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**The Leadership Effectiveness and Organizational Performance of Gog  
Woreda Education Office, Gambella Regional state.**

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**JUNE 2018  
ADDIS ABABA UNIVERSITY**

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**THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY DEPARTMENT  
OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS OF MASTERS OF ARTS IN  
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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## **Declaration**

I declare that this study is my original work towards the Degree of Master of arts in Educational Planning and Management and it has not been submitted for any Degree or Diploma in any University. To the best of my knowledge, all source of materials used for the study have been dully acknowledge.

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## **ABBREVIATIONS AND ACRONYMS**

<b>GEQIP:-</b>	General Education Quality Improvement Package
<b>HRM :-</b>	Human Resource Management
<b>MoE:-</b>	Ministry of Education
<b>MLQ) :-</b>	Multifactor Leadership Questionnaire
<b>SSA:-</b>	Sub-Saharan Africa
<b>FGD:-</b>	Focus Group Discussion
<b>(GWEO):-</b>	Gog Woreda education office

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## ***Abstract***

*The purpose of the study to understand the effectiveness leadership affect positively on organizational performance.. The methodology adopted both qualitative and quantitative approaches. The source of data both primary and secondary source of data primary source department head of education and school principal and secondary source of data reports documents and other written materials. which was selected by simple random sampling technique. 20 department head and 62 school principals The instrument of data collection face to face interviews and structured questionnaires were used The researcher selected employees from different individuals to represent the different groups of employees of Gog to get diverse views in leadership and their relation to organizational settings. The procedures data analysis generated interview were qualitative nature and also were analyzed through interview thematic analysis. The collected form questionnaires were quantitative nature and by used percentage to analysis the data. The researcher discovered the leadership actions and consequences of the leader's actions for followers, organization stakeholder and organizational performance. Those are the dependent variables organization performance and the independent variables of leadership styles questions (Transformational, Transactional and laissez-faire) were used to measure the perception of respondents. The research findings Transactional leadership style was the most practiced by the head of office in the woreda education office mean that reward and punishment was practically. Managing organizations in a way that is consistent with environmental variables is having in the culture of the people, their needs and value preferences. The challenges such as lack good office equipment, insufficient funds, poor work environment and others are some of the variables that hamper the performance of the organization. The researcher concluded that the organization performance was poor lack of effective leadership. Basic those case I recommendation The organization to be effective Accountability for any decision should be consider mean that check your decision very well and also alignment the employee to achieve the mission and the goal of the organization.*

*Keywords: Effect, Effectiveness, Employees, Leaders, Leadership, Organization, Performance.*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with background of the study .Statement of the problem Objectives of the study Operational Definitions of Terms significance of the study and delimitation of the study.

### 1. Background of the Study

As leaders have very important roles to play in the success of organizations. There is a need to have a thorough understanding of what leadership is all about and to examine how effective leadership affects productivity and organizational performance so that organizations should be know how to effectively manage their human and non-human resources to achieve desired goals. As acknowledged by Mintzberg (1990).

“No job is more vital to our society than that of the leader. It is the leader who determines whether our social institutions serve us well or whether they spend our talents and resources. It is time to strip away the myth about Managerial work, and time to study it realistically so that we can begin the difficult task of making significant improvements in its performance’.

*According to (Jhon p.kotter1999) People who have been through difficult painful and not very successful change effort and up drawing both negative and angry conclusion. After watching dozen of effort to enhance organization performance via restructuring, reengineering quality program merger and acquisition cultural renewal strategic redirection can be significantly improve the organization performance*

Improved efficiency is needed and can be achieved through management reforms. Through many of Sub-Saharan African (SSA) in education systems twenty five present or more of school days may be lost each year in poorly management of education systems (Lewin and Caillords, 2001). According to MoE (2008); a quantitative progress has been made, but the quality education being offered is not the desired level. So, the government has now given an attention to improve quality of education. It has started quality education initiative called „General Education Quality Improvement Package (GEQIP) in 2008.

As result the extent (degree) to which all members of an organization use their abilities and influences in the effective utilization of resources depends upon how well the leaders of the

organization understand and perform of their jobs Jung, D., & Sosik, J. J. and. Ilyang (2006) explain that leadership styles and other processes of the organization must be such that can ensure maximum probability within all interactions and relationships with the Organizations, each member will in the light of his background, value and expectation view the expenses as supportive and one which can build and maintains his sense of personal worth an importance.

The role of leaders in ensuring excellent organizational performance cannot be over emphasized. Adequate motivation suitable work environment compensation, efficient communication between leader and subordinates play an important role in promoting this goal. Planning and organization of work is also very crucial in organizational attainment even though absenteeism is likely to decrease when employees are satisfied. Satisfied employees also stay long in the organization and an organization benefits by getting the return on investment... This means employees' satisfaction plays a great role in the success of an organization performance. It is identified that satisfied employees are more likely to be predictive. So, an organization where employees are satisfied, there is high productivity. (Rajasekar & Bhuvanewari, 2014; et al 2013; Naseem, Ejaz & Malik, 2011).

Despite the above we should note that individuals have their needs to satisfy and that is why they offered their labours to become organizational members and the extent to which they are committed to the organization depends on the degree of their conviction that their membership of the organization will enable them realize the predetermined objectives. In this case, the support an organization gets from the individuals will be based on the realization that by doing that, his personal objectives and goals will be met; also role and expectations prescribed for incumbent of various position without effective leader the interest in the organization will wane. Based on that, leadership effectiveness should be given adequate attention if the organization intends to achieve its objectives (Knezevch 1969).

That is why it is a common agreement among management and scholars that the success or failure of an organization is largely function of leadership and its styles. (Inyang & B. J. 2006) on his part sees effective leadership as a unique ways and integrating employees with the organization to achieve its vision or objectives and that to a large extent the effectiveness of a leader is largely dependent to the styles adopted by leader which he says is central in the management of Organizations'. Speaking in the same vein (Edem, 2002) observes that failure or

success of an organization which affect the subordinates, the customers and agencies within and outside the organization it is the leadership behaviour and. styles.

This is because the effects of leadership effectiveness on employees and organizational performance could be either positive or negative. Positively leadership style creates a stimulating work climate and makes the climate become supportive, fair and encouraging. The leadership style used by a leader can also affect negatively on the organizational performance by creating a climate that is filled with tension and fear or that is an unsupportive .Warrick, (1981).

Therefore, it has become very importance for organizations to assess leadership performance and its likely effects on organizational success. So that Gog woreda educational office have suffered instability and frequent management changes in its every years. And also organization got through the challenges since 2015.

In agreement of this, it is assumed that examining the education leadership styles and the level of employee commitment is important for explaining the problems at schools and finding solutions for them. Coladarci (1992) found that the education leader conduct is a significant but modest judge of teacher's commitment. Accordingly; the study was trying to examine leadership styles practiced by education leader and organizational performance.

Finally, this investigation will enable the researcher to understand whether this effective leadership occurs naturally in organizations or just for specific time. In spite of being the recognized for its contributions to social causes and economics success as an organization

## **1.2 Statement of the Problem**

Managing people in Organizations' is serious of management Process. Therefore, managers should realize, that people are the critical elements in organizations and that they should be recognized as being synonymous with the other organization. But the problem is, to what extents do managers recognize this fact that employees are synonymous with Organizations'? Leader a motivated the employee to achieve the organization goal.

The skills and knowledge of leaders are shaped by their career experience as they address increasingly complex problems solving in the organization. This notion of developing leadership skills is unique and quite different from other leadership perspectives. If we say, "Leaders were

used by their experiences then it means leaders are not born to be leaders (Mumford, et al., 2000). Leaders can develop their abilities through experience, according to the skills and model.

Educational leader in Africa face series of challenges because they are often appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership (Tony and George, 2006). They also added that in developing countries much of principals often receive no special management training, This leads school managers to lead and manage without having skill and knowledge of leadership and management. Similarly, Tekleselassie (2002) in Tony and George (2006) illustrates that in Ethiopia school principals are the ones who are either outstanding in their teaching assignments or those who are popular among colleagues or their superiors.

At regional level and even more so at woreda level, schools have a serious problem, with shortage of qualified managers (MOE, 2008) in (Tesfaye, 2012). Similarly, in Gog woreda education leader's recruitment takes place from school teachers without considering their school leadership capacity.

Also the skill levels of followers: If a leader's and followers are highly competent, they will definitely improve the group 'problem solving and performance. Similarly, if a task is particularly complex or a group's communication is poor, the leader's performance will be affected.(Szilagyi,1982 p,101).

The style of leadership has an impact on reforming and creating organizational culture which in turn affects organizational performance and commitment. So given this situation, how effective can a leader be to produce the best response from subordinates and make for the highest or best performance (zaccaro, 2000).

