample frame

The sampling frame is the set of source materials from which the sample is selected and also this definition also encompasses the purpose of sampling frames, which is to provide a means for choosing the particular members of the target population that are used in the survey (Anthony & Turner, 2003).

Table 3.1 Sample frame

S/N	List Of M/G/H/A/M/A Departments	Total No Of employees in Each Department
1	Command and staff	53
2	Training department	63
3	Logistics department	37
4	Administrative and finance department	56
Total		209

Source; (M/G/H/A/M/AHR department, 2019)

3.4.3 Sampling Techniques

Sampling technique refers to method used in selecting the items for the sample. The researcher used probability sampling that is stratified random sampling technique for this study.

As, explained by Yamane (1967), stratified random sampling is useful method for data collection if the population is heterogeneous. As indicated above the target population is heterogeneous. So, the researcher used stratified random sampling technique.

Based on this, the total population is stratified in to four strata. They are command and staff, training department, Logistics department and administrative and finance department. After stratifying the population, the proper sample was taken from each stratum randomly and proportionally.

3.4.4 Sampling Procedure

The researcher followed the following sampling procedures:

- Identifying the population,
- Target of population,
- Sample frame
- Selecting a representative sample randomly.

3.5 Sample size

Sample size is the number of items to be selected from the universe to constitute a sample. The sample size should be neither extremely large nor too small. It should be optimum; an optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility Kothari, (2004). After stratifying the target population, the researcher used the following Yamane formula would apply to determine the appropriate sample size.

$$n = \frac{N}{1 + Ne^2}$$

Where n is the sample size, N is the population size, and e is the level of precision as 95% confidence and 5% precision level.

$$n = 209 / 1 + 209(0.05)^2 = 137$$

Proportional sample size from each stratum will be calculated by using the following formula:

$$n_i = \frac{n * N_i}{N}$$

Where:

n_i= sample size for individual departments

N_i= the total number of employees in each department/stratum

N=the total number of population in the study

n= the total sample size

(<http://ocw.jhsph.edu/courses/statmethodsfor samplesurvey>)

Strata 1 :(command and staff) $n_i = 137 * 53 / 209 = 35$

Strata 2 :(training department) $n_i = 137 * 63 / 209 = 41$

Strata 3 :(logistics department) $ni=137*37/209=24$

Strata 4 :(administrative and finance department) $ni =137*56/209=37$

Table3.2 Proportional sample for each department

S/N	List of Departments	Total No Of Employees in Each Department	No Of Sample Size in Each department
1	Command and Staff	53	35
2	Training	63	41
3	Logistics	37	24
4	Administrative and finance	56	37
Total		209	137

Source: M/G/H/A/M/A HR Department 2019

3.6 Data Sources and Types

3.6.1 Data Sources

In order to collect valuable and all-round data from the sample population, both primary and secondary data sources were used. The primary data sources were the selected people directly engaged the field of instructors and supportive staff employees and departments. The secondary data were documents.

3.6.2. Data types

According to Swami, (2003) data are raw materials, facts, or relevant materials past and present serving as bases for study and analysis. The researcher used two types of data source. Namely, primary data and secondary data were used to conduct the study. For the effectiveness and reliability of the study in bringing good value of the collected data, the study employed both primary and secondary data in assessing the effect of leadership styles on employee performance.

3.6.2.1. Primary Data

As defined by Kothari in 2004 Primary data are those which are collected afresh and for the first time, and this happen to be original in character. So, in this study the researcher used structured and closed ended questionnaires and the questionnaires were close ended questions. The study also included semi structured interview questions for commandant of the academy and department heads.

3.6.2.2. Secondary Data

Data which from different written materials which have been collected. Saunders (2007) defined secondary data as second hand information which includes both raw data and published one. For the purpose of the study, the researcher used recorded documents at M/G/H/A/M/A. Based on employee performance.

3.7 Data Collection Instruments

In order to achieve the intended objectives, data collection instruments are very important. Thus, the researcher used two common data collection instruments. They were questionnaire and interview for the respondents and semi-structured interview to the commandant of the Academy and head of departments.

3.4.1. Questionnaire

A questionnaire is simply a formalized set of questions for eliciting information (Kothari, 2004).The study used structured questionnaires with close ended questions. The questionnaires were developed from the research question and the objective, of the study by the researcher and also checked by pilot test. Finally, those questionnaires were distributed to selected respondents.

3.4.2. Interview

Semi Structured questions and open-ended statements have been used by the researcher. For interview, the researcher used commandant of the academy and head of departments. Due to the importance of this study, interviews have been conducted on one-on-one with each department head.

3.8 Data Analysis Methods

Data processing was performed by editing, coding and tabulation before data is analyzed. Editing was done to ensure that the data were accurate, consistent, uniformly entered and arranged to facilitate coding and tabulation. The data was arranged in columns and rows to facilitate a basis for various statistical computations.

The researcher used descriptive and regression data analysis methods by using Statistical Package for Social Science (SPSS).

The research approach of this study was based on describing the facts to be gained from the sample population. So, the data to be collected from questionnaire was analyzed by using Statistical Package for the Social Science (SPSS) version 20 to generate, tables, percentage & regression model, and they were interpreted according to their type.

According to Mayring (2014) the data to be collected from interview have been analyzed by using inductive content analysis method. Finally the responses from interview and questionnaire were triangulated in order to make the study more valid.

The study included both dependent and independent variables. The relationship between these variables would be measured by using multiple regression analysis. The relation was assumed linear in the form of:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e \quad \text{Y is employee performance}$$

Where

B_0 is the intercept of the model

B_1 - B_3 is coefficient of the independent variable

X_1 is democratic leadership items

X_2 is autocratic leadership items

X_3 is laissez-faire leadership items

e is Error

3.9 Data Quality control

This part indicated the validity and reliability of the instruments and thus controlling data generated through questionnaires and interviews.

3.9.1 Validity of instruments

According Joppe (2000) validity is defined as the credibility or believability of the particular study. Validity refers to the question that the researcher prepared would support the assertion that the methods are really measuring the abstract concepts that they are intended to measure.

3.9.1.1. Internal validity: - refers to the ability of the research design to accurately answer the research questions.

3.9.1.2. External validity: - refers to the capacity to generalize findings and develop inferences from the sample to the study population.

To achieve internal validity, questionnaires included a variety of questions on the knowledge different leader ship styles and its effects in employee performance. The Questions are also based on information gathered during the literature review.

Internal validity also further ensure by consistency in administering the questionnaires.

All questionnaires were distributed to 137 respondents by the researcher personally.

The questions were developed in simple language for clarity and ease of understanding. Clear instructions would be given to the respondents. Finally, the researcher made the questionnaires evaluated with those experts having specialized knowledge in leader ship.

3.9.2 Reliability

Kothari (2004) states that Reliability is the degree of accuracy and consistency of information obtained in the study and also Cooper and Schindler (2003) state reliability tests the stability, equivalence and internal consistency of an instrument.

In research survey reliability problems commonly resulted when the respondents did not understand the question, are asked about something they did not clearly remember, or asked about something they didn't clearly know effectively. To avoid a problem, the researcher prepared well-structured questionnaire, brief orientation before the respondents fill the questionnaire and face to face interview in order to avoid reliability problems. In addition to this the data collecting a survey, was evaluated for reliability using Cronbach's alpha-coefficient method. One of the most universally used indicators of internal reliability is Cronbach's alpha coefficient. Cronbach's alpha coefficient of a scale would be above 0.7 the test would conduct in SPSS. The researcher conducted a pretest on 30 employees which were 22% of the total sample population before going to main data collection activity.

3.10. Ethical consideration

Research requires cooperation and coordination among different people and diverse disciplines, institutions, standards which are ethical so as fostering collaborative efforts. Researchers should adhere to guidelines which are associated with authorship, copyright and patenting policies, data sharing policies and confidentiality rules in conducting research (Akaranga & Makau, 2016).

The basic principle of ethical research is to preserve and protect the human dignity and rights of all subjects involved in a research project (Leedy & Ormrod, 2013). The questions focused on the views of the respondents based on each of the effects rather than personal information. Moreover, after the proper collection, the questionnaires have been coded and kept confidential. The researcher faced problem in lack of full information about authors, the researcher solved this problem by the help of by used goggle scholar. Finally, proper citation was performed in order to avoid plagiarism.

CHAPTER FOUR

RESULT AND INTERPRETATION

4.1 Introduction

The aim of this chapter is to present the results of the data analysis. And also this chapter consists of presentation, analysis and interpretation of data collected through questionnaire and interview. The researcher distributed 137 questionnaires to the respondents and collected 123 of them which were 90% of the total sample size. According to Mugenda, (2003) in which they assert that 50% response rate is adequate, 60% good and above 70% rated very well so this response rate was possible.

