

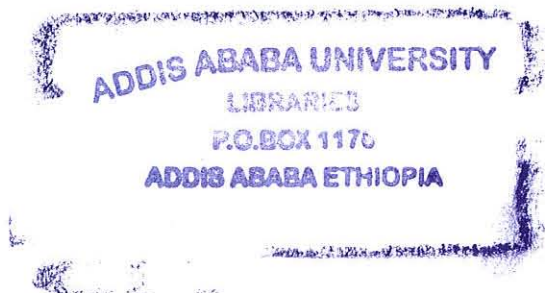
**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS AFFECTING THE PREFERENCE OF LEADERSHIP
STYLE IN PUBLIC ORGANIZATIONS: THE CASE OF SOUTH WOLO
ADMINISTRATIVE ZONE**



BY

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Abstract

The study makes a brief review of the literature on the concept of leadership in general and factors affecting leadership preference in particular. Different variables affecting preference of leadership style were cited. Then, it presents the methodology of data collection followed by the findings and discussion of the finding. One hundred sixty nine leaders from the three levels were participated in the study. These participants taken from 31 government budgeted public organizations, which were selected using lottery method, out of 41 total organizations. A standardized questionnaire consisting of 30 items was employed to collect the necessary information to identify the leadership style the participants followed. Descriptive statistics such as frequency and percentage were used. In addition, χ^2 and standard error of the residual were used to analyze the result. The result indicated that sex and age are associated with leadership style preference. While female and middle aged leaders preferred democratic leadership style, male and younger leaders preferred autocratic leadership style. On the other hand, education and levels of leaders do not associate with the leaders' preference of leadership style. Finally, recommendation and conclusion were made.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The emergence of leadership as one of the main elements of organization is not a new phenomenon. Trait theorists identified it as early as 1940's. Since then, different researchers forwarded their ideas regarding leadership and it is considered to be the common characteristics of any type of organization (Rao, 2000). Forsyth (1990) also explained leadership as an inevitable of life in group, a necessary prerequisite for coordinating the behaviors of the group members in pursuit of common goals. Indeed, leadership may be one of the few universals of human behavior.

Moreover, researchers underscore the role of leadership for the success of an organization. Williams et.al (1985) indicated that leadership is the major component of organization for it enables the achievement of organizational goals by meaningfully combining and organizing the existing resources which would otherwise remain useless. Rao (2000) also stated that leadership is a crucial ingredient in organizational effectiveness. Therefore, one could conclude that leadership exists in any type of group formed to achieve certain goals. i.e leadership and organization are inseparable entities.

It, however, should be clear that leaders exhibit various behaviors during supervision of subordinates, which is termed as leadership style. In achieving the intended goals of the organization, leaders employ different styles of leadership- autocratic, democratic and laissez-fair (Rao, 2000). The process of influencing subordinates and using the different leadership styles are not uncommon for every organization. But ways of influencing them varies from individual to individual and from organization to organization.

The leader in an organization may employ one of the styles i.e autocratic, democratic or laissez-fair style of leading. The main issue, which was the concern of the present study, was what factors make a leaders apply any one of the styles? Different researchers at different time gave various factors of preference of leadership style.

Boatwright and Linda (2000), in their study of “factors affecting leadership style preference,” have identified sex, age, educational level, type of organization and experience as factors in the preference of leadership style. Other researchers like Engen and Willimssen (2002) conducted a research on the same issue and found out status, gender, number and characteristics of subordinates (experience, confidence, ability etc) and type of organization as factors that determine choice of leadership style.

The question for the determinants of leadership style has still been the concern of many researchers in the area. Particularly, the factors that affect leadership style preference of leaders have been the debating issue since its emergence. So, the present study too attempted to find out major factors that force the leader to prefer one type of leadership style over the other.

1.2 Statement of the Problem

Management functions in any organization are conceptually similar. It is to achieve the intended goals of the organization. However, effectiveness in achieving the set goal may vary from organization to organization. Effectiveness depends on matching the internal organizational structure to the demands of the task environment; it would therefore appear that effective function of the organizations would depend on different criteria, because each must adapt to different environmental contingency. For example, one would expect differences between any organizations in the source of funding and ownership, criteria for accountability and control, to have a direct impact on the structure and practice. The type, however, of decision making in running all activities depending on the demand of the

issue play major role in the achievement of the goals effectively (Thompson, 1962 cited in Ester, 1986, P.579).

Among the internal factors that differently affect the organizations is leadership style employed by leaders. Michael (1986) stated that making decision is one of the most important functions performed by leaders in organizations. The author further indicated that so many activities of leaders involve decision-making. The nature of managerial work can be characterized as the making of decisions that enhance the effectiveness of the work unit and ultimately the organization. But the wrong decisions passed by these leaders hinder the achievement of the goal of the organization as well as the employees.

Leader may make a decision alone or together with the persons in the organization. Michael (1986) stated that it is common practice for managers to have subordinates participate in making decisions. In the literature on organizational behavior, participation usually refers to leadership style or type of decision procedure through which subordinates influence on some of the managers decision through shared decision making (Lock and Sheweiger, 1979 cited in Michael, 1986, P.247).

The decision, however, made by managers may vary from leader to leader and from organization to organization due to so many variables. Some may use participative decision and other may make directive type of decision making, or other kind. In some organizations, leaders give chance to subordinates to discuss on the issue before decision is made. In other organizations, leaders tell their employees what they want to be done and how they want it to be accomplished without getting the advice of their followers. There are still leaders who allow the employees to make decision but the leaders are still responsible for the decisions that are made. Even in one organization, leaders at different department may use different leadership style due to their variation in some characteristics.

Michael (1986), however, stated that decision influence is not an all-or-none process. There are variety different decision procedures that can be used by a leader to involve subordinates in making decisions. Some procedures provide more subordinate influence over a decision than the other. The author further pointed out that there are different typologies of decision procedures. Any of these sets of decision procedure can be ordered along a decision influence continuum, ranging from no subordinate influence at one end of the continuum to a great deal of subordinate influence at the other end of the continuum.

The author presented the decision participation as follows:

1. Directive: The leader makes a decision without asking for the opinions or suggestions of subordinates and subordinate have not direct influence.
2. Minimal decision involvement: The leader asks for the subordinates' opinions and suggestions and makes the decision by him/her; the decision is likely to reflect limited subordinates influence.
3. Consultation: The leader meets with subordinates to discuss the decision problem and seeks information, ideas and suggestions about aspects of the issue. The leader makes the decision, which reflects as much subordinate input as possible.
4. Collaboration: The leader and subordinates analyze the entire problem, ideas, and suggestions; subordinate input often approaches that of the leader.
5. Delegation: the leader allows subordinates to make the decision after having shared his or her input to the problem.

Other researchers also pointed out various types of decision making passed by the leaders; one, however, may question the different variables that forced the individual leader to use one of the above mentioned decision

making styles. Researchers have been trying to forward their finding to give answer regarding determinant variables forcing one to follow any one of the leadership style.

Barrow (1976) suggested that the behavior of the individual being led has been postulated to be a determinant of the leader's behavior. According to him, incompetent subordinate behavior resulted in a superior using closer supervision and control, engaging in performance-emphasis activities, and demonstrating less concern for the needs of the subordinate.

On the other hand, Adane *et.al* (2002) identified three major factors that influence the preference of leadership style. These are forces in the manager, forces within the subordinates and forces within situation.

1. Forces within the manager

Adane *et.al* (2002) stated that among internal factors operating and affecting the leader will be his/her value system, confidence in subordinates, own leadership inclination, and feeling of security in uncertain situation. The leader brings these and other highly personal variables to each situation he/she forces. If he/she can see them as forces which consciously or unconsciously influence his/her behavior, he/she can be better understand what makes him/her prefer to act in a given way by understanding this.

2. Forces within subordinates

Some personal variables of subordinates influence the leader to exercise any one of the leadership style. Furthermore, the authors indicated that before selecting a certain style of leadership, the leader should consider a number of forces affecting subordinates' behavior; each employee, like him/her, is influenced by many personality variables. These variables include their need of independence, readiness to assume responsibility for decision making, tolerance for ambiguity, interest in the problem at hand, understanding and identification with the goal of the organization, knowledge and experience to share in the decision making process. Thus, the better the leader

understands the above mentioned factors, the more accurately he/she can determine what kind of leadership style will enable his/her subordinates to act most effectively.

3. Forces in the situation

Certain characteristics of the general situation will also affect the leaders' behavior. Among the critical environmental pressures that surround him/her are the types of organization, group effectiveness, the complexity of the problem itself, pressure of time, etc. In situation where the task is complex and demands the close supervision of the leader, autocratic leadership style is preferable. In addition, the available time to pass decisions may not allow the leader to call meeting and get ideas from subordinates. As a result, the possible decisions are made by the leader in the absence of other members of the organization. On the other hand, when the group members are experienced and effective in accomplishing the task, the leader exercises democratic leadership style. Similarly, sufficient time may be available for the groups to make decisions on certain issues; here, the leader creates a situation where all members of organization to discuss on the issues decision are required. There are times that the subordinates know about the task than the leader. In this condition, the leader utilizes laissez-fair leadership style.

According to Adane *et.al* (2002), one cannot conclude that certain method of leadership is preferred or superior to all situations for all leaders. The author further stated that under one set of circumstances, one type of leadership is effective and under another set of circumstances, a different type of leadership is effective. Leadership will be effective if a leader can look at a situation, decide what style of leadership is needed by the group, and act accordingly.

It, however, should be clear that the issue of factors affecting leadership preference has been unsolved and debatable. Accordingly, Vinnlcombe and

Colwill (1995) realized that the findings of many researchers are contradict one another and hence, they suggested further investigation on the issue of antecedents of leadership style preference to come up with clear and convincing results. In his study of “predictors of decision-making styles in non-western country,” Yousef (1998) also criticized the past research finding and suggested further researches to be conducted. He stated that the variable that proved to affect leadership style preference at on time, disproved at another time by other researcher.