In the case of leader style and organization performance certain studies (Rejas, Ponce, Almonte & Ponce 2006) had indicated that transformational leadership had a positive pact on performance of employee's, while transactional leadership had negative impact on performance. Other studies (Obiruwu et al., 2011;) had established that while transactional leadership had significant positive effect on organizational performance of enterprises, transformational leadership style had positive but insignificant effect on organizational performance. Moreover, another research studies conducted by (Wu, 2009) and (Epitropaki and Martin, 2005) that showed transactional

leadership style provided high satisfaction as well as organizational performance compared to transformational leadership style .However, the researcher had not seen a research conducted in Gog woreda education office. This shows that there is lack of knowledge on effective leadership style and organization performance .relating to educational leader parches in Gog woreda of Gambella regional state.

Addition to this some people are of the opinion that the most common problems affecting organizational performance in Gog woreda educational office ,poor attitude to work among the workforce, inefficiency and ineffectiveness of leaders in most places, and lack of motivation.

These problems can be generally attributed to the leader's limited skills and abilities in managing the program. Of course, there may be some contextual factors which influence 'leadership function. In view of the above contending issues, it is necessary to look into the leadership effectiveness sand organizational performance following the three basic questions.

1. What is the leadership style that is effective in Gambella region, Gog woreda educational office?
2. To what extent does the leadership enhance the employees to improve the organization performance?
3. What are the challenges that leaders face to practice effective leadership role in the organization?

### **1.3 Objectives of the Study**

#### **1.4 The General Objective**

The general objective of this study is to examine the impact of effective leadership on organizational performance in the Gog woreda education office.

#### **1.5 The Specific Objectives**

1. To find out the the leadership behaviour on the Execution/implementation of the programme of the Gog woreda educational office
2. To examine the management of Gog educational office that influences the performance of the organization.
3. To identify the effective leaderships style in the organization.
4. To suggest aimed at supporting effective leadership in Gog woreda educational office

## 1.6 Operational Definitions of Terms

The following definitions are operational for this study

- **Effectiveness**:- the degree to which some thing is successful in producing desire result in Gog woreda education office.
- **Leadership Style**:- In this research it refers to the behaviour pattern exhibited by the leaders of Gog woreda education office as they are trying to influence the employee in the organization.
- **Organization**:- asocial unit of people that is structured and managed to meet need or purpose. to pursue collective goals
- **Performance**:- represent the specific activities involved in a job which an employee are expected to done effectively in that organization.
- **Organizational performance**:-as the transformation of inputs into outputs for achieving certain outcomes.
- **Gog aworeda**; -an administration division which controls and supervises the activities of administrative under Anywa Zone in Gambella regional state
- **Leadership effectiveness**;- a leadership that has a positive influence on the organization performance to achievement of organisational goals..

## 1.7 Significance of the Study

The significance of any research study lies in the application of its findings for operational purpose. It is believed that this study will be of massive importance because the empirical finding will reveal (tell) how effective leadership impacts on organizational performance.

The other importance of this study;

At the end result of this research the stakeholders are useful to under stance the leadership style that holders in the organization. Also the researcher's belief that this work through its findings will change the perception of the Gog woreda educational office to become reference to other researcher.

- ❖ Higher official and policy makers may have clear insight into the existing result in leadership role and the influencing factors so that appropriate measures that enhance

leadership also could possibly be taken based on the findings and recommendations of the study.

As managers of human and material resource, this study will assist them to understand leadership, managing both human and material to achieve organizational goals and objectives...

### **1.8 Delimitation of the Study**

The scope of the study only Gog woreda educational office. That focus on school performance related to effective leadership and organizational performance.

However, to facilitate a sound grasp of the subject matter within the framework of the objectives of the study, the scope is covered such issues as the concept of leaders and organizational performance, others include motivation, job performance, and leadership effectiveness

### **1.9 Limitation of the Study**

The main limitation of this study is the shortage of literatures which are related to the relationship between leadership styles and organizational performance in Ethiopian context were the major one. Another limitation transportation problem during the data collection. However the researcher had tried his best to minimize the negative of such limitation. So, those limitation did not have effect on the findings of the research.

### **1.10 Organization of the Study**

The paper was organized into five chapters. Chapter one is concerned with back ground of the study, statement of problem, objective of study, significance of study scope of study and limitation of study. The second chapter deals with review of related literature. Chapter three was about research design and methodology of the study. Chapter four presents organization, analysis and interpretation of data and Chapter five deals with summary conclusion and recommendation.

## CHAPTER TWO

### Review of Related Literature

This chapter presents the theoretical framework of the study as developed from a review of relevant literature and related studies. It includes a review of leadership, leadership theories, leadership styles leadership and communication and the organization performance

#### 2.1 Conceptual Clarification of Leadership

Though the term of leadership has been widely researched and many definitions provided in the field of contemporary leadership studies, certain definitions of leadership exist in management document. However, despite the differences (Blake and Mouton, 1964; Roost, 1991; Roost and Smith, 1002; Yukl, 2006). House et al (1999: 184) define leadership as the “ability of an individual to Influence, motivate, and enable others to contribute towards the effectiveness and success of the organization.” Also, Jacobs & Jacques (1990: 281) state that leadership “is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve a purpose or goal. Other definitions..

- Leadership is “the behaviour of an individual . . . directing the activities of a group toward a shared goal.” (Hemphill & Coons, 1957)
- Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization.” (Katz & Kahn, 1978,)
- “Leadership is exercised when persons .Mobilize. Institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers.” (Burns, 1978)
- “Leadership is realized in the process whereby one or more individuals succeed in attempting to frame and define the reality of others.” (Smircich & Morgan, 2004)
- “Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished.” (Richards & Engle, 1986)

#### 2.1.1 Tannenbaum & Schmidt Approach

Robber Tannenbaum & Warren Schmidt (1958) in their article which to choose a leadership pattern Presented the Leadership Continuum, a framework, which identifies a leader’s degree of autocratic or democratic tendencies. The model not only suggests different leadership styles an

individual can adopt, but also suggests that most leaders' behaviour varies along continuum (forces in the situation). They argue that the more autocratic a leader is the less likely he is to involve his followers while taking decisions. The autocratic leader is inclined to be task oriented, whereas a Democratic leader is relationship oriented. Also the authors identified the three Factors that could influence a leader's behaviour as: 1) forces in the situation: 2) forces in the followers and 3 forces in the leader. The model can be a useful for research to guide for effective leadership, as it is not only presents leaders, Ability to delegate, employee development and empowerment and knowledge of the followers. This model would be used to identify the leadership styles adapted by leaders at woreda while the arguments will be used to criticize the styles identified and their effect on performance.

### **2.1.2 Leadership Grid or Managerial Grid**

The behavioural approach examines the kinds of behaviour associated with individuals in leadership positions and suggests that effective leaders behave in a particular way. Blake & Mouton (1984) developed a framework called the Managerial Grid or leadership Grid. The findings of their studies conducted at the Ohio State University and University of Michigan during the 1940s identified the behavioural attributes of successful leaders. The authors established that the two major factors responsible for effective leadership 'behaviour are; 1) the concern for the job being properly executed within a specified time; and 2) The concern for people who do the job. That is to say leadership is all about the concern for "Production" and "relationships". This style of leaderships is known to be Managerial/Leadership Grid. Blake and Mouton's Managerial/Leadership Grid portray five major styles. These are authority-compliance (9,1), country-club management (1,9), impoverished management (1,1), middle-of-the-road management (5,5) and Team Management (9:9) Production is from integration of task and human requirements.

In authority-compliance, the emphasis is on task and job requirement. People are taken as tools for accomplishing the task. Country-club management emphasizes less effort for job and high for relationships the leader tries to create positive climate in the organization a leader that uses impoverished management style is unconcerned with both that ask and with interpersonal relationship. The middle-of-the-road management style describes.

Leaders who find a balance between taking people into account and still emphasizes the work

Requirement In the fifth style, team management, the leader stimulates participation, commitments acts determined, makes priorities clear work and relationships (Nourthouse, 2013)

### **2.1.3 The Situation(S) Approach**

Must scholars shows that there is no particular leadership style that could be said to be the best; rather it could be argued that effective leadership is about having the ability/behaviour which is most appropriate for dealing with specific situations that arise. This is the theory Hersey and Blanch arch (1977) advocate in their book Management of Organizational Behaviour .The authors assumption is based on two main factors:( 1) the level of direction and work behaviour as well as the amount of personal support, acknowledgment and encouragement a leader has to provide. 2) The degree of “development” observed in the followers attitude. .However, they argue an effective leader must be aware of. a) the current behaviour of theFollowers; b) the group or followers are reacting to the immediate situation c) whether the appropriate behaviour being demonstrated will achieve the objective. 2.4.3 "Great Man" Theories: Great Man theories assume that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. This theory was developed from an early research which included the study of great leaders. The early leaders came from the privileged class and held hereditary titles. Very few people from the lower class had the opportunity to take a lead.