4.2 Demographic characteristics of Respondents

Table4.3 Respondents' Job status

Valid Missing		Frequency	Percent
	Instructor	34	24.8
	Department head and desk organizer	10	7.3
	staff	79	57.7
		14	10.2
	Total	137	100

As it was observed in the above Table, 79(57.7%) of the total respondents are staff workers, 34(24.8%) instructors, and 10(7.3%) head of departments and desk organizers. This indicated that there are enough respondents from each job category that helped the researcher to analyze the responses from instruments.

Table4.4 Respondents Work Experience

	Work Experience	Frequency	Percent
valid	1-5 years	10	7.3
	6-10 years	30	21.9
	11-15 years	24	17.5
	16-20 years	19	13.9
	Above 20 years	40	29.2
missing		14	10.2
Total		137	100

Concerning respondents' work experience, The above Table indicates that 10(7.3%) of the total respondents served 1-5 years, 30(21.9%) of them served 6-10 years, 24(17.5%) of them served 11-15 years and 19(13.9%) of them served 16-20 years, 40(29.2%) of the total respondents are above 20 years. Majority of the respondents served more than ten years. This implies that the majority of the respondents have enough experience to observe the leadership style of the academy and also help easy to understand the research questions.

Table4.5 Respondents' Level of Education

	Level of Education	Frequency	Percent
valid	Below 10 th Grade	8	5.8
	10 th -12th complete	23	16.8
	Certificate	2	1.5
	Diploma	33	24.1
	Degree	51	37.2
	Masters and above	6	4.4
missing		14	10.2
Total		137	100

As it is shown in the above Table, 8(5.8%) of the total respondents are below 10th grade, 23(16.8%) of them are 10th - 12th complete, 2(1.5%) of them have certificated, 33(24.1%) of them have diploma, 51(37.2%) of them are degree holders and 6(4.4%) of them has master's degree and above. Majority of the respondents took formal education and certified on military leadership. This implies that they were fit to give relevant response to the questions based on formal knowledge and skill.

Table4.6 Interviewees back ground Information

No	Respondents	Level of Education	Field of Study	Year of service	Frequency
1	Deputy commandant of logistic	Degree	HRM	20	1
2	Training head department	Degree	Military Leadership	15	1
3	Finance desk organizer	Degree	Accounting	10	1
Total Interviewees					3

As we have seen in the above Table, all the interviewees are 1st degree holders in HRM, military leadership, and accounting. Their professions are related to military leadership with long service in the military academy. This implied that the interviewees have considerable knowledge on leadership styles of the military academy. So they give valuable responses for the raised interview question.

Table4.7 Reliability Statistics of the pilot test

Cronbach's Alpha	No of Items
.826	34

Cronbach (1951) stated that a reliability coefficient of 0.70 is considered “acceptable” in most Social science research. Cronbach’s alpha model of the pilot test showed 0.826 and this implies that the measurements in this study were internally consistent.

Table4.8 Reliability Test for the Main Data

	No of items	Coefficient Alpha Reliability
Democratic leadership Items	12	.875
Autocratic leadership Items	10	.827
Liaises faire leadership Items	7	.735
Employees performance Items	5	.725

As it shows in the above table, the test results indicate that all of the variables in the study had comparatively high internal consistency. Carmer (1998) explained that a reliability coefficient of 0.70 is considered “acceptable” in most Social science research.

Table4.9 Summary of Descriptive statics on democratic leadership style item

NO	Democratic Leadership Style	N	Mean	Std. Deviation
1	Commandant of the academy gives authority employees to make decision.	123	2.13	1.194
2	Leader in the academy treats all employees equal.	123	2.38	1.370
3	Leaders in the Academy enforce to develop team work.	123	2.36	1.331
4	Leaders in the academy create friendly relationship between employees and leaders.	123	2.27	1.248
5	My Leader includes me in decision making process.	123	2.23	1.220
6	Commandant of the academy provides recognition/rewards when employees reach their goals.	123	2.22	1.177
7	Commandant of the academy gained input from employees for future projects.	123	2.33	1.358
8	My leader creates comfortable environment where I take responsibility ownership of my work.	123	2.37	1.251
9	Leaders in the academy allows employee to set their own work plan in line with his guidance.	123	2.36	1.216
10	The commandant of the academy enforces employees to provide frequent and supportive communication.	123	2.25	1.037
11	My leader likes to use his leadership position to help me to get experience for the next carrier position.	123	2.22	1.191
12	My leader support me to get attention in my work	123	2.34	1.227
Cumulative			2.16	.721

Source: field data (2020)

The democratic type of leadership style is not common at Major General Hayelom Araya Military Academy as it is assessed using twelve representative items associated with the democratic leadership style.

As shown in the above table, majority of the respondents disagreed that Commandant of the academy gives authority employees to make decision (mean 2.13, std. 1.194), for the fact that

Leader in the academy treats all employees equal for (mean 2.38, std. 1.370), for the item Leaders in the Academy enforce employees to develop team work(mean 2.36 std. 1.331),Leaders in the academy creates, friendly relationship between employees and leaders(mean 2.27 std. 1.248), My Leader includes me in decision-making process(mean 2.23 std. 1.220), commandant of the academy provides recognition/rewards when employees reach their goals(mean 2.22 std. 1.177), commandant of the academy gained input from employees for future projects(mean 2.33 std. 1.358), my leader creates comfortable environment where I take responsibility owner ship of my work(mean 2.37 std. 1.251), Leaders in the academy allows employee to set their own work plan in line with his guidance(mean 2.36 std. 1.216), The commandant of the academy enforces employees to provide frequent and supportive communication(mean 2.25 std. 1.037), my leader likes to use his leadership position to help me to get experience for the next carrier position(mean 2.22 std. 1.191), my leader support me to get attention in my work(mean 2.34 std. 1.227). According Warrick, (1981) states that the basic philosophical assumption of democratic leadership style is naturally all people are trustworthy, openly discussed, like responsibility and challenging work and so encourages organizational conditions to foster teamwork, high performance and satisfaction. All the responses are below average response. This shows the majority of the respondents have disagreed with all items that indicate democratic type of leadership style. In generally the military academy is weak in practiced democratic leadership styles.

Table, 4.5: Response for, Commandant of the Academy gives authority employees, to make decision.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	41	33.3	33.3	33.3
Disagree	56	45.5	45.5	78.9
Neutral	3	2.4	2.4	81.3
Agree	15	12.2	12.2	93.5
Strongly agree	8	6.5	6.5	100.0
Total	123	100.0	100.0	
Mean				2.13
Std. deviation				1.194

Source: Own survey (2020)

As, shown in the above Table 97(78.8%) respondents strongly disagreed or disagree that Commandant of the Academy gives authority to employees make decision. And another 23(18.7%) agreed that commandant of the academy gives them this opportunity while 3(2.4%) of the respondents decided to be a neutral. The mean values of the respondent are scored 2.13 with standard deviation of 1.194. This can be supposed that some leaders give this chance to their members of staff and some of them hesitate to include deciding decision- making process.

Table, 4.6: Response for, Leader in the academy treats all employees equal.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	40	32.5	32.5	32.5
Disagree	50	40.7	40.7	73.2
Neutral	3	2.4	2.4	75.6
Agree	18	14.6	14.6	90.2
Strongly agree	12	9.8	9.8	100.0
Total	123	100.0	100.0	
Mean				2.38
Std. deviation				1.370

Source: Own survey (2020)

As, indicated in the above Table 90(73.2%) of respondents strongly disagreed and disagree that their leaders in the academy treat all employees as equal. And another 30(24.4%) agreed and strongly that their leaders in the academy treat employees as equal. The mean values of the respondent are scored 2.38 with standard deviation of 1.370. From the above table we say that leaders in the academy has, problem in administrating employees as equally.

Table, 4.7: Response for Leaders in the Academy enforces employees to develop team work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	36	29.3	29.3	29.3
Disagree	55	44.7	44.7	74.0
Neutral	5	4.1	4.1	78.0
Agree	13	10.6	10.6	88.6
Strongly agree	14	11.4	11.4	100.0
Total	123	100.0	100.0	
Mean				2.36
Std. deviation				1.331

Source: Own survey (2020)

As we have seen in the above Table 91(74%) of respondents strongly or disagreed that leaders in the Academy enforce employees to develop team-work and another 27(22%) agreed that leaders in the academy enforce employees to develop team-work. The mean values of the respondent are scored 2.36 with standard deviation of 1.331. From the above table we say that leaders in the academy has, problem in developing team-work.