The problem of leadership style is not uncommon in Ethiopia. According to Zenebe (2002), in most of organizations of Ethiopia, the dissatisfaction of subordinates with their leaders in their work place is a felt problem. One of the major cited causes of this problem is failure of the leaders to use appropriate leadership styles under various conditions. Moreover, the different variables that interfere in the preference of leadership style seem to be not understood in the area of organizations. Accordingly, the present study aimed at identifying these variables that force one to prefer one leadership style over the other. As a result, this study attempted to test the following hypotheses

H₁: There is a significance association between age and leadership style preference

H₂: There is a significance association between the management level and leadership style

H₃: There is a significance association between sex and leadership style

H₄: There is a significance association between education and leadership style

1.3 Objective of the Study

1.3.1 General Objective

This research aimed at identifying factors affecting the preference of leadership style in organizations.

1.3.2 Specific Objective

This study will be able:

- To investigate whether the leaders' sex influence their leadership style
- To investigate if there is association between education level and leadership style preference
- To find out if there are differences in the preference of leadership style among leaders due to their level of position
- To find out whether there is a significance difference in the selection of leadership style between male and female leaders.
- To investigate if there is association between age and leadership style preference

1.4 Significance of the Study

Organizations are expected to play a great role in the development of a country in general, and give appropriate and integrated service to the society as well as to the employees in the organization in particular. Moreover, workers of the organization should be treated based on their ability, experience and educational level. It is when these conditions are realized that the set goal of the organization will be achieved. It, however, will be meaningless to think of the achievement of organizational goal unless fruitful and appropriate leadership style is employed based on the demand of the situation at hand. The alertness and awareness of leaders and other concerned bodies about the existence of different types of leadership styles

take the line share in employing the desired kind of leading in the organization. As a result, one should be clear with that which, when and how to apply the different kinds of leadership style.

Accordingly, this research is thought to have the following significance:

- It provides information regarding the preference of leadership style of male and female so that responsible body use it at what circumstance each sex should be assigned to the position of leaders.
- It will also help improve knowledge of people to take the role of age and education in to account in selecting leaders and then they assign the right person in the right environment (situation) which in turn promotes the effectiveness of the organization in achieving the intended goals.
- It gives insight to leaders how their demographic variables affect their leadership style preference; hence, they reconsider their ways of selection based on the demands of the situation they are in.
- The finding hopefully assists in enriching the existing literature on the issue of factors influencing leadership style.
- Finally, the finding will serve as a base for more rigorous studies in the area and contribute to the literature.

1.5 Delimitation of the Study

This study aimed at showing major factors affecting the preference of leadership style in some selected public organization at zonal level of Dessie town in Amhara Regional State. Amhara Regional State is one of the largest national states in the federal democratic government of Ethiopia. The national state of Amhara includes ten zones in it. However, it is unmanageable to study all organizations in each zone of the state. Taking this problem in to consideration, the research is delimited only to government budgeted public organizations located at the administrative

zonal town of one of the ten zones. This zone-south Wollo with the capital of Dessie- is located 404 kilometers away from Addis Ababa in the northern direction. There were 41 public organizations, which were budgeted by the government, at zonal level. Out of the total organizations at zonal level, 31 of them were selected to be part of the study. Leaders at the three levels (top, middle and lower) from these selected organizations were participants of the study.

1.6 Limitation of the Study

The major problems faced in the course of conducting this study were:

- Shortage of relevant materials in general and in Ethiopian context in particular
- The researcher had to visit 31 sectors and offices in them, which were located, scattered in the town, in order to distribute and collect the distributed questionnaire. In addition, participants were not in a position to return the questionnaire with one or two visits for the fact that they were busy. Especially top leaders involved in continuous meeting and field works, hence, the researcher was expected to patiently wait for them. Thus, it was very tiresome to collect those questionnaires.
- Lack of transportation in the town that could not be passed with out citing was another felt problem. Due to the renewal and construction of the roads at the town, the vehicles were not serving appropriately.

1.7. Operational Definition

The meanings of terms and phrases with specific meaning used in this research are given as under:

Autocratic Decision Making: A process of decision-making made by leaders that do not allow followers to involve and reflect their ideas on issue the decision is made.

Democratic Decision Making: A process of decision making by which both leaders and followers have opportunities to discussion on the mater and decision is made when the majorities if not all agree on.

General Education: The educational status of participants that ranges from grade 10 to 12+2

Laissez-fair Decision Making: The process of decision making where by the leaders give freedom to their followers to decide how to carryout their duties.

Leadership: The process of influencing the activities of followers or groups in efforts toward goal achievement

Leadership Style: The relatively consistent pattern behavior a leader exhibits in his/her attempt to influence the activities of his/her followers.

Public Organization: Organization at zonal level working to serve people by getting its budget from the government.

Level of Leaders: The position the leaders hold in the organization they are working at.

1.8 Pilot Study

As mentioned earlier the instrument was prepared in English and later translated into Amharic for participants understand easily. Then, it was tried out in ten (10) organizations, which were selected using lottery method, with the total number of 67 leaders. The main purpose of the pilot testing was to see the appropriateness of each item in eliciting the required information consistently among participants and to modify ambiguous items to the participants.

Based on the responses from the participants, items were analyzed and certain adjustments were made on some items. Long sentenced items were shortened; ambiguously worded words were modified based on the information obtained from respondents at the time of piloting. However, no item was rejected totally; instead, modification was made. The current reliability of the instrument was tested using Cronbach Alpha. The obtained result was 0.78. According to Yallew (1998 E.C), if the reliability of items is greater than 0.65, it is acceptable to use the item to particular study. As a result the present items were appropriate to use. In addition, the validity of the items was approved by different past researchers like Stogdil (1963) and Halpin (1957).The present researcher also gave the questionnaire to different professionals and approved the validity of questionnaire.

CHAPTER TWO

2.1 Review of Related Literature

In this chapter, literatures related to the problem under investigation were reviewed. Different theories on the issue of leadership and types of leadership style were reviewed to get detail information (idea) related to the present study.

2.2 Theories of Leadership

In the previous section, it was mentioned that leadership has the history back to 1940's. Since then, researchers at different time attempted to write a lot on it. However, there have been no consensus reached on its characteristics and still gets due attention by professionals in the area.

Rao (2000) stated that leadership is complex and multidimensional in character and as such no one can afford to jump prematurely to prescriptions and generalizations from leadership research. Though researchers have attempted to study it a lot, there has been a narrow preoccupation with the tone or style of leaders and their interpersonal relations with the subordinates. Indeed, great bulks of leadership studies have been directed at this single issue-what is the style of leadership?

To reflect their views on the various aspect of leadership, different theories were developed. Rao (2000) stated that there are three kinds of theories of leadership-trait theory, behavioral theory and situational theory.

2.2.1. Trait Theory

One of the earliest and the more widely recognized approach prior to 1950's to leadership is the trait theory. Studies of leadership by then were based largely on an attempt to identify the traits that leaders possess. Trait theorists suggested that leaders differ from followers with respect to a small number of key traits and these traits remain across time (Rao, 2000).

Rashid and Archer (1983) also stated that this theory of leadership focuses on leader's own behavior and suggests that the same qualities are likely to be presented in all those individuals who lead others. The trait theory of leadership is characterized by the belief that there were certain characteristics such as physical, energy or friendliness that were essential for effective leaders (Hersel and Blanchard, 1988). They further stated that these inherent personal qualities, like intelligence, were felt to be transferable from one situation to another. This indicates that the trait theory assumes that certain leadership styles are effective under all situations.

Stogdill (in Rashid and Archer, 1983) on his part identified some of the special characteristics that an effective leader should possess. These special qualities are high degree of originality, adaptability, integrity, popularity, and expertise. Therefore, according to trait theory of leadership, since all people did not possess all of these qualities, only those who possess them would be considered potential leaders.

Yukl (2001) reviewed early researches on trait theories of leadership and indicated that most of the studies on the theory identified certain qualities as the characteristic of effective leadership. The qualities were mostly physical characteristics (e.g. Height, appearance), aspect of feelings (e.g. self esteem, dominance, stability, emotion) and aptitudes (e.g. general intelligence, verbal fluency and creativity).

This theory was found invalid and has been disproved by different researchers. Rao (2000) for example stated that different situations demand different characteristics, styles and skills for effective leadership. However, trait theory focus on certain qualities of leaders and as a result failed to answer the quest of leadership and its styles.

Yulk (2001) had also observed the trait approach to leadership and wrote that the old assumption that leaders are born has been discredited

completely, and the premise that certain leaders' traits are absolutely necessary for effective leadership has never been substantiated in several decades of trait research.

Generally, leadership skills vary according to the type of work a person performs in the organization. A leader may employ three different types of skills at different levels in the organization: technical, human and administrative skills. As a result, it is ridiculous to assume that traits are uniformly distributed at all managerial levels.

2.2.2. Behaviorist Theory

In contrast with trait theory, behavioral theory attempts to describe leadership in terms of what leaders do, while trait theory seeks to explain leadership on the basis of what leaders are. Leadership according to this approach is the result of effective role behavior.

Rashid and Archer (1983) stated that the behaviorist theory of leadership emphasized on the relationship between the leadership role and the achievement of group performance and follower satisfaction.

The Ohio State University studies identified two leadership behaviors- initiating structure and consideration-after analyzing actual leadership behavior in a wide variety of situations (Rao, 2000). Consideration refers to the ability of the leaders to establish rapport, mutual respect and two-way communication with employees. The leader is friendly, approachable and listens to the problem of employees and allows them to suggest. Initiating structure refers to the extent to which the leaders structure and define the activity of subordinates so that organizational goals are accomplished.