### **2.1.4 The Great Man Theory**

Was based on the idea that whenever there is a need of leadership, a Great Man would arise and solve the problems when the Great Man theory was proposed, most of the leaders were males and therefore, the gender issues were not negotiable. Even the researchers were male, which was the reason for the name of the theory being 'Great Man Theory'. Trait Theories: Similar in some ways to "Great Man" theories, trait theories assume that people inherit certain qualities and traits that make them better suited for leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders. If particular traits

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Were key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership. When this theory was produced, it was based on the study of the characteristics of successful leader.

### **2.1.5 Behavioural Theory**

After the trait theory, the researchers started exploring the behaviour of the leaders and made assumptions that the traits and the leadership qualities are not inherited; they can be learned and mastered by any person. Thus, this theory meant that leaders are not born, leaders can be made and so it became a famous management leadership theory and practice. In the behaviour theory, you need to assess a successful leader along with the actions of that particular leader.

As successful leader is assessed, a leader with failure is also assessed; therefore, a second aspect of this theory was built. Apart from the leadership theories and styles which were proposed earlier, the basic leadership ideas remained the same. Behavioural theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviourism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

## **2.2 Leadership and Motivation**

According to Borman, (2007) in Oluseyi and Ayo (2009) the most important dependent variable in many organisational is job performance. And that one of the major concerns of organization has focused on improving workers' productivity which is one of the job performance measures. They also quoted Greguras who describes job performance as the extent to which an organisational member contributes to achieving the objectives of the organisation. According to Kollor 1990 in Oluseyi and Ayo 2002, when you expect the best from your employees they will give you their best. On the other hand, when you expect little from employees they will give you low performance in return, which in their view was named by Manzoni and Barsoux (2004) as set-to fail syndrome. Employee motivation is one of the most strategies of managers to enhance effective job performance among workers in organisation. Motivation is a basic psychological

process. Motivating is the management process of influencing behaviour based on the knowledge of what make people thrust. Luthans (1998) in Oluseyin and Ayo (2009) states that motivation is the process that arouses, energizes directs and tolerates behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task and that one way in which employee can be stimulated is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator but that there are other incentives which an also serve as motivators. Though, in order to observe an effective work performance in an organisation, work motivation may not be only key factor but that leadership effectiveness is very important to work performance. As earlier stated, leadership is a central feature of organizational performance. This is an essential part of management activities of people and directing their efforts towards the goals and objectives of the organization.

### **2.2.1 The Herzberg's Theory of Job Motivation**

Herzberg's theory of job motivation is also known by the names two-factor theory or dual factor theory (Chyung, 2005; Noell, 1976). Herzberg studied and identified two factors that positively or negatively affect job attitudes. The finding brought about a new view on the job satisfaction and job dissatisfaction. Before this study, job satisfaction and job dissatisfaction were regarded as opposite. According to Herzberg (cited in Chyung, 2005; Noell, 1976), factors that lead to satisfaction

Include achievement, recognition, work itself, responsibility, and advancement and growth. These factor affect positive attitudes. The dissatisfies or hygiene factors, according to the researcher ,Include working conditions, company policies, relations with supervisors, or co-workers and pay. These factors affect negative attitudes. Those factors that lead to satisfaction are intrinsic whereas those which lead to dissatisfaction are extrinsic (Pardee, 1990).

### **2.2.2 Motivation and Job Performance**

Oluseyi and Ayo presenting the views of (Burney et al 2007) are of the view that the level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits.

Motivation they said is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards. Over-achieving, talented employees are the

driving force of all firms so it is essential that an organisations strive to motivate and hold on to the best employees .In Oluseyi and Ayo( 2009) state that for any organisation to determine the best and quality employees to deliver high performance there is need for Human Resource Planning (HRP) which as we stated in the problem statement is lacking in Gog worda education and in recognition that the quality of human resource management is a critical influence on the performance of the firm. And that concern for strategic integration, commitment, flexibility and quality, has called, for attention for employees motivation and relation. Financial motivation has become the most concern in today's organisation and trying to apply Masllow's basic needs theory. Non-financial aspect only comes in when financial motivation has failed. That is why other motivating factors such as the environment of work and the work issues and other non-financial expectations of the workers are also crucial when considering workers' performance.

### **2.2.3 The Employees Performance**

The term performance is elaborated as the ultimate ability of an individual (employee) to use its knowledge and skills efficiently and effectively. So far, according to the research, the performance of employees is strictly related with his/her physical and academic profile (Dvir, Eden, Avolio & Shamir, 2002). In this regard, the employees' performance is most significant to bring about the results according to the international standards. The performance of the individuals solely depends upon the policies of the concerned institution about their pay package, rewards, bonuses, yearly increments and privileges (Bodla & Nawaz, 2010). Still, the academic profile of the employees has the highest standing among all other factors. On the whole, the productivity/output can be enhanced and sustained by the effectiveness of the leadership and an agile response of the employees (Rizwan, Nazar, Nadeem & Abbas, 2016).

On one hand, the leadership style induces emotional strength, motivation, commitment and the working relationship while on the other side, the employees performs with their utmost ability and diligence. The main attributes extracted from the relevant literature are the efficiency, effectiveness, innovativeness, responsiveness. On the other hand, there are some other attributes related with the employees' performance like the work ethics, communication, creativity, development, professionalism and the commitment. All of them contribute to the effective performance on the part of employees.

To enhance the performance of an employee, his/her dependence upon the leadership, which is operative, has a definite status. In the same phenomenon, the central role of the leadership along with his credibility becomes most prominent (Bass, Avolio, Jung & Berson, 2003). Actually, the transformational leader is a psychoanalyst, as he

#### **2.2.4 Leadership Effectiveness and Job Performance**

According to Oluseyi and Ayo (2009) Leadership, or more specifically effective leadership, is every bit as crucial (if not more so) in African organisations. It has been argued that effective leadership has a positive influence on the performance of organizations and it is the performance of many individuals that concludes in the performance of the organizations or in the achievement of organisational goals.

Effective leadership is instrumental in ensuring organisational performance. As a result, many leadership theories have been proposed in the last fifty years which are claimed to have influenced the overall effectiveness of the organisations where they have been employed. In competitive world business environment it is vital that organizations employ leadership styles that enable organisations to survive in a dynamic environment.

Job Performance they said has been defined by Hellriegel et al (1999) as the level of an individual's work achievement after having exerted effort. Also Cummings et al (1973) in Oluseyi and Ayo believed that performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance ability and motivation.

#### **2.2.5 Leadership Approach's**

One of the most prominent formats for classifying and studying leadership includes three styles – transformational, transactional and laissez-faire leadership style. The present study uses charismatic leadership approach to identify the leadership style of public managers. In this approach, leadership is conceptualised by the behavioural areas from laissez-faire style (non-leadership), through transactional leadership (which hinges on reward system and punishments), to transformational leadership (which is based on inspiration and behavioural charisma) (Bass and Avolio, 1993).

The approach is chosen because of its currency in management research and the efficacy demonstrated through research findings. The various components are now elaborated. Laissez-faire Style: An avoidant leader may either not intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put in effort to build a relationship with them. Laissez-faire style is associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 1992).

**Transactional Style:** focus mainly on the physical and the security needs of subordinates. The relationship that evolves between the leader and the follower is based on bargaining exchange or reward systems (Bass, 1985; Bass and Avolio, 1993). Transactional leadership. “Using a carrot or a stick, transactional leadership is usually characterized as instrumental in follower’s goal attainment” (Bass, 1997). There are three components in transactional leadership.

**Contingent reward**, whereby subordinates performance is associated with contingent rewards or exchange relationship

**Management by exception Active**, whereby leaders monitor follower’s performance and take corrective action if deviations occur to ensure outcomes achieved;

**Management by exception, Passive** whereby leaders fail to intervene until problems become serious (Bass, 1997).

**Transformational Style:** Transformational leaders encourage subordinates to put in extra effort and to go beyond what they (subordinates) expected before (Burns, 1978). The subordinates of transformational leaders feel trust, admiration, loyalty, and respect toward leaders and are motivated to perform extra-role behaviours (Bass, 1985; Katz and Kahn, 1978).

Transformational leaders achieve the greatest performance from subordinates since they are able to inspire their subordinates to raise their capabilities for success and develop subordinates innovative problem solving skills (Bass, 1985). This leadership style has also been found to lead to higher levels of organizational commitment and is associated with business unit performance (Barling et al., 1996). The leadership factors used to measure transformational, transactional and laissez-faire leadership style in this study are from the Multifactor Leadership Questionnaire

(MLQ) developed by Bass and Avolio (2004) based on the theory of transformational leadership. They are discussed below in detail:

Transformational Leadership have different Factors firstly,

**Idealised influence (attribute)**, and **secondly, idealised influence** (behavioural). They are the charismatic elements in which leaders become role models who are trusted by subordinates. The leaders show great persistence and determination in the pursuit of objectives, show high standards of ethical, principles, and moral conduct, sacrifice self-gain for the gain of others, consider subordinates needs over their own needs and share successes and risks with subordinates. Also respect and trust.