Table, 4.8: Response for Leaders in the academy creates friendly relationship between employees and leaders.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	38	30.9	30.9	30.9
Disagree	56	45.5	45.5	76.4
Neutral	5	4.1	4.1	80.5
Agree	14	11.4	11.4	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.27
Std. deviation				1.248

Source: survey data (2020)

As it indicated in the above Table 94(76.4%) of respondents strongly disagreed or disagree that leaders in the academy creates, friendly relationship between employees and leaders. 24(19.5%)

agree that leaders in the academy creates, friendly relationship between employees and leaders. While 5(4%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.27 with standard deviation of 1.248. This implies that most leaders in the military academy have gap in creating friendly relationship between them.

Table, 4.9: Response for My leader includes me in decision making process.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	38	30.9	30.9	30.9
Disagree	53	43.1	43.1	74.0
Neutral	6	4.9	4.9	78.9
Agree	18	14.6	14.6	93.5
Strongly agree	8	6.5	6.5	100.0
Total	123	100.0	100.0	
Mean				2.23
Std. deviation				1.220

Source: survey data (2020)

As it indicated in the above Table 91(74%) of respondents strongly disagreed or disagree that leader include employees in decision-making process. and 26(21.1%) agreed that our leaders includes in decision-making process. While 6(4.9%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.23 with standard deviation of 1.220. This shows that most of the time leaders of the military academy do not participated employees in decision-making process.

Table, 4.10: Response for Commandant of the academy provides recognition/rewards when employees reach their goals.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	33	26.8	26.8	26.8
Disagree	61	49.6	49.6	76.4
Neutral	8	6.5	6.5	82.9
Agree	11	8.9	8.9	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.22
Std. deviation				1.177

Source: survey data (2020)

As it shows in the above Table 94(76.4%) of respondents strongly disagreed or disagree that commandant of the academy provides recognition/rewards when employees reach their goals. and 21(17%) agreed that commandant of the academy provides recognition/rewards when employees reach their goals. While 8(6.5%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.22 with standard deviation of 1.177. This shows that most of the time commandant of the academy has problem in providing reward or recognition in order to enhance employee's performance.

Table, 4.11: Response for Commandant of the academy gained input from employees for future projects.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	42	34.1	34.1	34.1
Disagree	46	37.4	37.4	71.5
Neutral	4	3.3	3.3	74.8
Agree	19	15.4	15.4	90.2
Strongly agree	12	9.8	9.8	100.0
Total	123	100.0	100.0	
Mean				2.33
Std. deviation				1.358

Source: data survey (2020)

The above Table presents that 88(71.5%) of respondents strongly disagreed or disagree that commandant of the academy gained input from employees for future action plan. And 31(25.2%) agreed that commandant of the academy gained input from employees for future action plan. While 4(3.3%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.33 with standard deviation of 1.358. This indicates that commandant of the academy has short side in fully gaining input from employees during future work action.

Table, 4.12: Response for my leader creates comfortable environment where I take responsibility owner ship of my work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	29	23.6	23.6	23.6
Disagree	61	49.6	49.6	73.2
Neutral	4	3.3	3.3	76.4
Agree	19	15.4	15.4	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.37
Std. deviation				1.251

Source: survey data (2020)

The above Table shows that 80(73.2%) of respondents strongly disagreed or disagree that leader in the academy creates comfortable environment where employees take responsibility ownership of their work. and 29(23.5%) agree that leader in the academy creates comfortable environment where employees take responsibility ownership of their work. While 4(3.3%) of the respondents decided a neutral. The mean values of the respondent are scored 2.37 with standard deviation of 1.251. This implies that even if some leaders in the academy have practices to create comfortable environment an employee, to take responsibility ownership in their works but there is a more gap in practicing all leaders in the academy.

Table, 4.13: Response for Leaders in the academy allows employee to set their own work plan in line with his guidance.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	26	21.1	21.1	21.1
Disagree	66	53.7	53.7	74.8
Neutral	3	2.4	2.4	77.2
Agree	17	13.8	13.8	91.1
Strongly agree	11	8.9	8.9	100.0
Total	123	100.0	100.0	
Mean				2.36
Std. deviation				1.216

Source: survey data (2020)

As, indicated in the above Table 92(74.8%) of respondents strongly disagreed or disagree that leaders in the academy allows employee to set their own work plan in line with his guidance. And 28(22.7%) agreed that leaders in the academy allows employee to set their own work plan in line with his guidance. While 3(2.4%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.25 with standard deviation of 1.037. This implies that 75% of leaders in the academy did not allow employees to set their own work plan, meaning they practice autocratic leadership rather than democratic.

Table, 4.14: Response for The commandant of the academy enforces employees to provide frequent and supportive communication.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	25	20.3	20.3	20.3
Disagree	67	54.5	54.5	74.8
Neutral	10	8.1	8.1	82.9
Agree	17	13.8	13.8	96.7
Strongly agree	4	3.3	3.3	100.0
Total	100	100	100.0	
Mean				2.25
Std. deviation				1.037

Source: survey data (2020)

As indicated in the above Table 92(74.8%) of respondents strongly disagreed or disagree that commandant of the academy enforces employees to provide frequent and supportive communication. And 21(17.1%) agreed that commandant of the academy enforces employees to provide frequent and supportive communication. While 10(8.1%) of the respondents decided being a neutral. The mean values of the respondent are scored 2.25 with standard deviation of 1.037. And The result cannot go with democratic leadership style develops competent and committed employees who are willing to give their best, think for themselves, communicate openly, and seek responsibility (Bass, 1990; Stogdill, 1974). This indicates that commandant of the military academy do not invest the democratic leadership behaviors instead they use an autocratic kind of leadership style.

Table, 4.15: Response for My leader likes to use his leadership position, to help me to get experience for the next carrier position.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	30	24.4	24.4	24.4
Disagree	65	52.8	52.8	77.2
Neutral	6	4.9	4.9	82.1
Agree	13	10.6	10.6	92.7
Strongly agree	9	7.3	7.3	100.0
Total	123	100.0	100.0	
Mean				2.22
Std. deviation				1.191

Source: survey data (2020)

As shows in the above Table 95(77.2%) of respondents strongly disagreed or disagree that leader likes to use his leadership position to help employees to get experience for the next carrier position. and 22(17.9%) agreed that that leader likes to use their leadership position to help employees to get experience for the next carrier position. This shows leaders in the military academy do not like their leadership positions to prepare employees to the next positions. The mean values of the respondent are scored 2.22 with standard deviation of 1.191. The result cannot go with the concept of democratic leadership style .This also implies that leaders of the military academy do not invest the democratic leadership behaviors instead they use autocratic kind of leadership style.

Table, 4.16: Response for My leader supports me to get attention in my work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	29	23.6	23.6	23.6
Disagree	61	49.6	49.6	73.2
Neutral	5	4.1	4.1	77.2
Agree	18	14.6	14.6	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.34
Std. deviation				1.227

Source: survey data (2020)

As indicated in the above Table 90(73.2%) of respondents strongly disagreed or disagree that leaders in the military academy support employees to get attention in their works, and 28(22.7%) agreed that leaders in the military academy support employees to get attention in their works. The mean values of the respondent are 2.34 with standard deviation of 1.227. This shows 70% of leaders in the military academy do not support their employees to get attention in their works to upgrade work performance.

Table4.10 Summary Descriptive statics on autocratic leadership style items

NO	Autocratic Leadership Style	N	Mean	Std. Deviation
1	My leader tells us the standards we have to know to carry out our work.	123	3.51	1.263
2	Whenever I make a mistake my Leader makes a note on it and tells me strictly not to do it again.	123	3.55	1.319
3	My leader gives time to consider my suggestions.	123	2.85	1.397
4	Leaders in the academy believe employees need to be supervised closely they are not likely to do their work.	123	3.44	1.288
5	As a rule, my supervisor believes that employees must be given rewards or punishments	123	3.50	1.302
6	My supervisor believes that most employees in the Academy are lazy.	123	2.32	1.230
7	Leaders in the academy use only one way communication.	123	3.22	1.400
8	My leader is the chief judge of the achievements of employees.	123	3.48	1.320
9	My leader does not give orders and clarifies procedures to do my work in effective way.	123	2.45	1.236
10	My leader did not allow making decision before he approve first.	123	3.33	1.233
Cumulative			2.69	.645

Source: field data (2020)

As we have seen the above Table the mean score value for the ten items indicated as, 3.51 leader of the academy tells employees the standards they have to know to carry out their work; 3.55 whenever we make a mistake our leader makes a note on it and tells us strictly not to do it again; 2.85 our leader gives time to consider our suggestions; 3.44 Leaders in the academy believe employees need to be supervised closely they are not likely to do their work; 3.50 as a rule, our leaders believe that employees must be given rewards or punishments; 2.32 our leaders believe that most employees in the Academy are lazy; 3.22 leaders in the academy use only one

way communication; 3.48 our leaders are the chief judge of the achievements of employees; 2.45 our leader does not give orders and clarifies procedures to do our work in effective way; 3.3 our leader did not allow employees to make decision before they approve first. This implies that the basic philosophical assumption of the autocratic leadership style where autocratic leaders make decisions and announce them, without inviting suggestions from subordinates, the leaders of the academy believed that, employees must be closely supervised and give work procedure without considering employees interest, they use one way communication, and they are chief judges of achievement of employees. This finding is also supported by the mean value of each indicator scored above average except two items. This implies that leaders of the military academy applied autocratic leadership styles.