To sum up, the behaviorist theory of leadership, unlike the trait theory, focuses on the two major components of organization-task accomplishment and people. Thus, these theorists evaluate the leaders' effectiveness from these two angles-work and employees.

2.2.3. Situational Theory

The concept of leadership has continued to be debatable and needed further research. The previous approaches were proved to be insufficient to give complete information regarding the concept of leadership.

Rao (2000), for example, stated that both the trait and behavioral approaches proved to fall a comprehensive and adequate theory of leadership style. Each of the theory attempted to isolate broad dimension of leadership behavior and indulged profusely in oversimplification. The logic behind such fallacious reasoning appears to be that multi dimensions confound that interpretation of leadership behavior and complicate the research designs developed to test the particular theory. These theories have tried to construct a theoretical edifice based on controversial questionnaire method. There is no attempt on the part of the eminent researchers to link leadership with important performance indicators such as production, efficiency and satisfaction. As a result, another theory that considers many aspect of leadership was flourished. This more recognized approach recently to leadership is situational theory.

The basic assumption of situational approach is that there is no single or one best way style in all situations. It takes the position that the variables in each situation must be analyzed before an optimum leadership style can be selected. Gorden (1996) stated that the core point of situational leadership is that leader should select a leadership style that “best fits with the situation at a given time”. He further stated that although there are various factors that influence one’s leadership style preference under different situations, the common factors are subordinate consideration, supervisor consideration and task consideration.

Hersey and Blanchard (1988) also sated that effective leaders expressed a virtual consensus that, based on their actual experience, each situation they handle demanded a different leadership style. No single style could

suffice under the day to day, even minute by minute. Varying conditions of different personalities and moods among their followers, routine process versus changing or sudden deadline, new and ever changing government regulations and paper work, ambitious roles of workers, wide ranges in job complexity from simple to innovation demanding, changes in organizational structure can interfere in the preference of leadership style.

As the name of the approach implies, situational leadership focuses on leadership in situation. This approach to leadership recognizes that appropriate forms of behaviors are not universally applied and attempts to specify situations in which various behaviors are appropriate. Shortly, suitable leader behavior varies from one situation to another.

2.3 Classification of Leadership Style

Leader may pass decision by himself or give the opportunity to subordinates to discuss on the issue that needs decision. Rao (2000) stated that leaders exhibit various behaviors in the process of supervising their subordinates. Accordingly, these different behaviors displayed by leaders is termed as leadership style. The author further noted that leadership styles are classified based on various things, one of which is the classification based on the use of authority in the process of decision making and supervision. Under this classification, which was the focus of this research, there are three categories. These categories are named as autocratic, democratic and laissez-faire style of leadership.

2.3.1 Authoritarian /Autocratic Style

In this type of leadership style leaders are more directive and do not consider their subordinates involvement in the process of decision making. Adane. *et.al* (2002) stated that this type of leadership style relies much more on the power and punishment. In this style, decision making power is centralized. The leader makes almost all the decisions regarding the

activities of the group and the employees are directed to perform their duties as directed by him/her.

Rashid and Archery (1983) also noted that a leader using authoritarian style exercises unilateral power, thus, he/she has the sole authority to decide, instruct, penalize and reward. Gordon (1996) stated that autocratic leader tells subordinates what is expected of them, gives guidance about what should be done and also shows them how to do it, because every thing is at his/her hand.

This style is based on the assumption that the leaders derive power from the position they occupy and that people are innately lazy and unreliable. Members of the group or the system are treated as if they are machines, with no consideration for their basic human problems and needs. These leaders try to influence their subordinates through negative motivation by criticizing them and imposing penalty so as to hide their incompetence. Thus, employees feel insecure and are usually afraid of the power position of their leader. By fear of different sanctions that range from reprimand to dismissal, the employees become silent when they face decisions from above which they consider unfair and unwise (Adane *et.al*, 2002). This indicates that authoritarian style of leadership gives the manager authority- he/she can decide every thing without the participation (involvement) of subordinates and takes any action alone.

According to Adane *et.al*, (2002) autocratic leadership style can create much hostility and aggression, especially scapegoats. It can create discontent and there is more dependence and less individuality in such type of leadership.

Sometimes, the authoritarian leader gets things done fast but the group are used only to keep the leader in power and to ensure that the system continues to operate in accordance with his/her wishes. That is, the leader himself/ herself establishes what is best for the group and strives to ensure that these are attained. The main characteristics of the authoritarian

leaders are ruthless, selfishness, wickedness, greed, love of power and desired to be flattered.

2.3.2. Authoritative /Democratic Style

Leaders using democratic style share their power with their subordinates by involving workers in the decision making process. Rashid and Archer (1983) stated that democratic leaders use participative process in making task related decisions; coordinate the work and sharing rewards.

Norman (1980) also stated that democratic leadership style allows as many tasks as possible to be shared by the group. The task may include policy making, planning and execution as well as keeping group members informed on any matter of their organization. Moreover, this style allows the group to organize their own methods of work and also to choose their working companions by themselves.

Adane *et.al.*, (2002) also pointed out that democratic leadership style argues that the group is greater than the sum of its parts. The leader takes note of the need of the group in the decision -making process. The decision functions within the group are decentralized. The leader assumes the roles of a coordinator and an organizer of the several components of the system. In this style of leadership, every body in the system is kept actively involved in the administrative process and allowed to function in the decision making process. This leader also creates a work environment which promotes the desire in each member of the group to perform to the best of his/her ability, to cooperate with others, and to develop his/her skills and abilities.

Luthan (1985) also stated that democratic leaders encourage group discussion and decision. Moreover, leaders that follow democratic style try to be "objective" in their praises or criticisms. In addition, members of the group are considered to carry out their duties in such a way that can result the achievement of the group goal. Workers are potentially sufficient and

According to Nouthouse (2007), use of laissez-fair leadership style is preferred on the occasion that workers know more about the job than the leader. The leader cannot do every thing; the employees need to take ownership of his/her job. Also, the situation might call for the leader to be at the other places, doing other things.

Lastly, researchers pointed out that there are times to use all the three leadership styles. For instance, Nouthouse (2007) stated that telling employees that a procedure is not working correctly and a new one must be established (authoritarian), asking for their ideas and inputs on creating a new procedure (democratic), and delegating tasks in order to implement the new procedure laissez-fair, shows a leader can employ the three types of leadership style.

To sum up, as Rao (2000) noted there is no one best way of leading style. Every situation demands different ways of decision making style. One style that works at one situation might be inappropriate at another condition. Therefore, it is recommended that the leader should be alert and sensitive enough to the demanding of the situation before making certain decisions. The leader has to be aware of and analyze the situation she\ he is in. In doing so, the issue of task and human consideration should be kept in touch. Such kind of leadership promotes the achievement of organizational goal and satisfactions of the workers.

2.4 Factors of Leadership Preference

One of the major tasks of a leader in an organization is passing decisions that could be resulted in achieving the desired goal. The success of the organization largely depends on the appropriate leadership style employed by leaders.

Rowe and Boulgarides (1983) suggested that decision style approach is a useful means of understanding managers, their decision making, their problem solving, and their ability to interact with other in the organization.

Further more, Ali (1993) pointed out that the decision making style is an important work-related attitude, which is crucial for managerial performance. Similarly, Kaur (1993) argued that the effectiveness of any organization depends, not only on the technological efficiency of the organization, but also, to a large extent, on the managerial approach to decision making. Most importantly, decision making is the most important function of the manager upon which the success or failure of any organization depends.

As a result, decision styles and the variables influencing them have received considerable attention. Yousef (1998), however, stated that there has been disagreement among earlier studies with regard to these two main issues; namely, predominant decision-making style, and the variable influencing the adoption of certain decision-making style. This might indicate the need for further research to clarify such issues. Nonetheless, a number of previous studies have examined the role of cultural background, as well as certain demographic and organizational variables as predictors of decision-making style.

A number of other previous studies have also investigated the variables influencing the adoption of certain decision making styles. Byton (1984) and Yukl (1994), for example, found out that pattern of organization and individual characteristics influencing decision styles. Hofstede (1980) and Tayeb (1988) believed that cultural back ground influences decision styles. Ali (1989) argued that decisions styles differ significantly by country, sector of enterprise, type of industry, age of manager, field of education, region of childhood and social class. Al-shaks (1985), England *et.al*, (1974), Flowers *et.al*, (1975) and Goodale (1973) also pointed out that sectors of enterprise, size of organization and management level influence decision style. Adler (1991), Aram and Piraino (1987) also believed that management styles vary considerably from culture to culture. Maheshwari (1980) argued that the style of decision making in an organization is the result of the complex

interaction of several factors, including the context and characteristics of the organization, the nature of the decisions and the attributes and preferences of decision-makers.

On the other hand, Essner and Strother (1962) and Gopula and Hafeez (1964) investigated other variable that influence decision styles. They found out that decision behavior to be related to educational levels. Highly educated leaders are more democratic. They invite group members to be involved in the decision making process. The decision is passed if the majority reaches in consensuses. Blankenship and milies (1968), and Heller and Yukl (1969) also found out that decision behavior to be related to managerial levels. They stated that lower level leaders decide on issues alone. Followers under leaders in lower position are directed how to accomplish tasks. On the contrary, leaders in the middle level give high value to impute of their followers. Subordinates are participants of the decision and contribute their experience.

Yousef (1998) also suggested that education level, managerial level and age of the manger are significantly related with the decision-making style. He indicated that highly educated and middle management managers are open-minded and willing to involve subordinates in the decision-making process, and therefore employ participative decision-making style. He further found out that organizational culture has important influence in the process of decision-making style. Moreover, he indicated that technology is one of the variables that affect the manger's decision-making style. Organizations which use high level of technology employ participative decision making style. Contrary to other research findings, Yousef indicated that a decision-maker's cultural background has no effect on decision-making styles played.