**Inspirational motivation**:- Leaders behave in ways that motivate subordinates by providing meaning and challenge to their work. The spirit of the team is aroused while enthusiasm and optimism are displayed. The leader encourages subordinates to envision attractive future states while communicating expectations and demonstrating a commitment to goals and a shared vision. The visionary aspects of leadership are supported by communication skills that make the vision understandable

**Intellectual stimulation**:- Leaders stimulate their subordinates' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. The intellectually stimulating leader encourages subordinates to try new approaches.

**Individualised consideration**:- Leaders build a considerate relationship with each individual, pay attention to each individual's need for achievement and growth by acting as a coach or mentor, developing subordinates in a supportive climate to higher levels of potential. Individual differences in terms of needs and desires are recognized.

### **2.3. Leadership Ability**

It is unquestionable that there are unlimited researches on how people acquire leadership ability, however, the aristocrats believe that it is in-born (in the blood) just like monarchy. Most work known today attempts to describe leadership act and techniques, theorize about why leaders emerge; understand people and the dynamics of interpersonal relations. Both near and far, there exist highly talented people with leadership ability. Various informal groups; preparatory to

university, family to social institutions, traditional settings to modern setting all have distinguished set of people who have demonstrated superior leadership act. However, teaching this process can be difficult. This could be due to the fact that leadership is a dynamic personal process. Leadership could be said to be dynamic because it varies with circumstances and individuals involved. It is also said to be personal because of the inter-personal influences allowed. However, this process could be difficult, which could be attributed to the fact that leadership is a dynamic personal process (Gerhard, 2002). Leadership could be said to be dynamic because it varies with circumstances and individuals involved. It is also said to be personal because of the interpersonal influences allowed, meanwhile, this does not necessarily mean direct contact between the leader and the subordinates. While some leaders are known to have direct contact with their subordinates as evidenced in most small scale industries, others are void of this process, possibly because of larger number of subordinates involved.

### **2.3.1. Factors Affecting Leadership Styles**

Different writers have tried to identify different factors that determine leadership styles. Kavanaugh and Ninemeier identified three factors that determine the type of leadership styles are leader's characteristics, subordinates' characteristics and organization environment (Al-Ababneh, 2013). Rad (2006) also indicated organizational culture as a factor that influences leadership styles of a manager. This needs the managers to consider organizational culture when selecting leadership styles. This organizational culture can be grouped under organizational environment. Other factors that affect leadership styles of manager are age and gender (KoturandAnbazhagan, 2014). This is related to findings of some researches mentioned by Al-Ababneh (2013) that demographics affect leadership styles of a leader. Demographics include the age, sex, educational level and so forth.

### **2.3.2 Organisational Performance**

According to Chen, et al. (2006), organizational performance means the “transformation of inputs into outputs for achieving certain outcomes. With regard to its content, performance informs about the relation between minimal and effective cost (economy), between effective cost and realized output (efficiency) and between output and achieved the outcome (effectiveness)”.

According to Bolman& Deal (2003), DeClerk (2008) and Scott & Davis (2015), there is no general agreement in the literature on the standards to be used in measuring the organizational performance. However, there are dominant approaches:

**Goal Approach.** People create organizations for a specific purpose which is determined by the stakeholders. The organizational performance is the ability of the organization to achieve its goals.

**The System resource approach** .This approach discovers the relation between the organization and the environment. As said by Cutler et al. (2003) an organization is effective when it takes advantage of its environment in the attainment of high value and different resources to approve its operations.

**Constituency Approach-** According to Agle, et. al. (2006), an organization is effective when various stakeholders perceive the organization as effective. The organizations with more control over resources are likely to have the most influence on the performance (Scott, Davis, 2007).

### **2.3.3 How to Measure Organisational Performance**

According to (Scherbaum et al 2006) in Avery 2008 how to measure organisational performance has been a persistent source of debate and critique. They said that previous researches have been heavily criticized for the measures of performance used. Such performance measures according to Hoogh et al (2004) & (Avery 2008) includes: knowledge of prior performance, self- reports of commitment to organisational goals, employees Satisfaction with the leader and perceived leader effectiveness. Other researchers such as Stogdill et. al., (1974); in (Avery, 2008) are of the opinion that organisational performance can be done through the use of net profit margin, business unit sales and percentage of goals met regarding business unit percentage of goals met ..

In their view, the above performance method can only be applied to organizations that are profit oriented and that non-profit making organizations can rely on performance measures using such methods as environmental constraints which may reflect forces outside the control of the leader.

### **2.3.4 Empowerment**

The term empowerment is a very diversify, which is used as a very unique idea or concept now a days in corporate world to deliver a new leadership approach. The basic concept behind the idea

is to generate the ownership at work place which plays a very important or a key role in the relationship with respect to the working place and working conditions (Mushin Lee & JoonKoh, 2010). Empowering the employees is another way to create a strong relationship, to be decentralizing for an organization is a state of providing power to each main every employee, related to their field (Wang & Clegg, 2011).

The concept of empowering leadership is result positively in sharing knowledge and it also creates team to be effective and the relation is shown positive of empowering leaders' leads toward knowledge and to tan efficacy (Srivastava, Kathryn and Edwin, 2006). Team is a group of people who are working for a similar interest which take them to provide a similar result. The effectiveness of a team is due to the team leader who have the exact knowledge and information which is with him; the trust factor which helps to complete their task in an effective manner is the information and knowledge sharing within the team.

### **2.3.5 Leadership and Communication**

Effectiveness of leadership is partially determined by the adequacy and Clarity of communication. The leader exercises his leadership role through communication with members of the organization. (Justi, 2006) defined Communication as both transmission and reception of a message. Through communication the manager explains the nature of an assignment to his subordinate while the subordinate reports work progress to the superior. Feelings and attitudes are also expressed in the process of communication. Any type of organized activity demands communication.

Chester Barnard (1983) in viewed communication as the means by which people are linked together in an organisation to achieve a common goal (Prasad 2004). The purpose of communication in an organisation is to affect change to influence action towards the welfare of the organisation. Specifically, communication is needed to establish and disseminate goals of an enterprise, to develop, plans for their achievement, to organize human resources in the most effective and efficient way; to select, develop, to lead, direct, motivate, and create climate in which people want to contribute and finally to control performance Koontz et al( 1983 )

## **2.4 Types of Communication**

The type of communication takes of reports memorandum newsletter and the like in order to convey the message Cole G.A (2004) these type of communication are.

**Vertical:** - communication that occur between the superior and his subordinate.

**Horizontal:** - communication that between staff and other employees in the organisation.

**Lateral Communication:-** occur between people of the same rank in the organization.

### **2.4.1 Principles of Communication**

The sender must determine the purposes of the communication and use symbols having the same meaning for the sender and receiver.

### **2.4.2 The importance of Communication to the Organizational Effectiveness**

According to Cole. G. A. (2004) Effective communication is essential for functioning of any organization .the leader need to transmit order and policies, build cooperation and team spirit, and identify problem and their solution. Employees need to clarify directives provide feedback, and make their problem known. Team member need to share feeling and perceptions to solve problem and resolve conflicts.

Communication in organization serves for major purpose. It allow members to coordinate actions hare information and satisfy the social needs. When employees are happy with their supervisors communicate with them. , their job satisfaction and work out put increase and they are more committed to the organization. Simply asking employees for advice can have dramatic payoffs.

### **2.4.3 Barriers to Communication**

The barrier of communication may be the use of jargon, overcomplicated, unfamiliar and/or technical terms.(katz, k., 1982) some barriers are;

Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.

- Lack of attention, interest, distractions, Differences in perception and viewpoint.
- Language differences and the difficulty in understanding unfamiliar accents
- Psychological barriers e.g. fear, worry, etc
- Physiological barriers- e.g. hunger, poor health etc

Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually

#### **2.4.4 Methods to Remove Barriers of Communication**

Every days leadership will develop its own team communication strategy. However, there are certain principles common to all good team communication. According to (Valentine D, Reynolds S, Munter MM 2011) they are methods to remove the barriers among 10 of them should be describes:

- 1) Time and attention are precious resources. Make sure you communication is focused and clear. Provide only as much detail as is needed to understand and engage in your message.
- 2) Practice and demonstrate active listening. Most of us take listening for granted and do not think much about developing our listening skills. However, passive, uncritical listening can become short and shallow. Poor listening habits sometimes carry over to conversations where careful attention is vitally important. The active listener makes the person speaking feel worthy, appreciated, interesting, and respected.
- 3) Choose the best medium for your message. Make careful decisions about whether your communication should be verbal or written, face-to-face or technology-aided, one-on-one, or in A groups
- 4) Check that your listener is engaged. If not, change the communication. Or save it for a time when you are both able to commit fully to the communication.
- 5) Choose the best format for your message. For example, instructions are best presented in a linear fashion (step 1, step 2, step 3, etc.). Gathering input and ideas may be best achieved through brainstorming.
- 6) Provide the background information. If your teammates need files, facts, figures, or other data to connect ideas or to make decisions, be sure they have them.