Table, 4.17: Response for My leader tells us the standards we have to know to carry out our work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	7	5.7	5.7	5.7
Disagree	32	26.0	26.0	31.7
Neutral	4	3.3	3.3	35.0
Agree	51	41.5	41.5	76.4
Strongly agree	29	23.6	23.6	100.0
Total	123	100.0	100.0	
Mean				3.51
Std. deviation				1.263

Source: survey data (2020)

As indicated the above Table 80(64.1%) of respondents strongly agreed or agreed with item that their leaders tells us the standards we have to know to carry out our work. and 39(31.7%) of them disagreed. The mean values of the respondent are 3.51 with standard deviation of 1.263. This result can go with the basic autocratic ideology that autocratic leader follows orders and procedures (Chaudhary, 2014).

Table, 4.18: Response for Whenever I make a mistake my Leader makes a note on it and tells me strictly not to do it again.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	11	8.9	8.9	8.9
Disagree	26	21.1	21.1	30.1
Neutral	2	1.6	1.6	31.7
Agree	52	42.3	42.3	74.0
Strongly agree	32	26.0	26.0	100.0
Total	123	100.0	100.0	
Mean				3.55
Std. deviation				1.319

Source: data survey (2020)

As indicated the above Table 84(68.3%) of respondents strongly agreed or agree with item that whenever employees make mistake leaders of the academy make a note on it and tells them strictly not to do it again and 37(30%) of them disagreed. While 2(1.6%) of the respondents decided being a neutral. The mean values of the respondent are 3.55. This result can go with the basic assumption of autocratic leaders characterized by, strictly follows rules, policies and procedures, (Lumbasi, 2015).

Table, 4.19: Response for My leader gives time to consider my suggestions.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	18	14.6	14.6	14.6
Disagree	54	43.9	43.9	58.5
Neutral	2	1.6	1.6	60.2
Agree	27	22.0	22.0	82.1
Strongly agree	22	17.9	17.9	100.0
Total	123	100.0	100.0	
Mean				2.85
Std. deviation				1.397

Source: survey data (2020)

As it is shown in the above Table 72(58.5% of respondents strongly disagreed or agree that their leaders give them a chance or time discusses to provide feedback and suggestions and 49 (37.9% of them agreed with the item that leaders of the academy give time employees to consider their suggestions. While the rest 2(1.6%) of them being neutral and also the mean value of the item is 2.85. This implies that leaders of the academy had shortage in considering the ideas and suggestion of the employee.

Table, 4.20: Response for Leaders in the academy believe employees need to be supervised closely they are not likely to do their work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	9	7.3	7.3	7.3
Disagree	31	25.2	25.2	32.5
Neutral	8	6.5	6.5	39.0
Agree	47	38.2	38.2	77.2
Strongly agree	28	22.8	22.8	100.0
Total	123	100.0	100.0	
Mean				3.44
Std. deviation				1.288

Source: survey data (2020)

As indicated the above Table 75(61%) of respondents strongly agree and agree that their leaders in the academy believe employees need to be supervised closely they are not likely to do their work and 40 (32.5%) of them disagreed with the item that leaders in the academy believe employees need to be supervised closely they are not likely to do their work. The rest 8(6.5%) of them being neutral and also the mean value of the item is 3.44. This result supported by Gordon (2013) states that employees under autocratic leadership style are expected to follow the orders of their manager even if they do not agree or do not receive any explanation. This implies that leaders in the military academy applied autocratic leadership styles.

Table, 4.21: Response for as a rule, my leader believes that, employees must be given rewards or punishments to enhanced employee performance.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	7	5.7	5.7	5.7
Disagree	35	28.5	28.5	34.1
Neutral	2	1.6	1.6	35.8
Agree	47	38.2	38.2	74.0
Strongly agree	32	26.0	26.0	100.0
Total	123	100.0	100.0	
Mean				3.50
Std. deviation				1.302

Source: survey data (2020)

As indicated the above Table 79(64.2%) of respondents strongly agree or agree with item that their leaders use rewards and punishments as a means to enhance their employees performance and 42(34.2%) of them disagree. While 2(1.6%) of the respondents decided being a neutral. The mean values of the respondent are 3.50. This result shows the basic autocratic ideology that autocratic leader follows heavily on authority, control, power, manipulation and hard work to get the job done. Punishments are often applied when mistakes are made by employees to correct them.

Table, 4.22: Response for Leaders in the academy uses only one way communications.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	20	16.3	16.3	16.3
Disagree	27	22.0	22.0	38.2
Neutral	4	3.3	3.3	41.5
Agree	50	40.7	40.7	82.1
Strongly agree	22	17.9	17.9	100.0
Total	123	100.0	100.0	
Mean				3.22
Std. deviation				1.400

Source: data survey (2020)

As indicated the above Table 72(58.6%) of respondents strongly agreed and agree that leaders in the academy uses only one way communication and 47 (38.3%) of them disagreed with the item

that Leaders in the academy uses only one way communication. The rest 4(3.3%) of them being neutral and also the mean value of the item is scored 3.22 with standard deviation of 1.400. This result supported by Gordon (2013) states that employees under autocratic leadership style are expected to follow the orders of their manager even if they do not agree or do not receive any explanation. This implies that leaders in the military academy applied autocratic leadership styles.

Table, 4.23: Response for My leader believes that most employees in the Academy are lazy.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	30	24.4	24.4	24.4
Disagree	63	51.2	51.2	75.6
Neutral	1	0.8	0.8	76.4
Agree	19	15.4	15.4	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.32
Std. deviation				1.230

Source: survey data (2020)

As indicated the above Table 93(75.6%) of respondents strongly disagreed and disagree that leader in the military academy believes that most employees are lazy and 29(23.5%) of them agreed with the item that leader believes that most employees in the Academy are lazy. The rest 1(0.8%) of them being neutral and also the mean value of the item is scored 2.32 with standard deviation of 1.230. This implies that most leaders in the military academy believe employees are hard-working.

Table, 4.24: Response for My leader is the chief judge of the achievements of employees.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	10	8.1	8.1	8.1
Disagree	31	25.2	25.2	33.3
Neutral	2	1.6	1.6	35.0
Agree	50	40.7	40.7	75.6
Strongly agree	30	24.4	24.4	100.0
Total	123	100.0	100.0	
Mean				3.48
Std. deviation				1.320

Source: survey data (2020)

As indicated the above Table 80(65.1%) of respondents strongly agreed or agree that leader in the military academy is the chief judge of the achievements of employees and 41(33.3%) of them disagreed with the item that my leader is the chief judge of the achievements of employees. The rest 2(1.6%) of them being neutral and also the mean value of the respondents is scored 3.48 with standard deviation of 1.320. This result shows, most of the leaders, powerful entity, the primary decision maker and authority (Gordon, 2013). This implies that most of leaders in the military follow autocratic leadership style.

Table, 4.25: Responses for My leader does not give orders and clarifies procedures to do my work in effective way.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	25	20.3	20.3	20.3
Disagree	61	49.6	49.6	69.9
Neutral	4	3.3	3.3	73.2
Agree	23	18.7	18.7	91.9
Strongly agree	10	8.1	8.1	100.0
Total	100	100.0	100.0	
Mean				2.45
Std. deviation				1.236

Source: survey data (2020)

As indicated the above Table 86(69.9%) of respondents strongly disagree and disagree that our leaders do not give orders and clarifies procedures to do our work in effective way and 33(26.8%) of them agreed with the item that our leader does not give orders and clarifies procedures to do our work in effective way. The mean value of the respondents is scored 2.45 with standard deviation of 1.236. This implies that leaders in the military academy give order and clarifies procedures to their employees in order to do their work in effective way.

Table, 4.26: Responses for my leader did not allow making decision before he approve first.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	11	8.9	8.9	8.9
Disagree	31	25.2	25.2	34.1
Neutral	2	1.6	1.6	35.8
Agree	64	52.0	52.0	87.8
Strongly agree	15	12.2	12.2	100.0
Total	123	100.0	100.0	
Mean				3.33
Std. deviation				1.233

Source: survey data (2020)

As we have seen the above Table 79(64.2%) of respondents strongly agreed or agree that our leader did not allow making decision before he approved first and 44(34.1%) of them disagreed with the item that our leader did not allow making decision before he approve first. The mean value of the respondents is scored 3.33 with standard deviation of 1.233. This result supported by the basic assumption autocratic leaders as stated by Cherry (2018), Autocratic leadership characterized by individual control over all decisions and little input from group members and Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. This implies that leaders in the military academy did not allow employees to make decision alone.