CHAPTER THREE

3.1 Methodology

The research was planned to investigate the factors that affect the preference of leadership style in organizations. The subjects with different demographic variables were drawn from public organizations of South Wollo Administrative Zone of Amhara Regional State. In this chapter design, population and sampling instrument, procedures of data collection and methods of data analysis are presented.

3.1.1 Research Design

Research regarding leadership can be conducted using experimental or survey method. However, experimental studies lack external validity, it is costly and time consuming to gather information using it. On the other hand, survey research method involves the collection of information from members of targeted population in their natural setting compared to experimental method, in which the participants are assigned to specific treatment groups for the purpose of the research (John, 1988). The present research was planned to collect information in the actual setting of the participants. Moreover, this study aimed to include large number of participants to make general conclusion on leaders in the study area and to conduct with minimum cost. Accordingly, survey research method was utilized to conduct the study.

3.1.2. Participants and Sampling Procedure

According to the obtained data from the finance office of South Wollo Administrative Zone, there are 41 government budgeted public organizations of zonal headquarter at the town of this zone. After listing all the sectors at the zonal level, representative numbers of organizations were selected using lottery method.

According to Yallem (1998 E.C), when number of targeted population are small, lottery method is the appropriate sampling technique. Similarly, the number of targeted population in the present study was small in number and lottery method sampling technique was utilized. Out of the total organizations at the town, 31 of them were selected to make the study manageable in time and cost affordable. All leaders in the selected organizations were considered to be participants of the study. It includes leaders at the three (top, middle, and lower] levels. The total number of leaders in the selected organizations that were registered to participate in the study was 182. Of these participants, 173 of them filled and returned the distributed questionnaire.

Table I Demographic Characteristics of Participants

Demographic characteristic		Number of subjects
Sex	Female	64
	Male	109
Education	Degree	61
	Diploma	73
	General education	39
Level	Top	29
	Middle	46
	Lower	98
Age	≤30	67
	31-40	51
	≥41	55

3.1.3. Instrument

In order to collect the data on the factors affecting in choosing Leadership styles in an organization, the modified version of the famous leadership questionnaire called Leader Behavior Description Questionnaire (LBDQ) which was initially developed by researchers in Ohio State University was used. This questionnaire has been used and proved to be important for measuring leaders' behavior since its development. Halpin (1957), for example, stated that the Leader Behavior Description Questionnaire, which was developed by Ohio State University researchers, is the most reliable instrument for measuring leadership style. Accordingly, the present researcher used the questionnaire in order to identify the leadership style leaders prefer in the organizations. The questionnaire consists of 30 short and descriptive statements. It was prepared to be administrated to leaders of each organization at different level-top, middle and lower level.

The questionnaire has two parts. The first part is demographic characteristics of the participants. The second part is questions about the leaders' characteristics in the decision making process that prepared as form of choice (scale). The items were prepared in such a way that can measure the three type of leadership styles. For statistical consumption purpose a numerical values are assigned to each response. The values for each response are depicted here under.

Responses	values
Always	5
Often	4
Occasionally	3
Seldom	2
Never	1

In deciding the preferred leadership styles by the leaders in the organizations, all items indicating each of the styles (autocratic, democratic and laissez-fair) that were obtained from the respondents were grouped together based on their category and then their score was totaled. It, however, should be noted that the lowest possible score for each of the three styles (containing 10 items each) is 10 that is if an individual responds "never" for all items measuring one type of leadership style. On the other hand, the highest possible score is 50 if individual respondents respond "always" for all items that measure specific leadership style. This is so because out of the 30 questions in the LBDQ, 10 of them measure autocratic, 10 of them democratic and the other 10 measures laissez-faire.

If a leader scores more on those items measuring one leadership style than the others, he\she is considered to be a leader following that specific leadership style. The Ohio state university researchers set a standard to classify the scoring as high, medium, and low. Accordingly, a score 40 and above is considered to be highest while 30-39 and 10-20 are medium and low in their order (Nouthouse, 2007). Moreover, there are possibilities that the leader score equal on the styles, and score high on both democratic and laissez-fair. As the researchers in the Ohio state university indicated, a leader who scores equal on two styles such as on democratic and autocratic and on laissez-fair and autocratic, he/she might be going through transition phase form one style to the other style. However, if a person scores, high on democratic and laissez-fair styles, he/she is probably laissez-fair leader. Accordingly, this research followed this idea to make interpretation on the type of leadership style based on the response of the participants in testing the following hypotheses:

H₁: There is a significance association between age and leadership style preference

H₂: There is a significance association between the management level and leadership style

H3: There is a significance association between sex and leadership style

H4: There is a significance association between education and leadership style

3.1.4. Procedures

The instrument of data collecting was adopted from other source which is standardized in measuring leadership style. This adopted instrument was modified to fit the context of the organization. The instrument initially was prepared in English. However, those tools were translated into Amharic language with the help of post graduate students of foreign language and other graduate students. Two individuals who collected data were trained in such a way that can easily collect the required information. For this purpose, fourth year undergraduate university students were chosen due to their exposure and familiarity in research and its objective. The necessary training was given to these assistants.

Before distributing the questionnaire and enter directly to the process of data collection, necessary information about the researcher and clarifications about the objectives of the study was made to the participants of the study by the researcher. The participants were told that the provision of the responses for the questions were not ability test and will not harm them. Moreover, they were assured that their responses will be kept confidential. Then, the data were collected by drop-off and pick-up methods using those questionnaires. Sufficient time was given to the respondents to contemplate on the implication and meanings of the item and to provide accurate information. Out of 182 questionnaires distributed, 173 were collected resulting in a 95 percent response rate. From the total returned questionnaires, 169 of them were filled correctly and used for the analysis. The rest 4(2%) were discarded for inappropriately filled. One of them was incomplete while the other two were filled straightly from item 1 to item 30 and the other respondent responded the five options for a single item.

3.1.5. Method of Data Analysis

First, the obtained data from the respondents was organized. Then, regarding the participants' leadership style preference, all the 30 items of all groups (sex, age, education and level) were categorized into three to indicate: Democratic, Autocratic, and Laissez-fair leadership style. Finally, the organized data was subject to statistical tools such as frequency, percentage, chi-square and standard errors of residual. Accordingly, frequency and percentage were used to show the proportion of each participants based on their sex, education, age and level. On the other hand, chi-square was used to test the significance of relations between the demographic variables of leaders (sex, age, education, and level of position) and leadership style. Moreover, standard error of residual was also used to indicate which demographic variable was associated with which leadership style

N.B. For all computations of chi-square, the level of significance was maintained at $P < 0.05$.

CHAPTER FOUR

4.1 Result and Discussion

This section of the research deals with the result of the study. Thus, it presented the results obtained from the data gathered through questionnaires. In order to depict the results, table was preferred and employed throughout the presentation of the result. In the discussion part, the obtained results were contrasted with previous findings. Further more, interpretation of the results of the inferential statistic, namely the chi-square (χ^2), were made.

4.2 Result

To examine the extent of the distribution of respondents against their preference of leadership style, descriptive statistics such as frequencies and percentage were carried out. This is because of the intention that which type of leadership style was more practiced by the participants and which one was rarely exercised in the study area.

As the figure presented in table II indicated, democratic leadership style was more commonly exercised by the majority of the respondents. It was shown that out of the total participants that counted 169, large number of - 101(59.763%) - respondents employed democratic style of leading in the study area. The other 68(40.23%) of the respondents responded that they employed autocratic and laissez-faire leadership style. Out of this, 35(20.710%) of the participants preferred autocratic leadership while the rest 33(19.527%) of them exercised laissez-fair style of leading. The results indicated that there was no statistically significant of difference in using the last two types of leadership style in the study area.

Even though it could not be observed high differences between these two styles of leading, the obtained figure showed that autocratic took the second position to be employed by the participants of this research.

Table II: Decision Making Styles and Frequency of Respondents

No	Decision style	Frequency	Percent
1	Democratic	101	59.763
2	Autocratic	35	20.710
3	Laissez-fair	33	19.527
	Total	169	100

4.2.1. Leadership Style and Sex

To examine the influence of personal variables on leadership style preference, sex was considered to be one of the variables. Accordingly, female and male leaders were part of the study. Therefore, the obtained responses were totaled and presented in the following table against their preferences to each of the leadership style.

Table III: Distribution of Leadership Preferences by Sex

Sex of respondents	Leadership style						
	Democratic		Autocratic		Laissez-fair		Total
	N	%	N	%	N	%	
Female	49(36.456)	80.328	4(12.633)	6.557	8(11.911)	13.115	61
Male	52(64.544)	48.148	31(22.367)	28.704	25(21.088)	23.148	108
Total	101	59.763	35	20.71	33	19.527	169

$\chi^2 = 17.999$, $df = 2$, $p < 0.05$. Numbers in parentheses are expected frequencies.

As depicted in Table III, 49(80.328%) of female leaders preferred democratic leadership style. The other 4(6.557%) and 8(13.115%) followed autocratic and laissez fair style of leadership respectively. On the other hand, 52(48.148%) of male leaders practiced democratic type of leadership style.

The rest 31(28.704%) followed autocratic and 25(23.148%) of them exercised laissez-fair leadership style. The mere observation of the presented frequencies and percentages of respondents in Table III showed variations in the leadership style preference of female and male leaders. However, conclusion made on this base only brings a gross mistake. Therefore, it was essential to employ higher statistics to test whether there is really significant association exists between sex of leaders and preference of leadership style. Accordingly, computation of chi-square was thought to be appropriate and essential to clearly indicate the association of these variables. The computed chi-square ($\chi^2 = 17.99$, $df = 2$, $p < 0.05$) evidenced the existence of significant association between sex and leadership style preference. It strengthens the variation observed in the descriptive statistics presented in Table III.