- 7) Don't put your teammates on the spot. If they need time to process a message, be sure to give it to them before asking for a response.
- 8) Match your verbal and nonverbal communication. Your words, posture, gestures, and facial expressions should convey a consistent message.
- 9) Be clear about what you expect. Don't beat around the bush. If you need or want something, say exactly what it is.
- 10) Become a meta-communicator, as an individual and as a team. Check on a regular basis how well your communication is going. Identify strengths, errors, and opportunities for improvement. Based on this criteria, the leader becomes effective and improves the organization's performance.

## **2.5. Advantages of Effective Communication in an Organization**

Higher productivity, higher profit, labor stability, low turnover, it encourages loyalty and commitment, it leads to understanding, co-operation. It increases efficiency (Yolokwu 2005).

**Emotional Intelligence** - Research results of various studies have proven that emotional intelligence is a critical leadership aspect for a person to be called a good leader. Emotional intelligence involves the process in which a person can control his or her behavior in order to maintain and develop day-to-day relationships with others effectively (Goleman, 1998:94). According to Goleman (2000:80) emotional intelligence encompasses four basic capabilities, namely; self awareness, self management, social awareness and social skill. These four capabilities are further explained:

**Self awareness** - generally emotionally self-aware managers are capable of sensing their emotional feelings anytime

**Self-management** - self-controlled leaders are capable of regulating or minimizing destructive feelings or thoughts before they take any action.

**Social awareness** - empathetic managers or leaders always take into consideration the feelings of other people before making decisions

**Social skill** - leaders with good social skills have various abilities when dealing with Issues and they always prefer to find a win-win solution. They believe in teamwork, transparency and accountability of actions.

### **2.5.1 Characteristics and Qualities of Good Leadership**

Those who hold leadership positions in organizations are usually those that have been found to possess certain characteristics and qualities. The leader might not necessarily be the most senior person in all situation but by virtue of having certain qualities, these is believe that he/she will perform most effectively given the necessary resources and supported with good policies.

The qualities found in the person are expected to help carry out some defined functions and goals every administrator wants peace to reign in the work milieu (environment) but the only way to achieve peace is to deliver the administrative services efficiently in order to meet the expectations of the workers and the management board. The qualities as discussed by Adebayo (2004) are as follows:

A leader **must** be tactful in dealing with his or her colleagues, he possess a sense of modesty, sense of judgment, foresight ability to delegate, understanding and Consideration, feasibility and a wide range of initiative, imagination and perseverance. A good sense of imagination and perseverance are two essential attributes of a leader.

A good administrator should posses the abstract, thinking and perseverance in any situation no matter how difficult. He/she should be able to grasp all the facts in a complicated situation, to sort them out and to set them out in their proper relationship and to summarize them in the fewest possible words (Adebayo, 2004). Other attributes associate with the sense of imagination and perseverance includes:-

- The capacity to recognize the essential points in a situation however complicated.
- The capacity to think less in terms of things as they are today but in terms of what is going to happen
- The capacity not only to understand people but also to lead them to be conductors of orchestra. Sense of Humor

An Administrator / leader must have a good sense of humor in order to enhance the effect of communication, create a friendly environment and make the interaction interesting and sustainable without losing the focus of the issues being discussed with the staff. He must in all situations relax and sleep well, in order to appear presentable; an administrator should develop a neat and decent way of dressing, a dignified and calculated way of speech and always conduct him/herself in a different manner. According to Podsakoff, P. M. et al (1998), the manager or administrator should be endowed with delicate and sensitive

Perception so that he can understand the changing needs of the organization. He should have courage and faith. The leader of administrator must be able to define clearly the objectives of the Organization and then direct the activities of organization towards attainment.

Broad familiarity with technology being used by the organization, being able to work with people, time management, concentration, practical approach to issues, being able to attempt the impossible, being action oriented, integrity and being able to calculate costs and benefits. Podsakoff, Mac Kenzie, Morrison, & Fetter, R. (1990) listed the essential qualities of an administrator as follows:

***Good human relationship*** - A leader should possess the ability to communicate effectively using both verbal and non-verbal methods of communication, he/she must be a good listener and a careful observer. Quality of good leadership should be:

- Intelligent, persuasive and diplomatic;
- Accessibility and approachability;
- Patience tolerance and endurance. Drive and efficiency;
- Effective communication skills, including listening ability;
- Cheerfulness, flexibility, and adaptability;
- Physical, mental and emotional stability;
- A democratic attitude, be open-minded;
- Honest, reliable and dependable character. Trustworthiness and good integrity.
- Assertiveness.

### **2.5.2 Theoretical Framework**

Kotter (2008) demonstrated that the single most important factor in successful organizational change is knowledgeable leadership. Leaders or top management provide the highest leverage point for changes to arise because they are critical to establishing the strategic direction of the organization as well as in creating and maintaining its culture (Sidle 2005; Kotter 2008). More importantly, scholars have emphasized that leadership and performance are two important and interrelated variables contributing to organizational performance, and thus there is a critical need to examine this relationship (see, for example, Hadikin and O'Driscoll 2000; Tepper 2000). It appears that leadership is an important ideal for top management in their role to encourage learning, share knowledge with and transfer it to employees by means of appropriate styles in different situations for the purpose of achieving the organizational goals) communications the blood of the organization. Effective communication is essential for functioning of any organization .the leader need to transmit order and policies, build cooperation and team spirit, and identify problem and their solution. Employees need to clarify directives provide feedback, and make their problem known. Team member need to share feeling and perceptions

It has been suggested that the transformational leadership approach is more effective than others in creating change in an organization, especially compared with transactional leadership. This has also been related to the way to lower the barriers to transferring knowledge within the organization (see, for example, Easter by-Smith and Lyles 2011). In the recent literature, Bass and Avolio are widely acknowledged for continuing these new leadership concepts. In line with

Bryman (1999, p. 31), their basic ideas are greatly influenced by Burn's (1978) work. Burn recommended that transactional leadership is more common than is transformational leadership.

Bass (1997) proposed that transformational leaders are expected to make their employees trust, respect and appreciate them by concentrating on idealized influence, individualize consideration and inspirational motivation, which in turn implies serving as a charismatic role model and expressing a vision that could be created. It also suggests a need for intellectual stimulation.

## **CHAPTER THREE**

### **Research Design and Methodology**

In this chapter, the research design was presented. This is followed by focusing on source of data, sample and sampling techniques, data collection instruments, and methods of data analysis. and validation &reliability of data

#### **3.1 Research Design**

This research design embodies by applying mixed research approach (qualitative and quantitative). The rationale for the choice by providing rich interpretations of events on leadership effectiveness and organizational performance in order to describe and interpret the trend of events that exists on leadership (Seyoum and Ayalew, 1989; and Best and Kahun, 2003). The present study used descriptive (eidetic) phenomenology because the essential characteristic of descriptive phenomenology is that it focuses on the descriptions of participant 'and individual experiences (Creswell, 2007)

#### **3.2 Data Source**

The sources of data for this study both primary and secondary source of data.

The primary sources of data it is that bring first-hand information. These were the head of education office, and department head, school principals were the main primary source of data,

The Secondary sources were also included as sources of data in this study. These include various, reports documents and other written material used as sources of data.

#### **3.3 Population of the Study**

The target population for the study consists of 84 people who are working in Gog woreda educational office. The populations of the organization are 220. The respondents were drawn from departments in the organization under study.

### **3.4 Determination of Sample Size**

The sample unit for this study consisted of the head of education, departments head of education and school principals form organization under study.

### **3.5 Sampling Technique**

Simple random sampling method was used in this study A according to krejcieR.v&MorganD.W (1970) in simple random sampling each unit of population is given an equal chance of being selected as sample. It is considered the simplest, most convenient and bias free selection method that every member of a population has an equal and independent chance of being selected.

### **3.6 Data Collection Instruments**

The instruments used in his study were a questionnaire, interview and focus group discussion (FGD).

**Questionnaires:**-This formed the major tool for collection of primary data used in the study. The questionnaires prepared by the researcher and as approved by the advisor and directly should be given to head departments and school principals to get good information about the effective leader.