Table4.11 Summary Descriptive statics on Laissez- fair leadership style items.

NO	Laissez- faire Leadership Style	N	Mean	Std. Deviation
1	In most situations I prefer little input from my leader	123	3.41	1.227
2	My leader gives me complete freedom to solve problems on my own.	123	2.38	1.090
3	As long as things are working, my supervisor does not try to change anything.	123	2.38	1.211
4	In general my Leader feels it's best to leave subordinates alone	123	2.36	1.262
5	In complex situations my leader allows me to work my problems out on my own way.	123	2.05	.965
6	As a rule, my Leader allows me to appraise my own work.	123	2.30	1.159
7	My Leader stays out of the way as I performed my work.	123	2.37	1.189
Cumulative			2.46	.670

Source: field data (2020)

The Laissez- fair leadership style is not common at Major General Hayelom Araya Military Academy as it is assessed by using seven representative items associated with the style and given that the basic philosophical assumption of the style, As characterized by, Very little guidance from leaders, Complete freedom for followers to make decisions, Leaders provide the tools and resources needed, group members are anticipated to solve problems on their own, authority is handed over to followers, however leaders still take, responsibility for the groups decisions and actions.

Accordingly, the mean score result indicates 3.41 in most situation employees in the academy prefers, little input from their leader, 2.38 our leaders gives us complete freedom to solve our problems, 2.38 as long as things are working, our leaders does not try to change anything, 2.36 In general our Leader feels it's best to leave employees alone, 2.05 in complex situations our leader allows us to work our problems on way, 2.30 as a rule, our Leader allows us to appraise us own

work, 2.37 our leader stays out of the way as we performed our work. Generally the mean value at variable level is 2.463 with Std. .670. This implies that leaders of the military academy were weak practiced laissez-faire leadership style.

Table, 4.27: Responses for in most situations I prefer little input from my leader.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	11	8.9	8.9	8.9
Disagree	26	21.1	21.1	30.1
Neutral	6	4.9	4.9	35.0
Agree	62	50.4	50.4	85.4
Strongly agree	18	14.6	14.6	100.0
Total	123	100.0	100.0	
Mean				3.41
Std. deviation				1.227

Source: survey data (2020)

As, indicated the above Table 80(65%) of respondents either strongly agree or agree that in most situations employees prefer little input from their leaders. 37(30%) of them strongly disagreed or disagree with the item that in most situations employees prefer little input from their leaders. The mean value of the respondents is scored 3.41 with standard deviation of 1.227. This implies that in most situation employees need little input from their leaders unless they perform independently without any interruption.

Table, 4.28: Responses for my leader gives me complete freedom to solve problems on my own.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	15	12.2	12.2	12.2
Disagree	80	65.0	65.0	77.2
Neutral	3	2.4	2.4	79.7
Agree	16	13.0	13.0	92.7
Strongly agree	6	7.3	7.3	100.0
Total	100	100.0	100.0	
Mean				2.38
Std. deviation				1.090

Source: survey data (2020)

As, indicated the above Table 95(77.2%) of respondents strongly disagree or disagree that leader in the military academy give complete freedom to their employees solve problems by their own means. 22(20.3%) of them either strongly agreed or agreed with the item that leader in the military academy gives complete freedom to their employees to solve their problems. The mean value of the respondents is scored 2.38 with standard deviation of 1.090. This implies that above 75% of the military academy do not give freedom, employees to solve their own problems.

Table, 4.29: Responses for As long as things are working; my Leader does not try to change anything.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	24	19.5	19.5	19.5
Disagree	67	54.5	54.5	74.0
Neutral	5	4.1	4.1	78.0
Agree	15	12.2	12.2	90.2
Strongly agree	12	9.8	9.8	100.0
Total	100	100.0	100.0	
Mean				2.38
Std. deviation				1.211

Source: survey data (2020)

As indicated the above Table 91(74%) of respondents strongly disagree or disagree that As long as things are working Leader does not try to change anything. 27(22%) of them either strongly agreed or agreed with the item that as long as things are working, Leader does not try to change

anything. The mean value of the respondents is scored 2.38 with standard deviation of 1.211. This implies even if things are working leaders of the academy are checked and approved if necessary they are responsible for change everything.

Table, 4 .30: Responses for In general my Leader feels it's best to leave employees alone.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	32	26.0	26.0	26.0
Disagree	56	45.5	45.5	71.5
Neutral	4	3.3	3.3	74.8
Agree	21	17.1	17.1	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.36
Std. deviation				1.262

Source: survey data (2020)

As indicated the above Table 88(71.5%) of respondents strongly disagree or disagree that in general leader of the military academy feels it's best to leave employees alone. 31(25.2%) of them either strongly or agreed with the item that in general Leader in the academy feels it's best to leave employees alone. The mean value of the respondents is scored 2.36 with standard deviation of 1.262. This implies that leaders of the military academy believe employees need close supervision rather than leave alone.

Table, 4 .31: Responses for in complex situations my leader allows me to work my problems out on my own way.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	20	16.3	16.3	16.3
Disagree	69	56.1	56.1	72.4
Neutral	-	-	-	-
Agree	24	19.5	19.5	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.05
Std. deviation				.965

Source: survey data (2020)

As indicated the above Table 89(72.4%) of respondents either strongly disagree or disagreed that in complex situation leaders of the military academy allow employees to work their problems in their own way. 34(27.6%) of them either strongly agreed or agreed with the item that in complex situation leaders of the military academy allow employees to work their problems in their own way. The mean value of the respondents is scored 2.05 with standard deviation of 0.965. This implies that leaders of the military academy do not permit employees to solve their problems in their own way and believe that they need close support by their leaders.

Table, 4.32: Responses for as a rule, my Leader allows me to appraise my own work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	28	22.8	22.8	22.8
Disagree	63	51.2	51.2	74.0
Neutral	7	5.7	5.7	79.7
Agree	17	13.8	13.8	93.5
Strongly agree	8	6.5	6.5	100.0
Total	123	100.0	100.0	
Mean				2.30
Std. deviation				1.159

Source: survey data (2020)

As seen in the above Table 91(74%) of respondents either strongly disagree or disagree that as a rule, our Leader allows us to appraise our own work. 25(20.3%) of them either strongly agreed or agree with the item that as a rule, our Leader allows us to appraise our own work. The mean value of the respondents is scored 2.30 with standard deviation of 1.159. This implies that leaders of the military academy believe employees must be rewarded or punished to enhance their own performances rather than appraise their own works.

Table, 4.33: Responses for My Leader stays out of the way as I performed my work.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	25	20.3	20.3	20.3
Disagree	66	53.7	53.7	74.0
Neutral	3	2.4	2.4	76.4
Agree	20	16.3	16.3	92.7
Strongly agree	9	7.3	7.3	100.0
Total	123	100.0	100.0	
Mean				2.37
Std. deviation				1.189

Source: survey data (2020)

As in the above table 91(74%) of respondents strongly disagree or disagree that our Leader stays out of the way as we performed our work. 29(23.6%) of them strongly agree or agree with the item that our Leader stays out of the way as we performed our work. The mean value of the respondents is scored 2.37 with standard deviation of 1.189. This implies that leaders of the military academy applied close supervision while employees doing their works.

Based on the above descriptive statistics result the aggregate mean value of the independent variables were (2.16, 2.69, 2.46), democratic, autocratic and laissez-faire respectively.

This implies that autocratic leadership style is dominant leadership style in the military academy.

Table4.12 Summary of descriptive statics, on Employees' Performance Items.

NO	Employee Performance	N	Mean	Std. Deviation
1	My performance is affected by the poor leadership of my leader	123	3.86	1.148
2	I clearly understand the vision, mission and objectives of the of the military Academy	123	2.29	1.298
3	The strategic plan of the Military Academy is closely linked with its vision, mission and goals.	123	2.36	1.222
4	I performed my job willingly.	123	2.28	1.301
5	I am happy with my Leaders' leadership style in the academy.	123	2.41	1.330
Cumulative			2.33	.758

Source: field data (2020)

As seen in the above table the mean score value for the five items indicated as, 3.86 our performance is affected by the poor leadership styles of leaders, 2.29 we clearly understand the vision, mission and objectives of the of the military Academy, 2.36 The strategic plan of the Military Academy is closely linked with its vision, mission and goals, 2.28 we performed our job willingly, 2.41 we are happy with our Leaders' leadership style in the academy.

This implies that leadership style is highly affected employees performance and also in addition to the leadership style, understanding of mission, vision, objective and willingness of employees is the other point to be affected employee performance.