The computed chi-square (χ^2) simply showed the presence of significant association between sex of the leaders and their respective leadership style preferences. The significant contributor of the association or which sex prefers which leadership style could not be identified by mere exposure to the chi-square (χ^2). Therefore, further statistics needed to be computed to make the result more sound and clear. This statistics was important to show clearly which sex more inclined to which leadership style. For this purpose, standard error of residual was considered to be appropriate. Based on this, the standard errors of residual for each sex against the three leadership styles were presented clearly in the following table.

Table IV. Outcomes of Computed Standard Errors of Residual

Sex	Leadership style		
	Democratic	Autocratic	Laissez-fair
Female	+2.071	-2.42	-1.133
Male	-1.561	+1.825	+0.852

Note: The negative (-) sign indicates that a leader preferred that specific leadership style less than the other and the positive (+) sign indicates that a leader preferred that specific leadership style over the other.

As depicted in Table IV, the contributor for the significance association between sex and leadership style preference was the value of female leader against democratic and autocratic leadership style. The values of standard error of residuals (R) for female leaders against democratic and autocratic leadership style were greater than two. Therefore, being female greatly influenced the preference of leadership style indicating democratic leadership style was preferred more than the other by them. The value of standard error of residual (R) for female leaders against democratic style of leadership was positive while the value of standard error of residual(R) for male leaders against democratic was negative. This indicates that female leaders were more democrat than their counterparts. On the other hand, the value of standard error of residual(R) for female leaders corresponding to autocratic leadership style was negative while for those male leaders was positive. This result evidenced that male leaders preferred autocratic leadership style more than the other types compared to female leaders. On the other hand, female leaders preferred autocratic leadership style less than the other leadership styles. The value of standard error of residual(R) for female and male leaders against laissez-fair leadership style were -1.133 and +0.852 in their order. Compared to male leaders, as the result indicated, female leaders were not laissez-fair. As the standard error of residual for male leaders against laissez-fair leadership style indicated, they inclined to this leadership style compared to female leaders.

It can be concluded that, in the study area, female leaders more preferred democratic leadership style than their counterparts. On the other hand, male leaders exercised autocratic leaders compared to female leaders. In addition, female leaders were less involved in laissez- fair leadership style than male leaders.

4.2.2. Leadership Style and Levels of Leader

As already mentioned, leadership style preference was influenced by various personal variables of the leader. One of the variables that past research findings indicated was the status (levels) of the leaders have in their organization. This research also attempted to investigate the influence of level of leader in their preference of specific leadership style. In doing so, leaders in the three levels such as top, middle and lower, were participants of the study. Their frequencies corresponding to the preferred leadership style were presented in Table V.

Table V: Leadership Style Preference and Level of Leaders

Level	Leadership style						
	Democratic		Autocratic		Laissez-fair		Total
	N	%	N	%	N	%	N
Top	19(16.734)	67.857	3(5.799)	10.714	6(5.467)	21.429	28
Middle	28(26.893)	62.222	9(9.314)	20	8(8.787)	17.778	45
Lower	54(57.373)	56.25	23(19.88)	23.958	19(18.746)	19.791	96
Total	101	59.763	35	20.71	33	19.527	169

Note: Numbers in parentheses are expected frequencies

$$\chi^2 = 2.523, \text{ dF} = 4 \text{ p} < 0.05$$

Table V shows that the number of leaders at different level of position with their preference of leadership style and the computed chi-square (χ^2). It was shown that 19(67.857%) of top leaders preferred democratic leadership style. 3(10.714%) of them followed autocratic leadership and the other 6(21.429%) practiced laissez-fair type of leading. Regarding middle leaders,

it was indicated that 28(62.222%) of the participants from this category exercised democratic leadership. The other 9(20%) of middle leaders followed autocratic leadership style. In addition, it was found out that 8(17.778%) of the middle leaders exercised laissez-fair leadership style. In the third category of leadership level-lower level- it was pointed out that 54(56.25%) of them followed democratic leadership style. Other 23(23.958%) of the leaders from this category preferred autocratic type of leadership style. Concerning laissez-fair leadership style, it was preferred by 19(19.791%) of leaders from the lower level.

However, the distribution of the frequencies could not give complete information regarding the association of leadership style preference and the level of the leaders. Therefore, further statistical operation was done. The table contains the value of chi-square (χ^2) to signify the association of these two variables. As indicated, the computed chi-square ($\chi^2= 2.523$, df, 4, $p < 0.05$) was less than the table value read at 0.05 significant level. The result indicated that there is no significant association between level (status) of leaders and leadership preference in the study area.

4.2.3. Leadership Style and Education Level

The other variable that has got attention by past researchers was the educational level of the leaders. Many researchers forwarded their findings regarding the association of leadership style preference and the education of leaders. In this research too, an attempt was made to find out the association of these two variables.

To check the influence of educational level of leaders on their preference of leadership style, education was categorized into three categories. These categories were leaders who hold degree, leaders possessing diploma, and leaders having general education i.e certificate, grades 10 and 12 complete. The general figure of the participants along with their education and leadership preference was presented in Table VI.

Table VI. Leadership Style and Education Level

Education	Leadership style						
	Democratic		Autocratic		Laissez-fair		Total
	N	%	N	%	N	%	
Degree	41(35.26)	69.492	7(12.219)	11.864	11(11.521)	18.644	59
Diploma	37(42.432)	52.113	22(14.704)	30.986	12(13.864)	16.901	71
General education	23(23.308)	58.974	6(8.071)	15.385	10(7.615)	25.641	39
Total	101	59.763	35	26.71	33	19.527	169

Note: Numbers in parentheses are expected frequencies

$$\chi^2 = 9.038, \text{ dF} = 4, p < 0.05$$

The above Table shows how many leaders holding degree preferred democratic, autocratic and laissez-fair leadership. It also consists that the number of leaders with their diploma and general education, and their preference of leadership style among the three styles.

It was clearly indicated that the greatest number of participants (leaders) were diploma holders. Leaders with this educational status covered 71(42.012%) of the total participants. The second larger figure was covered by those leaders with degree holders. They were 59(34.919%) of the total participants. In contrast to their counterparts, leaders with general education took the lowest coverage in the position of leaders in the sampled organizations. It was indicated that 39(23.076%) of the leaders were with general education such as certificate (10+1 or and 12+1), grade 10 and 12 complete.

Regarding the preference of leadership style, which was the concern of this research, 41(69.492%) of leaders having degree preferred democratic leadership style. The rest 7(11.864%) and 11(18.644%) of the participants followed autocratic and laissez-fair leadership style respectively. The majority of leaders holding diploma also showed their preference to

democratic style. It was 37(52.113%) of the participants of diploma holder that preferred democratic leadership style. In this category, 22(30.986%) preferred autocratic style of leadership and the other 12(16.901%) exercised laissez-fair leadership style. In the third category of educational level, it was indicated that 23 (58.974%) of the participant having general education exercised democratic leadership style. On the other hand, 6(15.385%) of the participants in this category followed autocratic leadership style. The rest 10(25.641%) of the participants with general education preferred laissez-fair leadership style.

As before, having frequencies presented in Table VI by itself does not clearly indicate the association of educational level and leadership style preference. As a result, it was essential to compute chi-square (χ^2). As the table presents, the obtained chi-square ($\chi^2= 9.038$, $df = 4$, $p < 0.05$) was less than the table value at significant level of 0.05. From the indicated result, it can be concluded that there is no significant association between educational level of leader and his/her leadership style preference. Therefore, the education of leader does not influence while choosing the leadership styles.

4.2.4. Leadership Style and Age

The last variable that was considered in this research was the age of leaders. It was indicated that out of many variables that affect leadership style, age of the leaders was considered to be one of them. In this research, it was found out that leaders in the selected organizations were in their early 20's and above. Based on this, the age of leaders consisted of three categories. These were early adulthood (≤ 30) middle, adulthood (31-40) and late adulthood and old age (41 and above). The distribution of leaders with different age categories against each leadership style was presented in Table VII

Table VII: Leadership Style Preference by Age Group

Age	Leadership style						Total
	Democratic		Autocratic		Laissez-fair		
	N	%	N	%	N	%	
≤30	34(38.846)	52.308	21(13.462)	32.308	10(12.692)	15.385	65
31-40	39(29.882)	78	6(10.355)	12	5(9.763)	10	50
≥41	28(32.272)	51.852	8(11.183)	14.815	18(10.544)	33.333	54
Total	101	59.763	35	26.71	33	19.527	169

Note: Numbers in Parentheses are Expected Frequencies

$$\chi^2 = 18.779, \text{ dF} = 4 \text{ p} < 0.05$$

The above Table shows the distribution of respondents in each category of age to specific leadership style and the obtained chi-square (χ^2) value in order to show the association that exists between age and leadership style preference. Accordingly, it was observed that 65(38.461) of the leaders were with age of 30 and under. The rest 54(31.953%) and 50(29.586%) of the leaders were in the category of 31-40 and above 40 respectively.

As Table VII shows, 34 (52.308%) of the participants in the category of ages 30 and below followed democratic leadership style and the other 21(32.308) exercised autocratic leadership style. The rest 10 (15.385%) of the respondents in this category of age practiced laissez-fair leadership style. Concerning the category with age between 31 and 40, it was observed that 39(78%) of the respondents preferred democratic style of leading. The result also indicated that 6(12%) of the respondents in the categories 31-40, followed autocratic leadership style. Further more, 5(10%) of the respondents in the same category practiced laissez-fair style of leading. In the last category of age, it was shown that 28(51.852%) of the participants preferred democratic style of leading. In addition, the result indicated that 8(14.815%) of the respondents above 40 preferred autocratic leadership

style. Laissez-fair leadership style was practiced by 18(33.333%) of leaders with the age of 41 and above.