**Face-to-face Interview:**- Apart from used of questionnaires, a structured interview was prepared by researcher for heads office of directly in charge of administrative activities for the organization. For instance in a situation where the question administer through the questionnaire requires to be clarifies or elaborate upon oral interviews are conducts. Face-to-face interview was also conduct to solicit issued could be of massive assistance in this study.

**Focus Group Discussion (FGD)** - Focus group discussions consist of a set of individuals with similar characteristics or having share experiences who sit down with moderator to discuss a topic Focus group discussion provides different kinds of information than can be generated from individual interviews and observation (Krueger, 1994 in Amos, 2002).

Focus group discussion interviews were often used to supplement other qualitative data and the researcher can be the basic data collection strategy of a qualitative study of collected data.

### **3.7 Validity and Reliability**

Validity the instruments or procedures used in the research measured what they were supposed to measure Example: people are shown photos of school and other picture. After the study, photos have good internal validity to which a measure accurately represents what it is supposed to .It is concerned with how well the concept is defined by the measure(s). on the other hand reliability is concerned with the internal consistency of the items. Hair et al. (2007) defined reliability applies to individual measures a set of variable was consistency in what it was extended to measure. So questionnaire were reliable that all observers should agree on what was being recorded.

### **3.8 Methods of Data Analysis Procedure**

The data generated by interview were qualitative nature and were analyzed through interview thematic analysis. The collected form questionnaires were quantitative nature and by used percentage to analysis the data:

### **3.9 Ethical Consideration**

Efforts are made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the purpose of the study i.e., that is purely used for academic purpose. As he introduced its purpose in the introduction part of the questionnaire and interview guide to the respondents, he confirmed that subjects, confidentiality will be protected. In addition, in the is based on their consents. The researcher also do not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The chapter begins with presenting the demographic characteristics of the respondents. This is followed by the presentation of descriptive analysis about the perceptions of education experts on their education leadership styles and the view of their organizational performance. In doing this, the analysis is based on both quantitative and qualitative data analysis and interpretation was made based on the analysed information

As mentioned in the first chapter, the purpose of the study was formulated to examine the leadership styles practiced by education leaders, and organizational performance of the Gog worda education office In order to gather adequate information on this issue questionnaires were distributed to education experts. In addition, heads of education were interviewed in order to triangulate the information obtained through the questionnaire. A total of 84 questionnaires were prepared and distributed to 84 education experts or officers and 20 departments head and 64 school principals. Of these, 82 (97.61%) were filled and returned. The number of the unreturned questionnaires were insignificant and did not affect the results

#### 4.1. Analysis of Demographic Characteristics of the Respondents

It was important to analyze the background characteristics of the respondents of the study; that is departments head and, school principals in Gog worda education office were perception in this study

*Table 1: -Respondents by Sex*

Variable	Category	Respondents					
		Departments head		School principal		Total	%
		T	%	T	%		
Sex	Male	20	100	60	96.8	80	97.6
	Female			2	3.2	2	2.4
	Total	20	100	62	100	82	100

Table 1 shows that 82 respondents representing 97.6 % of the total respondents are male, while 2 respondents representing 2.4% of the respondents were female. This was importance understand the participation in the organization.

#### 4.1.1. Age of the Respondents

The age of the respondents was analyzed. 40% departments head that participated in the study were between the ages of 36 and 40 years, followed by 25% who were less than or equal to 30 years, again followed by 15% were 41 and above 10% were found between 31-35, and 10% with the ages of 25 and below years. Regarding the school principals large percentage (35.5%) who were participated in the study were between the ages of 31and 35 years, followed by 24.19% who were below or equal to 25 years, again followed by 16.13% were 26 and 30years, 12.90% were found between 36-40, and a small percentage (11.28%) found between the ages of 41 and above. From this, it can be concluded that, all respondents were distributed in all age group; therefore, it was a good for the research to gather data from all age groups. It importance to get different information from each group. The summary of the above analysis is clearly indicated in Table 2.

**Table 2: Age of the staff**

Variable	Category	Respondents				Total	
		Departments head		School principals			
Age		T	%	T	%	T	%
	25 and below	2	10	15	24.19	17	2.73
	26_30	5	25	10	16.13	15	18.29
	31__35	2	10	22	35.5	24	29.27
	36_40	8	40	8	12.90	16	19.51
	41and above	3	15	7	11.28	10	12.20
	Total	20	100	62	100	82	100

#### 4.1.2. Academic Qualification of the Respondents

Regarding academic qualification of the respondents, all the departments head were first degree holders. Concerning school principals academic qualification; the majority (53.66%) were first degree level and the rest (46.34%) of the experts were diploma holders. In the sample education office academic qualification was not satisfied, and hence it has not gone in line with the program of education policy of the country; because the policy intended to put qualify graduates to run the education policy. In the interview made with the head of education office revealed that, there were no master's degree holders in education office. Though the education policy intended to put postgraduates (qualified in EdPM or educational leadership) as head of education

office most of them were graduates in different fields that run the education policy in the education office in that area. In addition to this, the academic qualification is not sufficient for experts in order to perform the objective of the organization; it needs short and long trainings. But an interviewed with the head of office explains that:

*“I haven’t taken any management course till now other than major and minor courses which I was graduated in; as well as no induction course I had taken when I was appointed as head of education. But, principals have gutted the trainee that to perform the school activities.”*

In fact, this view was supported by all other education experts. From this, it would be possible to generalize that majority of education experts might have lack leadership and management skills. The academy qualification was importance for this research to get adequate information. Table 3 below illustrates the academic qualification of the respondents.

**Table 3: Characteristics of respondents by academic qualification**

Variable	Category	Respondents					
		Departments head		School principals		T	%
		T	%	T	%		
Academic qualification	Diploma			38	61.29	38	46.34
	BA\BSC	20	100	24	38.71	44	53.66
	MA\MSC						
	Total	20	100	62	100	82	100

#### 4.1.3 Experience of the Respondents

The study included the identification of the education experts’ experience of respondent who were part of the study. As the experience of participants, major percent of departments head 8 (40%) were between 11\_15 and 6 (30%) were between 6-10 years of experience. In addition, 4 (20%) were found between 16\_20 and 2 (10%) of departments head were found in 21year and above. Concerning the school principals, 32 (51.61%) had experience of 6-10 years, followed by 12 (19.35%) were 5 and below years in experience, 9 (14.51%) were 11\_15 and 5(8.1) found between 16\_20.year experience and the remaining 4 (6.45%) had been working about 11-20 years. Thus, the departments head were more experience and services. Therefore, it was a good opportunity for the researcher to get adequate and relevant information, because those experts will tell the information very well. This would also allow them to share academic and social

experiences among themselves. Table 4 below illustrates the teaching experience of the respondents

**Table 4 The experience of education experts**

Variable		Respondents				Total	%
		Department s head		School principals			
		T	%	T	%	T	
Experience	5and below			12	19.35	12	14.63
	6_10	6	30	32	51.61	38	46.34
	11_15	8	40	9	14.51	17	20.73
	16_20	4	20	5	8,1	9	10.97
	21 and above	2	10	4	6.45	6	7.31
	Total	20	100	62	100	82	100

#### 4.1.4 Descriptive the Leadership Style and Organization Performance

#### 4.1.5 The Organization Performance.

**Table 5 The conduciveness of work environment this led to measure the organization performance.**

Question item : conduciveness of the org.	Respondents		Total	%
	Departments head	School principals		
highly suitable	4	12	16	19,51
Suitable	3	15	18	21.95
Average	3	28	31	37.8o
Unsuitable	10	7	17	20.73
Total	20	62	82	100

The table above shows that 16(19.51) % of the workers are of the opinion that their work environment is strongly suitable. 17 (20.73) % of the sampled population believed that their work environment is unsuitable while 37.80% and 21.95% are of the opinion that the work environment is average and suitable respectively. This bears an inverse relationship to the level of cordiality observed among the workers. The environments condition is average it could correspondingly be attributed to environmental influences to become conducive working environment.

**Question 6 you receive job training in the organization**

**Table 6: receiving job training in the organization to enhance the performance.**

Training offered?	Respondents		Total	%
	Departments head	School principals		
Yes	17	28	45	54.9
No	3	34	37	45.12
Total	20	62	82	100

The table above shows that 54.9 percent of the respondents receive on the job training while 45.12% do not receive training, mean that there were lack of training could similarly be recognized to their academic qualification as well as nature of their duties in the organization.

**Table 7: Factor(s) that could counter high organizational performance**

The factor highly affect the per.	Respondents		Total	%
	Departments head	School principals		
Lack of good office equipment's	5	18	23	28.04
Insufficient staff and fund	12	36	48	58.53
Lack of effective leadership	3	8	11	13.41
Total	20	62	82	100

The table above shows that 23 respondents representing 28.04% agreed that lack of good office equipment and other vital infrastructure are a factor against high performance. 48 respondents representing 58.53% choose insufficient staff and fund as the factors responsible for low performance. While 11 respondents, which represents 13.41% of the respondents agreed with lack of effective leadership, form this table we concluded that there were a lack of staff managements and budget problem who to run the activity of the organization.