Generally, the cumulative mean and standard deviation of the variable is 2.33, .758 respectively. These shows that the military academy has weakness in clearly understand employees, vision, mission and objective of the institution.

Table, 4.34: Responses for My performance is affected by the poor leadership of my leader.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	6	4.9	4.9	4.9
Disagree	18	14.6	14.6	19.5
Neutral	-	-	-	-
Agree	62	50.4	50.4	69.9
Strongly agree	37	30.1	30.1	100.0
Total	123	100.0	100.0	
Mean				3.86
Std. deviation				1.148

Source: survey data (2020)

As seen in the above Table 99(80.5%) of respondents either strongly agree or agree that their performance was limited by the poor leadership style of their leaders. 24(19.5%) of them either strongly disagree or disagree with the statement. The mean value of the respondents is scored 3.86 with standard deviation of 1.148. This shows majority of the leaders have poor leadership style which impacts low performance of the employees.

Table, 4.35: Responses for I clearly understand the vision, mission and objectives of the military Academy.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	37	30.1	30.1	30
Disagree	55	44.7	44.7	74.8
Neutral	-	-	-	-
Agree	20	16.3	16.3	91.1
Strongly agree	11	8.9	8.9	100.0
Total	123	100.0	100.0	
Mean				2.29
Std. deviation				1.298

Source: survey data (2020)

As, seen in the above Table 92(74.8%) of respondents either strongly disagree or disagree that employees clearly understood the vision, mission, and objectives of the military Academy.

31(25.2%) of them either strongly agreed or agree with the statement. The mean value of the respondents is 2.29 with standard deviation of 1.298. The result indicated employees of the military academy have lack of understanding, vision, mission, and objectives of the military academy. This may leads low performance.

Table, 4.36: Responses for The strategic plan of the Military Academy is closely allied with its vision, mission and goals.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	29	23.6	23.6	23.6
Disagree	59	48.0	48.0	71.5
Neutral	7	5.7	5.7	77.2
Agree	18	14.6	14.6	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.36
Std. deviation				1.222

Source: survey data (2020)

As, indicated in the above Table 87(71.6%) of respondents either strongly disagreed or disagree that the strategic plan of the Military Academy is closely linked with its vision, mission, and goals. 28(22.7%) of them either strongly agreed or agree. The mean value of the respondents is scored 2.36 with standard deviation of 1.222. This shows that there was alignment problem between the strategic plan with its vision, mission, and goals.

Table, 4.37: Responses for I performed my job willingly.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	40	32.5	32.5	32.5
Disagree	50	40.7	40.7	73.2
Neutral	2	1.6	1.6	74.8
Agree	21	17.1	17.1	91.9
Strongly agree	10	8.1	8.1	100.0
Total	123	100.0	100.0	
Mean				2.28
Std. deviation				1.301

Source: survey data (2020)

As indicated above table 90(73.2%) of respondents strongly disagree or disagree that employees of the military academy performed their jobs willingly. 31(25.2%) of them are either strongly agreed or agreed. The mean value of the respondents is scored 2.28 with standard deviation of 1.301. This shows that majority of employees in the military academy were not performed their work willingly.

Table, 4.38: Responses for I am happy with my Leaders' leadership style in the academy.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly disagree	32	26.0	26.0	26.0
Disagree	55	44.7	44.7	70.7
Neutral	3	2.4	2.4	73.2
Agree	19	15.4	15.4	88.6
Strongly agree	14	11.4	11.4	100.0
Total	123	100.0	100.0	
Mean				2.41
Std. deviation				1.330

Source: survey data (2020)

As indicated in the above Table 87(70.7%) of respondents either strongly disagree or disagree with the item that we are happy with our leaders' leadership style in the academy. 33(26.8%) of them either strongly agreed or agree. The mean value of the respondents is 2.41 with standard

deviation of 1.330. This implies that majority of employees in the military academy are not happy with their leaders' leadership styles.

4.3 Relationship between Leadership styles and employee performance

4.3.1 Pearson's Correlation

This study aimed in establishing a relationship between leadership styles and employee performance i.e. whether they are correlated or not. The previous descriptive analysis indicated the practice of leadership style of M/G/H/A/M/A. In this part Pearson's correlation was used to estimate the correlation between the predictor variables (democratic leadership, autocratic leadership, laissez- faire leadership) and dependent variable (employee performance).

Table4.13 Pearson's Correlation Coefficient Matrix

		DLI	ALI	LLI	EPI
DLI	Pearson correlation	1	.626**	.810**	.840**
Significance			.000	.000	.000
ALI	Pearson Correlation	.626**	1	.653**	.585**
Significance		.000		.000	.000
LLI	Pearson Correlation	.810**	.653**	1	.719**
Significance		.000	.000		.000
EPI	Pearson Correlation	.840**	.585**	.719**	1
Significance		.000	.000	.000	

Note: Correlation is significant at the 0.01 level

Key: **DLI** is Democratic Leadership Item; **ALI** is autocratic leadership item; **LLI** is Laissez-faire leadership Item; **EPI** is Employee Performance Item.

As indicated in the above table all the independent variables (democratic leadership style, autocratic leadership style, and laissez-faire leadership style) have a positive correlation with employee performance. This relationship indicates that as the leadership style change, employee performance changes in the same direction at varying degrees.

4.4 Test for Multi-Co linearity

In statistics, multi-co linearity is a situation in which two or more independent variables in a multiple regression model are extremely correlated, implying that one can be linearly predicted from the others with a considerable degree of accurateness (Hair et al., 2010). The results of multi-co linearity for the variables under this study are listed in Table 4.10.

Table 4.14 Test for Multi-co linearity

Variables	No of Items	Co linearity Statics	
		Tol.	VIF
Democratic leadership Item	12	.327	3.054
Autocratic leadership Item	10	.546	1.832
Laissez-faire leadership Item	7	.309	3.237

Note: Tol. = tolerance, VIF = variance inflation factor

The values of tolerance for each independent variable are within the threshold of .10 with VIF of $1 < \text{VIF}$ and $\text{VIF} < 10$ showing that there was no multi-co linearity problem in the study. (Hair et al. 2010).

4.5 The Effect of leadership styles on employee Performance

4.5.1 Model Fit

Table 4.15 shows the results for variations between the dependent and independent variables. Although R^2 value does not guarantee that the model fits the data well, this study assumed that R^2 was the best indicator for how well the independent variables explain variations in dependent variable. R^2 is the coefficient of determination and shows how employee performance is affected by leadership styles in combination.

Table4.15 Model Summary

Model	R	R²	Adjusted R Square	Std. Error of the Estimate
1	.845^a	.714	.707	.466

As indicated in Table 4.15, with R^2 of .714 for the model, the independent variables in the model (democratic leadership, autocratic leadership, laissez-faire leadership) could offer about 71.4% explanation of the variance in the dependent variable employee performance. This means that variations in independent variables causes 71.4% change in dependent variable employee performance with 28.6% explained by other factors.

Table4.16 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.608	3	21.536	98.902	.000
	Residual	25.912	119	.218		
	Total	90.520	122			

a. Dependent Variable: performance

b. Predictors: (Constant), laissez- faire, autocratic, democratic

The outcomes in table 4.12 show that the F statistic was 98.902 and was significant at 5% level of confidence i.e. $p = 0.000$. This means that Leadership styles explain variation in employee performance and this explanation was significant.

4.6 Distribution of Coefficients

The table of coefficients below measures the individual contribution of each independent variable to changes in the dependent variable. This is represented by the coefficient Betas for one of the predictors.

Table4.17 Distribution of Coefficient

Model		Un Standardized Coefficient		Standardized Coefficient	t	Sig
		B	Std. Error	B		
1	Constant	.282	.174		1.620	.108
	Democratic	.727	.086	.727	8.485	.000
	Autocratic	.092	.080	.077	1.156	.250
	Laissez-Faire	.090	.099	.080	.910	.365
Dependent Variable: Employee Performance						

As indicated in the above table, democratic leadership style beta coefficient value is 0.727 with a significant value of 0.000 which is lower than 0.01, thus democratic leadership style is found to have a positive significant impact on employee performance. This result is also similar to Ojokuku, et al. (2012) where he found that democratic leadership style, in which employees are allowed to have Sense of belonging, believed higher responsibility can be carried out with little supervision, and leaders help their followers reach their visions and needs, increase managerial efficiency.

According to the distribution of Coefficient, autocratic leadership style beta coefficient value is 0.092 with significant value of 0.250 which is higher than 0.01, therefore autocratic leadership is insignificant positive impact on employees' performance.

Laissez-faire leadership style beta coefficient value is 0.090 with a significant value of 0.365 which is more than 0.01. Hence, laissez-faire leadership laissez-faire leadership styles are insignificantly positively affect employee performance.