The frequencies observed in Table VII indicated that variation existed in the preference of leadership style due to the age differences of leaders in the study area. However, it might be mistaken to give final conclusion based on this figures. Therefore, calculating chi-square (χ^2) was essential to make sound conclusion. The computed chi-square ($\chi^2 = 18.779$, $df = 4$, $p < 0.05$) indicated the existence of association between the two variables. Then, one could conclude that there is significance association between leadership style preference and age of leaders. But, this conclusion by itself is not complete. It must be evidenced that which age category followed which leadership style over the other. As a result, standard error of residual was considered to be appropriate to get full information. Table VIII presents the summary of computed standard error of the residual (R)

Table VIII: Standard Error of Residual

Age	R		
	Democratic	Autocratic	Laissez-fair
≤30	-0.777	+2.05	-0.756
31-40	+1.668	-1.353	-1.524
≥41	-0.752	-0.452	+2.296

Note: The negative (-) sign indicates that a leader preferred that specific leadership style less than the other and the positive (+) sign indicates that a leader preferred that specific leadership style over the other.

As could be observed in Table VIII, leaders with in the age of 30 and under preferred democratic and laissez-fair leadership style less than autocratic leadership style. Autocratic style of leading was more exercised by leaders in this category of age. The computed standard error of residual (R) for the age of 31-40 against autocratic and laissez-fair leadership style is -1.353 and -1.524 respectively. This indicates that leaders in this category of age less

involved in autocratic and laissez fair style of leading compared to other age groups. The result indicated that these leaders were more democratic with standard error of residual (R) +1.668. In contrast to their counterparts, leaders with in the age of 41 and above preferred laissez-fair style of leadership than democratic and autocratic styles. As indicated in the Table VIII, standard errors of residual for democratic and autocratic style were -0.752 and -0.952 respectively and +2.296 for laissez-fair leadership style.

4.3. Discussion

It has been mentioned that different leadership styles were exercised in an organization, namely automatic, democratic and laissez-fair. In this study, the result indicated that democratic leadership style was the most common decision-making style in the organizations this research was conducted. It was shown that 59.763% of the respondents exercised democratic style. On the other hand, 20.71% and 19.527% of the respondents preferred autocratic and laissez-fair leadership style respectively. One could infer from the results that the last two styles were preferred less in the study area. The summarized figure was presented in table II. This finding was consistence with the finding of Yousef (1998). He indicated that democratic leadership style is the dominant type utilized by leaders in organizations. Ali *et.al* (1995) also indicated that democratic leadership style or participatory decision-making is the most common style in organizations.

Past researchers indicated that leadership style preference was influenced by different variables. Sex of the leaders was mentioned as one factor that affects preferring leadership style. This research also attempted to uncover if sex influences one's leadership style preference. As indicated in Table III, 36.1% of female leaders and 63.905% of male leader were part of the study. The result indicated that 80.328% of female leaders preferred democratic and 6.557% and 13.115% of them followed autocratic and laissez-fair style respectively. On the other hand, 48.148%, 28.704% and 23.148% of male

participants preferred democratic, autocratic and laissez-fair leadership style in their order. The obtained chi-square ($\chi^2 = 17.999$) showed that association exists between sex and leadership style preference.

Table IV indicated that the standard error of residual to show which sex more inclined to which leadership style. As a result showed, female leaders preferred democratic style more while male leaders preferred autocratic leadership style in comparison of each other. In addition, female leaders show less preference to laissez-fair leadership style than male leaders.

One can conclude that female leaders are willing to involve their subordinates in the process of decision making in order to share and contribute ideas on the issues on which the decision is required. On the contrary, as the result indicated, male leaders are not willing to invite their subordinates to participate in decision-making compared to the female leaders at the study area. In general, female leaders appreciate the participation of subordinates than male leaders in organizations at Dessie town.

This finding was consistent with findings of previous studies. For example Eagly (1992), Heller (1988) and Hersey and Blanchard (1998) stated that sex is one of the factors that affect one's decision making style. They indicated that female leaders prefer more democratic or participatory style of leadership. On the other hand male leaders prefer non-participatory or autocratic leadership style. The result also indicated that female and male leaders differ in preferring laissez-fair leadership style. As table III presented, female leaders the result of standard errors of residual was negative while for those male leaders was positive. This indicates that male leaders prefer laissez- faire leadership style than female have.

As conclusion, female leaders are more democratic and involve subordinates to forward their ideas on the decision making than male leaders. But male leaders exercise non-participative or autocratic leadership style than female

leader. Female leaders also less involved in laissez-fair leadership style compared to their counter parts..

Another variable that was suggested by previous researches to affect leadership preference was the level (status) of the leader he/she possesses. It was mentioned that leaders from three levels (top, middle and lower) were participant of this study. Accordingly, 28(16.568%) top leaders, 45(26.627%) middle leaders and 96(56.80%) lower leaders participated in this study.

The result indicated that 67.857% of the top leaders preferred democratic leadership style and the other 10.714% and 21.429% followed autocratic and laissez-fair respectively. On the other hand, as it was depicted on Table V, 62.222% of the middle level leaders followed democratic leadership style while 20% of them followed autocratic and the other 17.778% followed laissez-fair style of leadership. It was also indicated that 56.25% of the lower leaders follow democratic or participatory leadership style. 23.958% of lower leaders preferred autocratic style of leading and the rest 19.971% preferred laissez-fair leadership style.

However, the obtained chi-square ($\chi^2 = 2.523$, $df < 4$, $p = 0.05$) indicated the absence of association between the level (status) of leaders and leadership style preference. The position the leader possesses do not affect his/her leadership style preference.

Thus, the finding was inconsistent (contrary) previous findings. For example, in his research "predictors of decision-making style in non-western country", Yousef (1998) indicated that managerial level is significantly related with the decision-making style. He noted that middle leaders are open-minded and willing to involve subordinates in the decision-making process, and therefore employ participative (democratic) leadership style. Other researchers like Ali (1989) Blankenship and Miles, (1968), and Wright, (1981) indicated that level of leaders affects leadership style preference. They suggested that leader in the middle position are more

democrat. Leaders in this level of position involve their subordinates to participate in the process of decision making; as a result, subordinates influence the decision to be made. They contribute their role before the decision is passed. But in this study, the level of respondents did not affect the leadership style they follow. Therefore, in the study area, the status of the leaders is not significantly related with leadership style preference.

This research included leaders' level of education to find out its effect on leadership style preference. Different researchers pointed out that educational status is significantly related with leadership style preference. Therefore, this variable was included to test its association with leadership style preference. In this research, educational level was categorized into three levels- Degree, Diploma and general education. Accordingly, participants from all levels of education were involved in the study. Out of the total respondent, 59 (34.919) were first degree holders. On the other hand, 71[42.012] of the respondents were diploma holders. The rest 39(23.076%) of the total participants possessed general education i.e. grade 10 and 12 complete, 10+1&2 and 12+1&2 from vocational schools.

As it was indicated in Table VI, 41 (69.492%) of first degree holders prefer democratic leadership style. The other 7 (11.864) and 11 (18.644) of this category preferred autocratic and laissez-fair leadership style respectively. Regarding diploma holders, the result indicated that 37 (52.113%) preferred democratic leadership style. The other participants in this category followed autocratic leadership style which were 22(30.986%) and the rest 12(16.901%) of them exercised laissez-fair style of leading. Like the other categories, the majority of respondents under the category of general education followed democratic leadership style. As it was presented in Table VI, 23 (58.974) of the respondents in this category preferred participative or democratic style of leadership. The other 6(15.385%) and 10 (25.641%) of this category followed autocratic and laissez-fair leadership style respectively.

Though one could observe variations in the frequencies of respondents' preference of leadership style, the obtained chi-square ($\chi^2= 9.038$, $dF = 4$, $p<0.05$) did not show significant relation between educational status and leadership style preference. The result indicated that the educational status of the leaders could not affect the style the leaders prefer. Regardless of their education level, leaders may prefer any one of the leadership style.

This research finding showed that there is no significant relation between education of the leaders and leadership style preference in the study area which is inconsistent with other previous studies. Yousef (1998) states that highly educated leaders are more democrat than their counter parts. He indicated that leaders with high educational level follow participatory leadership style. They share their power with their subordinates by involving them in the decision making. Other researchers like Blankenship and Miles (1968) also indicated that educated leaders allow as many tasks as possible to be shared by the group. Moreover, it was indicated that leaders in this educational status permit the group (subordinate) to organize their own methods of work and also to choose their working companions by themselves. However, this study signified the absence of the association between educational levels with leadership style preference in the study area. Therefore, the hypothesis initially developed in this research concerning education of leaders and leadership style is totally unsupported by this research finding.

Another variable that was mentioned to be one factor in leadership style preference was the age of leaders. It was indicated in past researches that age of leaders is significantly related with leadership style preferences. In this research an investigation was made to observe the association of these two variables. By the wish of the researcher, the age of the leaders was categorized in two three- 30 and below 30, 31-40 and above 40. Table VII presented that 65 (38.46%) of the respondents were leaders with age 30 and

under. Participants between 30 and 40 were 50 (29.586%). The rest 54 (31.953%) of the participants were above the age of 40.

The result indicated that 34 (52.308%) of those with in age of 30 and under preferred democratic style of leading. Leaders that preferred autocratic style from this category were 21 (32.308%). The other leaders that counted 10 (15.385%) showed their preference to laissez-fir leadership style. On the other hand, the majority of leaders between 31 and 40 preferred democratic leadership style. Out of the total participants in this category, 39 (78%) of them exercised democratic leadership style. It was observed in the results that the other 6(12%) and 5 (10%) of the participants in the age of 31-40 followed autocratic and laissez-fair leadership style respectively. The result also indicated, 28 (51.852%) of leaders with and above the age of 41 preferred democratic style. The total numbers of respondents that preferred autocratic leadership style in this age category were 8 (14.815%). The rest 18 (33.333%) of them preferred laissez-fair leadership style.