**Table 8: Satisfaction with wages**

Satisfied with present salary	Respondents		Total	%
	Departments head	School principals		
Yes	20	62	82	100
No				
Total	20	62	82	100

None of the respondents is satisfied with his or her present salary. This means that of the 82 respondents are unsatisfied with his or her salary.

Based on non-satisfaction, the unsatisfied workers may not have performed their work creditably well and these no doubt would affect the objective and efficiency of the organization.

Table 9: Promotion of staff for organization performance.

Promoted of staff	Respondents		Total	%
	Department head	School principals		
Yes	5	24	29	35.37
No	15	38	53	64.63
Total	20	62	82	100

The table above shows that 29 respondents representing 35.37% were recently promoted while 53 representing 64.63% were not promoted recently. The implication is that majority of the staff were not promoted. A few of them that were promoted mainly due to their qualifications, this can lead to satisfaction in the workers and can affect their efficiency and performance in the organization.

**Table 10: Factor deciding whom to promote in the organization**

Criteria for decision on promotion	Respondents		Total	%
	Departments head	School principals		
Year of service	12	35	47	57.32
In put to the organization	3	18	21	25.61
According of leadership opinion	5	9	14	17.07
Others				
Total	20	62	82	100

The table above shows that 47 and 21 staff representing 57.32 and 25.61 % respectively of the staff population were of the opinion that promotion of staff was based on years of service and input to the organization respectively. 14 respondents, which accounted for 17.07% of the sampled population respectively, were of the opinion that favoritisms and directors opinion respectively were factors used when deciding who gets promoted.

Table 11: Motivation in the organization

There is motivated in org,	Respondent's		Total	%
	Departments head	School principals		
Yes	14	42	56	68.29
No	6	20	26	31,71
Total	20	62	82	100

This table show that 58 respondents representing 68.29% are motivated while 26 of respondents representing 31.71% are not motivated in their jobs .this means the major of staff were motivated.

**Question 12: Do sectional heads delegate duties to the subordinates?**

Table 12: Delegation of duties

There is delegation	Respondents		Total	%
	Departments head	School principals		
Yes	9	30	39	47.53
No	11	32	43	52.47
Total	20	62	82	100

The table above shows that 39 respondents which account for 47.53% agree that delegation of duties exists, while 43 respondents representing 52.47% agree that there is no delegation of duty in the organization the implication is there was a little delegation in the organization. For those who agree that the delegation was happened, it is very important that responsibility was supported up by adequate authority, so that in carrying out the delegated duty, the person performing it will have the authority to make certain decisions that will affect that duty. Delegation of duty is very important; it makes for flexibility, faster accomplishment of jobs and giving the staff a sense of belonging because of the trust placed on them. This makes for better organizational performance. While lack of it makes them tension like outsiders.

**Question 13: Who can you explain the performance of the organization?**

Table 13 measure the performance of the organization.

Performance of org.	Respondents		Total	%
	Departments head	School principals		
Wonderful	5	18	23	28.04
Average	13	32	45	54.9
Poor	2	12	14	17.07
Total	20	62	82	100

The table above shows that 23 out of 82 respondents representing 28.04% agree that the performance of the organization is wonderful 45 respondents or 54.9% ‘agree that the organization is average while the remaining 14 respondents representing 17.07% identified that the performance of their organization is poor. These responses are based on how either good or bad leadership affect performance.

**Question 14: From your experience with the organization, how do you describe the leadership style?**

Table 14: Leadership style in the organization

Leadership style in org,	Respondents		Total	%
	Departments head	School principals		
Transformational leadership	8	22	30	36.59
Transactional Leadership	10	30	40	48.78
Laze’s fair	2	10	12	14.63
Total	20	62	82	100

Form the table above, it can be seen that 30 respondents representing 36.59% described the management style of their organization as Transformational, while those that choose Transactional are 40 representing 48.78%; while 12 respondents choose Laze ‘leadership style representing 14.63%.

**Question:15 do you think that workers are motivated in response to their efforts and contributions?**

Table 15: Motivation of workers based on their efforts and contribution.

Option Motivation the working	Respondents		Total	%
	Departments head	School principal		
Wonderful	5	20	25	30.5
Average	11	32	43	52.43
Poor	4	10	14	17.07
Total	20	62	82	100

The table above shows that .30.5% of the respondents agreed that the Level of motivation was wonderful and excellent. 52.43% agreed that they are averagely motivated, 17.07 % of the respondents are of the opinion that there is poor motivation.

**Question 16 What the: Factors enhancing performance in the organization**

- A. Recruitment of well-educated experienced staff and leader
- B. Acquisition of organization of art technology
- C. Research and development
- D. free flow of information and personal recognition.

**Table 16 Tthe:- Factors enhancing performance in the organization**

Factors enhancing per,	Respondents		Total	%
	Departments head	School principals		
Recruitment of well-educated	5	16	21	25.61
Acquisition of organization of art technology	10	21	31	37.81
Research and development	2	18	20	24.39
free flow of information and personal recognition	3	7	10	12.19
Total	20	62	82	100

From the table above, it could be seen that 21respondents representing 25.61% agreed that recruitment of well-educated/experienced staff can lead to high performance in the organization. 31 respondents representing 37.81 % agreed that acquisition of state of technology could lead to high performance. While 20and 10 respondents, which represent 24.39% and 12.19 respectively of the respondents agreed that participative leadership style and free flow of information and personal recognition could enhance performance of the organization. Overall, all independent variables of Leadership styles were significant on organizational performance This implies that the contribution of leadership style to organization performance its needs In an interview, with education leader he say: *' leadership styles; there are many factors that affect the commitment of organization n such as organization culture, violence reeducation, external influence, and will brings great communication among the groups'*

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of summary, conclusions and recommendations of the study.

#### 5.1. Summary

As it was stated in chapter one, the purpose of this study was to examine the leadership styles and organizational performance in Gog woreda education office descriptive survey for the study was employed as method of research. To conduct this study the following basic questions were posed.

1. What is the leadership style that is effectiveness s in Gambella region, Gog woreda educational office?
2. To what extent does the leadership enhance the employees to improve the organization performance?
3. What are the challenges that leadership face to practice effective leadership role in the organization?

The study was conducted in Gog woreda education office found in the gambella region which were selected by simple random sampling technique. 82 education experts that were selected were interviewed to get in-depth information and substantiate the data obtained through questionnaire. Questionnaire about education leader leadership style and organizational performance was given to the sample respondents namely department head and school principals, among these 84 respondents participated in this study; the remaining 2 did not return the questionnaire. After the investigation, this study came up with the following major findings: All departments head were males in all the organization. And also, the majority of school principals were males.

In the case of age of the respondents; major percentage 29.27% had between 31-35 years old. 19.5%, 18.29%, 12.20% and 2.73% had 36\_40 and 26\_30; 41andabove, 25 and below years old respectively. Regarding the academic qualification of the respondents, more education experts' are diploma level (63.34%), and (53.66%) were first degree holders. none of the experts were MA degree holders in the field of Educational Leadership and other fields.

As to the experience of participants or education experts , majority percent (51.61%) were engaged in teaching more than 6\_10 and . 19.35 % , 14.51% , 8.1% , and 6. 45% experts were 5 years and below , 11-15 and 16-20 years and 21 and above experience respectively. On the other hand; major percent of the departments head (40%) had 11-15 years' experience. Next, 32% of had 6\_10 years' experience 20% had 16\_20 and the remaining 2 % had 21and above years' experience. Therefore, they may know the behavior of their experts very well. As a consequence, experts and departments head provided the researcher with adequate information about their organization.

Education leader had practiced low Laissez-faire leadership style, followed by Transformational leadership style. Transactional leadership style was the most practiced by the head of office in the woreda education office mean reward and punishment systems as perceived by experts with the (14.63%), (36.59%) and (48.78%) respectively.

Most of the departments head and school principals preferred a Transactional leadership style rather than Transformational and Laissez-faire, in order to commit themselves in their respective organization, In addition to this, they felt that their identification and emotionally attached with the organization which was represented by Idealized influence (attribute )was relatively low. Inspirational motivation and Individualized consideration was perceived to be cosseted the most by the respondents followed by Intellectual stimulation.

That there are possible ways of enhancing organizational performance leadership for effective performance Gog woreda education office (GWEO) Managing organizations in a way that is consistent with environmental variables is having in mind the culture of the people, their needs and value preferences. Others are to ensure that for a leader to be effective he needs to possess all the positive qualities which a leader needs for him to lead well as we have stated in the literature review. Also, he needs the support of the head office and that of his subordinates if he must succeed.