Part two: Interview responses discussions

Q 1: Which style of leadership do you apply to influence employees in the military academy?

Frist I would define leadership, leadership is to go ahead and direct the employees towards the vision, mission and objectives of the ministry, to provide the service that community are expected to be done.

Based on the above response the deputy commandant of logistics stated that leadership means to go ahead and direct the employees towards the vision, mission and objectives of the Academy, to provide the service that community are expected to be done. This implies that the deputy commandant of the academy understood and has strong knowledge about leadership.

As explained deputy commandant of logistics, even if there are different types of leadership styles. In the military, we use autocratic leadership styles to influence employees of the academy. Because, of the missions of army need high security. This implies that the military academy uses autocratic leadership.

Q 2: Which style of leadership do you appreciate the most?

As explained deputy commandant of training, it is difficult to selectively appreciate one leadership style from others. Because, all leadership styles has its own weak side, and also apply, depending on the situations. But in my view it is better to use democratic leadership styles. This implies that there is no better leadership style to be selectively appreciated. This is also similar to results which are found from the descriptive in which employees need democratic leadership styles.

Q 3: Do you include your employees in decision making process of the organization?

As explained finance and administrative heads, sometimes we permitted, participate employees in different decision making-process. But in this point we have gap in fully participating employees in all decision making-process. The above result also indicated or supported results in which found in the quantitative or in the descriptive results which shows the military academy is weak practiced involving employees in decision making process.

Q 4: Do you think the leadership style you practice in M/G/H/A/M/A has its own effect on employee Performance.

According the response of the commandant, all leadership styles have its own effect on employee performance either negatively or positively. The same to that, the leadership style that I practiced in the military academy have its own impact. This result is also similar to responses of employee in which they were says all leadership styles were highly affected the employee's performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The main objective of this study was to examine the effect of different leadership styles (democratic, autocratic, and laissez-faire leadership styles) on employees' performance.

This chapter gives a summary of the findings of the study, the conclusions and the recommendations for stakeholders to ensure efficient and effective leadership styles in M/G/H/A/M/A. Descriptive and inferential statistical techniques were used for data analysis. In inferential statistics and regression analysis was used to assess both relationships and effects of the study.

5.2 Summary of key Findings

The findings indicated that autocratic leadership style is the most dominant style at the military academy followed by laissez-faire leadership style and democratic. Employee performance is below average.

5.2.1 Measuring leadership styles

The first objective of the study was to measure the relation between leadership style and employee performance in M/G/H/A/M/A and its effects.

5.2.1.1 Democratic leadership style

As the data analysis part showed that Majority of the respondents indicated that there was little democratic leadership style in the military academy (cumulative mean 2.16, Std. dv. .721) due to major problems such as lack of, participating employees in decision making process, gaining input, sharing information, giving full responsibility

Majority of the respondents responded that there was lack of system to get frequent and supportive communication, lack of employees' preparation to the next Career position,

beguiling teamwork; (cumulative mean 2.16, Std. dv. .721) because of this, democratic leadership style was not practiced which way lead employees' low performance.

Majority of the respondents indicated that there was also gap, in giving reward and recognition to employees in order to improve the employees' performance, creating comfortable work environment; (cumulative mean 2.16, Std. dv. .721) generally the military academy is weak in practiced democratic leadership style with the basic philosophical assumption of the style stated by Warrick, in 1981, being naturally all people are trustworthy, openly discussed, like responsibility and challenging work and so encourages managerial situation to advance teamwork, high performance and satisfaction

5.2.1.2 Autocratic leadership style

As the data analysis part showed Majority of the respondents indicated that there was high of autocratic style practice in the military academy (cumulative mean 2.69, Std. dv. .645) with major indicators of, lack of considering suggestions' of employees, close supervision, denying employees participation in decision making and leaders are the only chief judge of employees.

Majority of the respondents responded that leaders of the military academy had lack of convincing ability rather than they used punishment, (cumulative mean 2.16, Std. dv. .721)

Majority of the respondents indicated that there was also gap, in changing attitudes or behavior of employees rather they use telling styles, strict rules and regulations (cumulative mean 2.16, Std. dv. .721). From this we can say an autocratic leadership style was dominant style in the military Academy.

5.2.1.3 Laissez-faire leadership style

Majority of the respondents indicated that laissez faire leadership style was not common in the military academy (cumulative mean 2.46, Std. dv. .670), but as the data analysis showed Majority of the respondents need, Very little guidance from their leaders, Complete freedom for followers to make decisions, group members are anticipated to solve problems on their own, power is handed over to employees.

5.2.1.4 Employee Performance

Majority of the respondents implied that there was low employee performance M/G/H/A/M/A in relation to leadership style (cumulative mean 2.33, Std. dv. .758). Also most employees responded that, leadership style was highly affected employee performance.

5.2.2 Relationship between leadership styles and employee Performance

The second objective of the study was to identify the relationship between leadership style and employee performance.

According to the correlation test of SPSS data analysis, there was a positive relationship between each independent variable (democratic leadership, autocratic leadership, laissez-faire leadership) and employee performance with Pearson correlation value of .840, .585 and .719 respectively. This relationship showed that as the leadership style changes, employee performance changes in the same direction at varying degrees.

5.2.3 The Effect of leadership styles on employee's Performance

The regression result showed there was a strong most significant positive relationship between democratic leadership style and employee performance ($\beta = .727$, $t = 8.485$, $p = 0.000$), while autocratic leadership style ($\beta = 0.092$, $t = 1.156$, $p = 0.250$); laissez-faire leadership style ($\beta = .090$, $t = .910$, $p = 0.365$), had positively insignificant impact in employee Performance.

The coefficients were positive for all independent variables which would indicate that as the selected leadership styles become strong, it is related to a higher employee performance which is what we would expect. All the independent variables were insignificant predictors of employee performance except democratic leadership styles.

5.3 Conclusion

Based on the preceding findings of the study, the following conclusions were made in relation to the three research objectives;

- ✚ Democratic style of leadership styles is less practiced in the M/G/H/A/M/A.
In generally, the study found the basic principles of democratic leadership, such as friendliness, helpfulness, and the encouragements have been found to be week practiced in the Military Academy.
- ✚ According to the data, The M/G/H/A/M/A had certain gap. The gaps included lack of participating on employee's participation in decision making process, gaining input, sharing information, giving full responsibility. These leads to employees' low performance. The other gaps included lack of support to employees' for preparation for next Carr eerier position, and building teamwork. Because of this, the Military Academy could not create competitive man power and democratic leadership style was not properly performed in the military academy, and these leads employees, low performance.
- ✚ Generally the military academy is weak in practiced democratic leadership style with the basic philosophical assumption of in which stated by Warrick in 1981, all people are trustworthy, openly discussed, like responsibility and challenging work and so encourages organizational conditions to foster teamwork, high performance and satisfaction.
- ✚ Regarding to the autocratic type of leadership style, this type of style was dominant style in the Military Academy. The researcher had strived to discover the major findings. From the analysis, it was found that the majority of the respondents agreed with the fundamental philosophy assumptions of the Autocratic leadership style where autocratic leaders make decisions and announce them, without inviting suggestions from subordinates are exercised. The employees of the military academy are not allowed to make their own decision independently without their leaders. Their leaders never give them a chance or time to discuss with their feedbacks and comments.
- ✚ Generally autocratic style was the most dominant leadership style exercised in the military. But autocratic leadership style have less or insignificant impact on employee performance.

- ✚ Regarding, laissez-faire leadership style large number of respondents agreed with this style is not common in the military but as in the data analysis showed Majority of the respondents need, Very little guidance from their leaders, Complete freedom from leaders to make decisions, group members are expected to solve problems on their own, power is handed over to followers. Generally the military academy had gap in employee handling, in giving freedom to do employees' their works.

5.4 Recommendation

Based on the conclusion drawn in the above, the researcher forwarded the following recommendations in relation to the research objectives:

- ✚ We recommend that the commandant of Major General Hayelom Araya Military Academy gave delegate authority, empower employee to make decision on their position, and chance to participate in different decision making processes.
- ✚ We suggest that the Commandant of Major General Hayelom Araya Military Academy create comfortable environment, develop the culture of providing frequent communication and develop team-work.
- ✚ It is recommended the Commandant of Major General Hayelom Araya Military Academy support employees, to get experience for next position and also should reward those who achieve best performers to enhance employee performance.
- ✚ We suggest leaders, in different level in the military academy gain input from employees during future actions.
- ✚ We recommend that leaders of the military academy do not make decisions without inviting suggestions from employees. And Employees should also be allowed to make their own decision independently without the intervention of their leaders.
- ✚ It is recommend leaders take time and discuss with their employees, accept their feedbacks and suggestions and react on it.