The frequency distribution presented in table VII showed the variation of leadership style preference due to age differences. However, claiming the variation based on this evidence might not be convincing and faithful. Therefore, cross-checking using another statistics was found to be mandatory. As a result, it was attempted to depict the variation using chi-square. The obtained chi-square ($\chi^2= 18779$, $df = 4$, $p < 0.05$) indicated that there was differences in the preference of leadership style due to age differences. Accordingly, the hypothesis formulated is supported by this research finding. From the result, it is possible to conclude that age of leaders and leadership style preference are significantly associated.

In order to signify which category of age more geared to which type of leadership style, standard error of residual was presented in table VIII. The result indicated that leaders with and under the age of 30 preferred autocratic leadership style. Leaders in this age category passed decisions without the involvement of their subordinates. Subordinates do not have

opportunities to express and share their experiences. Sharing of power and responsibilities to subordinates by leader under the age of 30 is less practiced than the other age groups. The result further indicated that leaders with in ages of 31 to 40 preferred more democratic leadership style than their counterparts. They initiate subordinates to contribute their ideas and creativities in the process of decision making. On the other hand leader with in age of 41 and above dominantly preferred laissez-fair kind of leadership style in contrast to other age groups. One could infer based on the result, leaders above the age of 40 are less directive compared to their counterparts. It was shown that leaders in this age category refuse to make decision for others. Subordinates under leaders of this category take responsibility for their task and ways of completing it. Leaders give total freedom to their subordinates to behave the way they like and to use their own experience in accomplishing their duties.

This research finding is consistent with past research findings. For example, Yousef (1998) stated that the age of the leaders has significant effect in the preference of leadership style. He further noted that young leaders are open minded and are willing to involve subordinates in the decision making process, and therefore, employ participative decision making style. Although the influence of age in the preference of leadership style shows consistency with other research findings, the age group that follows specific leadership style in this research showed variation. Past findings indicated that young leaders are more democratic than the rest age groups but this research finding signified that middle (31-40) aged leaders are more democrat than the rest categories of age.

CHAPTER FIVE

5. 1. Summary, Conclusions and Recommendations

In this part of the paper the total work of the research was presented in summarized form. Conclusion based on the findings was also made. In addition, feelings of the researcher were recommended.

5.2. Summary

The concept of leadership is greatly associated with human life. Informal gatherings such as parties, discussion groups or spectator at sporting events may initially start off as leaderless groups, but in time someone steps up to fill the role of leaders. Above all, organizations established for specific goals require leadership to achieve the intended goals. Therefore leadership seems to be common for every organization.

Three kinds of theories emerged at different times regarding the concept of leadership. These three major kinds of theories are Trait theory, Behavioral theory and Situational theory. Each of them forwards perspective what leadership and leader do mean. Trait theorists suggest that leaders possess some qualities or personalities that set them apart from others. This trait view, which in its strongest form assumed that some people were natural-born leaders, faded in popularity as researchers reported a series of failures to find any consistent impact of personality on behavior across a variety of situations. In contrast with trait theory, behavioral theory describes leadership in terms of the leaders' behavior. Accordingly, leadership is the result of effective role behavior.

The third type of leadership theory which is the recent than the other two is situational theory. As the name implies, situational leadership focuses on leadership in situations. The premise of the theory is that different situations demand different kinds of leadership. From this perspective, to be

an effective leader requires that a person adapt his or her style to the demands of different situations.

In the process of leadership, leaders display different behavior when influencing their subordinates. This way of influencing by leaders is named as leadership style. Three kinds of leadership style are identified, namely, democratic, autocratic and laissez-fair. However, factors that influence one's leadership style preference has been debating issue since the emergence of leadership and further researches were recommended by different researchers. This research was planed to investigate factors affecting leadership style preference in government budgeted public organizations. Based on this, the objectives of the study were:

- To investigate whether the leaders' sex influences their leadership style
- To investigate if there is relation between education level and leadership style preference
- To find out if there is differences in the preference of leadership style among leaders due to their level of position
- To find out whether there is significance difference in the selection of leadership style between male and female leaders.
- To investigate if there is relation between age and leadership style preference

Besides, the following hypotheses were made:

H₁: There is a significance association between age and leadership preference style

H₂: There is a significance association between the management level and leadership style

H₃: There is a significance association between sex and leadership style

H₄: There is a significance association between education and leadership.

In order to gather the necessary data from the respondents, questionnaire was distributed to 182 participants. Out of 182 questionnaires distributed, 173 were collected resulting in a 95 percent response rate. The data collected from all sectors were subject to statistical analysis. Descriptive statistics such as frequency and percentage were utilized. In addition, chi square and standard error of residual were used.

Regarding the findings, it was observed that sex of the leaders is associated with leadership style preference. The data obtained from male and female leaders was analyzed first using frequency and percentage. In addition, significance relation between sex and leadership style preference was tested using chi-square. The result showed that significance association exists between these two variables. Furthermore, standard error of residual was employed to signify which sex more preferred which leadership style. The result indicated that female leaders were democrat as compared to their counterparts. On the other hand, male leaders exercised autocratic leadership style over the other two styles. In addition the result indicated that female leaders less involved in laissez-fair leadership style than male leaders.

The result also showed that association exists between ages of the leaders and preference of leadership style. Similar statistical method that was employed in testing sex and leadership style was used to test the association of age and leadership style. It was observed that leaders with the age of 30 and under were autocrat than the other categories of age. i.e. leaders in this category of age passed decisions without the involvement of their subordinates. The other category, leaders with age of 31-40 preferred democratic leadership style. Subordinates under leaders with the age of 31-40 have chances to involve and forward ideas in the process of decision making. On the contrary, leaders with in the ages of 41 and above fall under laissez-fair leadership style. The result indicated that, leaders in this category of age give freedom to their subordinates to exercise their full

potential and ability in completing their duty than leaders in the other age category. Furthermore, the result indicated that the absence of association between two demographic variables of leaders and leadership style preference i.e. there is no association between level (status) and educational level of leaders with leadership style preference.

Conclusions

The major objective of this study was to find out factors that affect leadership style preference in an organization. To realize this objective, variables such as sex, status (level), age and educational level of leaders were considered. Accordingly, the result indicated that sex and age of the leaders influence their preference of leadership style. On the other hand, education and level (status) of leaders did not influence the preference of leadership style in the study area.

The findings that showed the existence of significance association between sex & age of leaders and their preference of leadership style is consistent with other previous research findings. For example, Boatwright and Linda (2000) identified the influence of sex in the leadership style preference. However, the result observed in this research, which signified the absence of association between level (status) and educational levels of the leaders and leadership preference, was inconsistent with other previous research results that confirm the status and education of leaders influence their leadership style preference. The finding of Engen and Willimssen (2002) showed that levels of the leader affects his\ her leadership preference.

It was found out those demographic variables such as sex and age influence the preference of leadership style. Female and middle leaders are more democratic and involve their subordinates in the decision making. Therefore, female leaders are suitable in organizations where experienced, skilled and knowledgeable workers on the tasks they perform are found. Employees with these characteristics need freedom and can easily accomplish their

task. They also contribute constructive comments or ideas in the process of decision making which in turn promotes the achievement of the set goal in the organization. However, female and middle aged leaders may not be productive on organization with less experienced and skilled followers on their tasks. These employees need direction and close supervision.

On the contrary, male and young leaders could be more productive in organizations where fresh and less knowledgeable followers on their task are found. In addition, these leaders might be effective when employees are ambitious to learn new skills they do not know and if the condition is new environment for them. There are times that followers know more about the job than their leaders. Here, leaders above 40 are efficient in achieving the goals of the organization.

5.4. Recommendations

It has been indicated that some personal variables like sex and age have influence on one's leadership style preference. The finding indicates that female leaders are more democrat while male leaders are autocrat. On the other hand leaders with age 30 and under are autocrat and leaders between 31 and 40 are more democratic and those who are above 40 are laissez-fair leaders when compared one another. Recommendations were made on the basis of the finding.

- ❖ In the process of recruiting leaders, the sex and age of the leaders should be taken in to account. In an organization where experienced and skillful workers are found, it is recommended to assign female leaders and leaders with in the age 31-40. On the other hand, when the workers in the organization thought to be less experienced and have less knowledge on the duties that they carryout, male and young leaders (leaders with age of 30 and under) could be advisable to assign the position.
- ❖ To bring about the desired goal of the organizations, leaders should consider different conditions regardless of their personal background in employing

any one of the leadership styles .This is because, different situations demand different kinds of leadership styles. To be an effective leader requires that a person adapt his or her style to the demands of different situation. In every activity that may help the achievement of organizational goal, leaders are expected to employ the leadership style appropriate for the particular situation. To inculcate this idea in the leaders, collaborative efforts of governmental and non-governmental organizations working around leadership is essential. These organizations should disseminate information to leaders that the three types of leadership style-democratic, autocratic and laissez-fair are equally important based on the environmental condition. Furthermore, it should be noted that personal values that leaders attach to any one of the leadership style may not be resulted in the desired goal of the organization they are working at. Therefore, sensitizing leaders about the importance of the three types of leadership style they could play in achieving the set goal is essentially consequential.

- ❖ Finally, to get broader and more sounding results on different factors affecting leadership style preference, further studies on this issue need to be done in different zones and regions. The researcher would like to underscore that the issue of leadership needs several rigorous studies. This is because of that this research does not consider other variables that thought to be influential to one's leadership style preference. Among the main variables that were not considered in this research are characteristics of the subordinates, and types of organizations. Knowing the various factors affecting leadership style through research help concerned bodies to recruit a leader to achieve the intended goals and leaders also be aware of employing different types of leadership style at different situation.