Organizational performance in the Gog woreda education office. However, when this variable was held constant other factors such as lack good office equipment, insufficient funds, poor work environment and others are some of the variables that hamper the performance of education office.

## 5.2. Conclusions

Based on the findings stated above, the following conclusions have been drawn. Mixed results have been attained in this study in the attempt to explain which type of leadership style is suitable with organization. According to the past research and literature review, no one method has been found to be very effective in all situations. Based on the current investigations, all leadership styles are significant in promoting the organization's commitment in the Gog woreda education office which means that head of education should be sensitive towards the condition and readiness of the education experts before applying any style and understand that different leadership style is applicable to different experts.

organization commitment resumed to be high due to the consideration that the employees felt that they had invested considerable amount of effort, time, and energy that employees might forfeit by leaving the organization (Meyer and Allen, 1991) and they find it is better to stay if there is lack of job transferability, skills and knowledge that the cost will be higher if they leave the organizations and it may disrupt the social relationship that has been built with present organizations and it will increase new cost of making new friends with new working associates (Becker, 1964). In this study, it was found that teachers portrayed a medium continuance commitment reflected by the medium level of mean as compared to affective and normative commitment. .

This finding has also lead to the understanding that, as whole, Transactional and Transformational leadership styles of organization can encourage the participations in the organization. On the other hand, Laissez-faire leadership style less practically in that areas to encourages Commitment. Therefore; it can be concluded that education leader who perceived their leader better to adopt all three styles of leaders.

Managing organizations in a way that is consistent with environmental variables is having in mind the culture of the people, their needs and value preferences. Others are to ensure that for a leader to be effective he needs to possess all the positive qualities which a leader needs for him to lead well as we have stated in the literature review. Also, he needs the support of the head office and that of his subordinates if he must succeed .basic of those finding I conclude that insufficient management and lack effective leader in the organization.

Today's working environment is very competitive and sustaining the education with the support of teachers who are attached with the schools, who feel happy to be the part of the school family, who support the overall goals and strategic directions are very important. As an agent of the organizations, head of education's have to look those problems seriously.

The challenges such as lack good office equipment, insufficient funds, poor work environment and others are some of the variables that hamper the performance of education office. These elements of organizational commitment that were discussed in the research paper are very important since they described a unique characteristic that each commitment to bring common agreement.

Finally it can be concluded that head of education can play important roles to create the situation that people want and feel comfortable to work within the organizations.

### **5.3. Recommendations**

Based on the findings of the study and the conclusion drawn above, the following recommendations are given.

The experts need to be satisfied this will lead them to be committed in the organization. Therefore the head of education office should understand the needs of each exports in the organization.

This research also found that, Transactional, Transformational and laissez-faire leadership styles were found to be significant. Therefore, head of education should not only base their styles to only one type of leadership style that they prefer. Its better to practices different leadership style,

**Accountability** for the results of your decisions should be consider behaviors and displayed emotions. *Effective leaders establish* their credibility by building trust - demonstrating integrity, judgment, competence and vision. We know that it's not in our long-term interest to be emotionally volatile at work—or in most places for that matter! Yet for most people, there is often a gap between who they think they are and how others perceive them. Leaders who avoid accountability undermine trust, inevitably impacting their ability to build and maintain a high-functioning team.

***Alignment*** of leadership with the mission, goal and purpose of your organization. Leaders create awareness and maintain an organization's culture—its vision, mission and values. Through the process of communicating and reinforcing shared beliefs, leaders align actions with values, using them to create a common language and framework for prioritizing and decision-making.

***Adaptability be flexible*** readily adjust your leadership strategy in order to achieve optimal outcomes. Recent studies of managerial performance consistently identify not being able to learn from experience as a major factor, if not the major factor, in derailing careers. The conscious leader, through awareness of self, others and the organization, learns what works and what doesn't, and demonstrates agility and effectiveness in adapting as needed.

This study will helpful for future research t to investigate other factors that can increase experts' organizational commitment, for example, organizational climate, salaries, empowerment and leader encourage to exercises the effective leadership style.

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# APPENDIX A

Addis Ababa University

College Of Education And Behavioral Studies

Department Of Educational Planning And Management

## Questionnaires to be filled by education experts.

### Dear Respondent:

The purpose of the questionnaire is to assess the leadership style of your managers and organization performance.. The questionnaire is designed to collect data for master's thesis with the title "The effective leadership and organization performance. In Gambella People's National State .in Gog worda education office you are requested to give genuine and appropriate response. The researcher would like to assure you that the information you give will be kept confidential and used only for academic purpose. The researcher is interested to thank you in advance for your cooperation.

### General Direction:

#### Parts one

You are not required to write your name.

For the general background information, respond by putting a "X" mark in the blank space beside your choice.

◆ Forthe part that describes leadership styles, respond by circling the number on the scale

That describes the leadership styles and organization operation you are circle.

The General Background Information/Demographics:

1 your Sex: A Male ( ) B Female ( )

2 Age: A Below 20 years ( ) B\ 21-25 years ( )

C 26-30 years ( ) D\ 31---35 years ( )

E 36-40 years ( ) F 41years and above ( )

3 You educational qualification?

A Diploma ( ) B \BA\BSC degree ( ) C MA/MSc/( )

4 Years of Service in the organization A 1-5 years ( ) B 6-10 Years ( )

C 11-15 Years ( ) D 16-20 Years ( )E 21 years and above ( )

5 your marital status

A Married ( ) B Single ( )

C Divorced ( )

6 What post do you hold in the organization?

A senior expert ( ) B Junior expert ( )

C Inspector ( )

## **Parts Two**

### **About the Leadership Styles and organization performance.**

7 . Is the work environment conducive for the organization operations?

(A) Strongly suitable

(B) Average and suitable (C) Unsuitable

8 Do you receive on the job training in the organization?

(A) Yes (B) No

9 What factor (s) could counter high organizational performance?

(A) Lack of good office equipment

(B) Insufficient staff and funds

(D) lack of effective leadership

10 Are you satisfied with your present salary level?

(A) Yes (B) No

11. Are you gets promotion in the organization?

(A) Yes (B) No

12. What criteria that makes to promote in the organization?.

(A) Year of Service (B) Input to the organization

(C) According leaders opinion (D) others

13. Are you motivated in the organization?

(A) Yes (B) No

14. Do sectional heads delegate duties to their subordinates?

(A) Yes (B) No

15 How can you describe the performance of the organization so far?

(A) Wonderful (B) Average (C) Poor

16. What do you think may be responsible for this level of performance?
- (A) Director's ability and willingness to delegate responsibility and to manage the activity of others
  - (B) Free flow of information and effective communication
  - (C) Exhibition of exaggerated opinion of job perfection by the woreda coordinate based on knowledge or skill
  - (D) Inflexibility to change and lack of innovation Standards follow
17. From your experience with the organization, how do you describe the leadership style?
- ( A ) Transformational    (B) Transactional    (C) Laizzes fair
18. Do you think that workers are motivated according to their efforts and contributions?
- (A) Wonderful            (B ) average            C Poor
19. basic of question No 18 if there is motivation what kinds of motivation?
- (A) Promotion            ( B) materials or money rewards
20. Are there any form (s) of performance measurement existing in your organization/?
- (A) Yes                    (B) No
21. What factor (s) can enhance performance in your organization?
- (A) Recruitment of well educated/experienced staff and leaders
  - (B ) Acquisition of organization of the art technology .
  - (C) Participation leadership and proper
  - (D) Research and development
  - (E) Free flow of information and personal recognition

**Section three**

1 Doyou think employees' commitment exists in current days in the organization?

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2. Please write major factors that affect effective leadership performance (you can write in Amharic or English)

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3. What do you think of the solutions for the above problems?

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**Thank you.**

## **Appendix B**

### **Interview Guide For Educational Officers**

1 Management training and professional development.

1.1. What are your highest academic and professional qualifications?

1.2. Have you ever undertaken a management training course? Elaborate.

1.3. Did you receive any induction management training when being appointed a educational office?

2. Organizational performance.

2.1 What strategies are you putting in place into make committed teachers and educational experts in you organization?

2.2 What contributions do the experts make in ensuring committed with teachers?

(a) Why? (b) How?

3 Factors affecting teachers and employees commitment.

3.1 What are the factors determining teachers" organizational commitment?

3.2 Why are the factors mentioned critical in determining teachers" organizational commitment?

4 Leadership style.

4.1 What type of leadership style/s is/are used at the organization? (a) Why? (b) How?

4.2 What do you think is the relationship between your leadership style and teachers or educational experts organizational commitment in the school? (a) How? (b) Why?

4.3 What leadership style is likely to yield the best committed teacher or educational experts?

4.4 What are your management and leadership challenges?