- ✚ We recommend leaders of the military academy do not use reward and punishment as the only means of employee handling method.
- ✚ We suggest Leaders of the military academy use two way communications
- ✚ It is recommended leaders of the military academy do not always use close supervision.

5.5 Direction for Further Research

Leadership style can be studied from different perspectives in Major General Hayelom Araya Military Academy. This study concerned only in assessing the effect of selective leadership styles, (Lewis classification of leadership) on employee performance. Leadership style practice can be studied from other perspectives such as its effect on employee motivation, on turnover of employees as well as overall organizational performance. The researcher suggests those researchers who are interested to conduct further research on similar topics to assess the effects of the other leadership style on employee performance and also from the above indicated perspectives.

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APPENDICES

APPENDICES I Questionnaire

Questionnaire: The researcher was developed the questionnaire based on the research question and conceptual frame works.

Dear Respondent,

I am a postgraduate student pursuing a Master of Human Resource Management student at Addis Ababa University. I am conducting this study as part of the requirements for the Master degree. This questionnaire aims at collecting data regarding; the influence of leadership styles on the performance of employee's case of M/G/H/A/M/A. High level of confidentiality would be observed when presenting the data. I kindly request you to respond to each question.

- Please note that you are not required to provide your name.
- Please complete this questionnaire to assist with attaining the objective of the study.

Instructions:

Indicate the most appropriate response by a tick (✓) in the brackets. Each question should have only one tick (✓) for your chosen response in the space provided and please use a pen to respond this questionnaire.

General Information

1. What is your age?

Below 25 year [] 25-30 year [] 31-35 [] 36-40 [] 41-45 [] above 46 []

2. What is your gender?

Male [] Female []

3. What is your highest Education qualification?

Below 10th Grade [] 10th-12th [] Certificate [] Diploma [] Degree []
Masters and above []

4. Respondents' Job status

Instructor [] Department head and desk organizer []

Staff []

5. Work Experience

1-5 years [] 6-10 years [] 11-15 [] 16-20 [] above 21 years []

Part one: Leadership style Items

Please indicate how or the way that your leader engages in the described behaviors listed below and select to what extent do you agree or disagree by marking the mark [√] on your response.

(5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Dis agree, 1 = strongly dis agree)

S/N	Statement	5	4	3	2	1
Democratic Leadership style						
1	Commandant of the Academy gives authority employees, to make decision.					
2	Leader in the academy treats all employees equal.					
3	Leaders in the Academy enforce employees to develop team work.					
4	Leaders in the academy create friendly relationship between employees and leaders.					
5	My manager includes me in decision making decision					

	making process.					
6	Commandant of the academy provides recognition/rewards when employees reach their goals.					
7	Commandant of the academy gained input from employees for future projects.					
8	My leader creates comfortable environment where I take responsibility ownership of my work.					
9	Leaders in the academy allows employee to set their own work plan in line with his guidance.					
10	The commandant of the academy enforces employees to provide frequent and supportive communication.					
11	My leader likes to use his leadership position to help me to get experience for the next carrier position.					
12	My leader support me to get attention in my work					

Autocratic leadership style						
13	My leader tells us the standards we have to know to carry out our work					
14	Whenever I make a mistake my Leader makes a note on it and tells me strictly not to do it again.					
15	My leader gives time to consider my suggestions.					
16	Leaders in the academy believe employees need to be supervised closely they are not likely to do their work.					
17	As a rule, my leader believes that employees must be given rewards or punishments					
18	Leaders in the academy use only one way communication.					
19	My leader believes that most employees in the Academy are lazy.					
20	My leader is the chief judge of the achievements of employees.					
21	My leader gives orders and clarifies procedures to do my					

	work in effective way.					
22	My leader did not allow making decision before he approve first.					
Liaises fair leader ship style						
23	In most situations I prefer little input from my leader					
24	My leader gives me complete freedom to solve problems on my own.					
25	As long as things are working, my Leader does not try to change anything.					
26	In general my Leader feels it's best to leave subordinates alone.					
27	In complex situations my leader allows me to work my problems out on my own way.					
28	As a rule, my Leader allows me to appraise my own work.					
29	My Leader stays out of the way as I performed my work.					

Part two

Employee performance

Please indicate to what extents do you agree or disagree of the following statements by putting the mark tick [√]

S/N	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My performance is affected by the poor leadership of my leader.					
2	I clearly understand the vision, mission and objectives of the of the military Academy					
3	The strategic plan of the Military Academy is closely linked with its vision, mission and goals.					
4	I performed my job willingly.					
5	I am happy with my Leaders' leadership style in the academy.					

APPENDICES II Interview

Semi-structured Interview Questions

1. Which style of leadership do you apply to influence employees in the military academy?.....

.....

2. Which style of leadership do you appreciate the most?

.....

.....

3. Do you include your employees in decision making process?

.....

.....

4. Do you think the leadership style you practice in M/G/H/A/M/A has its own effect on your

Employees' performance

.....

.....

.....

.....

APPENDICES III Descriptive Statistics; for all variables

[DataSet1] C:\Users\Gkiros\Desktop\GG SPSSone.Sav

Descriptive Statistics on democratic leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Commandant of the academy gives authority employees to make decision.	123	1	5	2.13	1.194
Leader in the academy treats all employees equal.	123	1	5	2.38	1.370
Leaders in the Academy enforce to develop team work.	123	1	5	2.36	1.331
Leaders in the academy create friendly relationship between employees and leaders.	123	1	5	2.27	1.248
My Leader includes me in decision making process.	123	1	5	2.23	1.220
Commandant of the academy provides recognition/rewards when employees reach their goals.	123	1	5	2.22	1.177
Commandant of the academy gained input from employees for future projects.	123	1	5	2.33	1.358
My leader creates comfortable environment where I take responsibility owner ship of my work.	123	1	5	2.37	1.251
Leaders in the academy allows employee to set their own work plan in line with his guidance.	123	1	5	2.36	1.216
The commandant of the academy enforces employees to provide frequent and supportive communication.	123	1	5	2.25	1.037
My leader likes to use his leadership position to help me to get experience for the next carrier position.	123	1	5	2.22	1.191
My leader support me to get attention in my work	123	1	5	2.34	1.227
Valid N (list wise)	123				

Descriptive Statistics on autocratic leadership

	N	Minimum	Maximum	Mean	Std. Deviation
My leader tells us the standards we have to know to carry out our work.	123	1	5	3.51	1.263
Whenever I make a mistake my Leader makes a note on it and tells me strictly not to do it again.	123	1	5	3.55	1.319
My leader gives time to consider my suggestions.	123	1	5	2.85	1.397
Leaders in the academy believe employees need to be supervised closely they are not likely to do their work.	123	1	5	3.44	1.288
As a rule, my supervisor believes that employees must be given rewards or punishments	123	1	5	3.50	1.302
My supervisor believes that most employees in the Academy are lazy.	123	1	5	2.32	1.230
Leaders in the academy use only one way communication.	123	1	5	3.22	1.400
My leader is the chief judge of the achievements of employees.	123	1	5	3.48	1.320
My leader does not give orders and clarifies procedures to do my work in effective way.	123	1	5	2.45	1.236
My leader did not allow making decision before he approve first.	123	1	5	3.33	1.233
Valid N (list wise)	123				

Descriptive Statistics on laissez-faire leadership

	N	Minimum	Maximum	Mean	Std. Deviation
In most situations I prefer little input from my leader	123	1	5	3.41	1.227
My leader gives me complete freedom to solve problems on my own.	123	1	5	2.38	1.090
As long as things are working, my supervisor does not try to change anything.	123	1	5	2.38	1.211
In general my Leader feels it's best to leave subordinates alone	123	1	5	2.36	1.262
In complex situations my leader allows me to work my problems out on my own way.	123	1	5	2.05	.965
As a rule, my Leader allows me to appraise my own work.	123	1	5	2.30	1.159
My Leader stays out of the way as I performed my work.	123	1	5	2.37	1.189
Valid N (List wise)	123				

Descriptive Statistics on employee performance

	N	Minimum	Maximum	Mean	Std. Deviation
My performance is affected by the poor leadership of my leader	123	1	5	3.86	1.148
I clearly understand the vision, mission and objectives of the of the military Academy	123	1	5	2.29	1.298
The strategic plan of the Military Academy is closely linked with its vision, mission and goals.	123	1	5	2.36	1.222
I performed my job willingly.	123	1	5	2.28	1.301
I am happy with my Leaders' leadership style in the academy.	123	1	5	2.41	1.330
Valid N (list wise)	123				

Test for Multi-Co linearity

Variables	No of Items	Co linearity Statics	
		Tol.	VIF
Democratic leadership Item	12	.327	3.054
Autocratic leadership Item	10	.546	1.832
Laissez-faire leadership Item	7	.309	3.237