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APPENDICES

Appendix A: Amharic version of the questionnaire

አዲስ አበባ ዩኒቨርሲቲ ድህረምረቃ መረሃግብር የሥነ ትምህርት ኮሌጅ የሳይኮሎጂ ትምህርት ክፍል

የዚህ መጠይቅ አላማ:-

የዚህ መጠይቅ ዋና አላማ በደቡብ ወሎ ዞን ዋና ከተማ በሆነችው ደሴ ውስጥ በሚገኙት ለህዝብ አገልግሎት የሚሰጡ የክልሉ ህዝባዊ ድርጅቶች ውስጥ ያሉትን የአመራር ስልቶች ለመለየትና ስልቶቹንም ለመከተል የሚያስገድዱ ሁኔታዎችን ለመለየት ነው።

በመሆኑም ከእርስዎ የሚጠበቀው የእርስዎን የአመራር ባህርይ በመጠይቁ መሰረት እንዲገልጹልን ነው። እያንዳንዱ ጥያቄ መደምደሚያ ለመስጠት ትልቅ አስተዋጾ ያላቸው በመሆኑ ለሁሉም ጥያቄዎች ትክክለኛውን መልስ እዲሰጡ እጠይቃለሁ። ተመሳሳይ የሚመስሉ ጥያቄዎች ስለአሉ የተደጋገሙ መስሎዎት እንዳያልፏቸው ምክንያቱም እያንዳንዳቸው የተለያዩ ባህሪያትን የሚለኩ በመሆናቸው ነው።

ማስታወሻ:- ስምዎን መጻፍ አያስፈልገም

መመሪያ

እያንዳንዱን ጥያቄዎች በጥንቃቄ ያንብቡ።

በጥያቄዎቹ የተገለጹት ባህርያት ምን ያክል ጊዜ እደሚያንጸባርቁ (ምን ያክል እርስዎን እንዲሚገልጹ) በደንብ ያስቡ

- ስለእርስዎ ባህርይ ትክክለኛ ነው የሚሉት መልስ የያዘውን ፊደል ያክብቡ ወይም “X” ምልክት ያስቀምጡ።

ስለ ትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል I

ከቀረቡት አማኞች አንዱን በማክበብ ወይም ክፍት ቦታውን በመሙላ ጥያቄውን ይመልሱ።

1. ጾታ

ሀ. ወንድ

ለ. ሴት

2. እድሜ

ሀ. 20-25

ለ. 26-30

ሐ. 31-35

መ. 36-40

ሠ. 41 እና በላይ

3. የትምህርት ደረጃ

ሀ. 10+1

ለ. አስረኛ ክፍል የአጠናቀቀ

ሐ. አስራ ሁለት የጨረሰ

መ. ዲፕሎማ(10+2)

ሠ. የመጀመሪያ ዲግሪ

ረ. ሁለተኛ ዲግሪ (MA)

ሰ. ሶስተኛ (PhD)

ሸ. ሌላ ካለ ይግለጹ _____

4. የእርስዎ የመሪነት ደረጃ

ሀ. ከፍተኛ (ዋና መሪ)

ለ. መካከለኛ (ሁለተኛ ወይም ምክትል)

ሐ. የክፍል ኃላፊ

ክፍል ሁለት

እባክዎ ከእርስዎ የውሳኔ አሰጣጥ ሥርዓት አንጻር ቀጥሎ ለቀረቡት ሃሳቦች ላይ ምን ያህል እንደሚስማሙ ያመልክቱ።

ምሳሌዎን ቀጥሎ ከቀረቡት አማራጭ ውስጥ በመረጡት ሃሳብ ላይ የ “√” ምልክት በማስቀመጥ ያመልክቱ።

ሁል ጊዜ፣ ብዙውን ጊዜ፣ አንደንድ ጊዜ፣ በጣም አልፎ አልፎ፣ በፍፁም

የቀረቡ አማራጮች ናቸው።

ተ ራ ቁ.	ጥያቄዎች	ሁል ጊዜ	ብዙውን ጊዜ	አንደንድ ጊዜ	በጣም አልፎ አልፎ	በፍፁም
1	የመጨረሻ ውሳኔ የማስቀምጠው ከሥራ ክፍሉ ሰራተኞች ጋር በመሆን ነው።					
2	ምን እና እንዴት መሰራት እንዳለበት ከአንድ ወይም ሁለት ሠራተኞች ጋር እንወስናለን። ይሁን እንጂ የመጨረሻው ውሳኔ የሚጸድቀው በእኔ ይሆናል።					
3	አብይ ጉዳዮችን የምንወስነው ከሰራተኞች ጋር በድምጽ ብልጫ ነው።					
4	ጊዜ ሰጥቼ የሠራተኞቼን አስተያየት ግምት ውስጥ አላስገባም።					
5	ስለወደፊት እቅዶችና ፕሮጀክቶች የሠራተኞቼን ሃሳብና ግብአቶች እንዲካተቱ እጋብዛለሁ።					
6	በምስራብ ድርጅት ውስጥ የአብይ ጉዳዮች ውሳኔ አሰጣጥ የእያንዳንዱን ባልደረባ ወይም የአብዛኛውን ይሁንታ (ተቀባይነት) ማግኘት አለበት።					
7	ሠራተኞቼ (ተቀባሪዎቼ) ምን እና እንዴት መሰራት እንዳለበት እነግራቸዋለሁ።					
8	ሥህተት ሲፈጠርና ጉዳዮች በተነደፈላቸው ዕቅድ መሠረት እንዲቀጥሉ ስፈልግ የባልደረቦቼን (የሠራተኞቼን) ምክር ለማግኘት ስብሰባ እጠራለሁ።					

21	እያንዳንዱ ሠራተኛ የእየራሱን ሥራ መግለፅ (የማወቅ) ሃላፊነት አለበት።					
22	ለድጋፍ ሠራተኞች ቅድሚያ የማይሠጥ አመራር እወዳለሁ (እከተላለሁ)።					
23	የምክተለው የአመራር ሥርዓት የድጋፍ ሰጪ አካላትን የሚያጎለበት እንዲሆን እወዳለሁ።					
24	የአመራር ሥራውን (ኃላፊነቱን) ለድጋፍ ሠጭ አካላት ማጋራት እወዳለሁ።					
25	የድርጅቱን አላማ ለማሳካት ሠራተኞችን መምራት ወይም በቅጣት ማስፈራራት ተገቢ ነው።					
26	ዓላማን ለማሳካት የሚተገ ሠራተኞች እራሳቸውን በራሳቸው እንዲመሩ ያደርጋል።					
27	ሠራተኞች የድርጅታቸውን አላማ የመወሰን መብት (ሥልጣን) አለቸው።					
28	ሠራተኞች በዋናነት ደህንነትን (ነፃነትን) ይሻሉ።					
29	ሠራተኞች የድርጅቱን ችግሮች ለመፍታት የፈጠራ ችሎታቸውንና ጥበባቸውን እንዴት መጠቀም እንዳለባቸው ያውቃሉ።					
30	ሠራተኞች ራሳቸውን በሚገባ መምራት ይችላሉ።					

አመሰግናለሁ!!

Appendix B: English version of the questionnaire

Addis Ababa University

School of Graduate Studies

Department of Psychology

Questionnaire to be filled by leaders

Purpose of the Questionnaire

This questionnaire aims to gather data on leadership style preference of leaders at different public organization at Dessie town to identify the major factors to follow a type of leadership style.

Thus, all that is required from you is to describe your behavior as accurately as possible. You are not required to write your name.

Please, answer all questions as each of them has a bearing on the conclusion to be reached at. Though some items appear similar, each item describes a specific kind of behavior; so, consider each item as separate description.

Note:-The term "subordinates" refers to all employees of the organization.

Direction

- ❖ Read each item carefully.
- ❖ Think about how frequently you are engaged in the behavior described by the item.
- ❖ Draw circle around one of the letters for the back ground information and put "✓" for the items in the table for that best describes you.

Thank you in advance for your kind collaboration!!

I. Background Information

Instruction:-Please indicate your response by making a circle around your response.

1. Sex:

A. Male

B. Female

2. Age:

A. 20-30

B. 31-40

C. 41 and above

3. Educational status

A. Certificate

B. Grade 10 complete

C. Grade 12 complete

D. Diploma

E. Degree

F. MA

G. PhD

H. If other specify it _____

4. The position you have in your organization

A. top leader

B. middle leader

C. lower leader

Part II

Please indicate the extent to which you agree to the following statements regarding your behavior on the decision making process.

Please reply by making "✓" mark in the appropriate column using the following rating scale: Always, Often, Occasionally, Seldom and Never

No.	items	always	often	occasionally	seldom	never
1	I always retain the final decision making authority within my department or team					
2	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.					
3	I and my employees always vote whenever a major decision has to be made.					
4	I do not consider suggestions made by my employees as I do not have the time for them.					
5	I ask for employees ideas and input on upcoming plans and projects.					
6	For a major decision to pass in my organization, it must have the approval of each individual or the majority.					

7	I tell my employees what has to be done and how to do it.					
8	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.					
9	To get information out, I send my notice and memos, very rarely in a meeting called. My employees are then expected to act upon the information					
10	When some one makes a mistake, I tell him/her not to ever do that again and make a note of it.					
11	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.					
12	I allow may employees to determine what needs to be done and how to do it					

21	Each individual is responsible for defining their job.					
22	I like the power that my leadership position holds over subordinates.					
23	I like to use my leadership power to help subordinates grow					
24	I like to share my leadership power with my subordinates.					
25	Employees must be directed or threaten with punishment in order to get them to achieve the organizational objectives.					
26	Employees will exercise self-direction if they are committed to the objectives.					
27	Employees have the right to determine their own organizational objectives.					
28	Employees seek mainly security.					
29	Employees know how to use creativity and ingenuity to solve organizational problem.					
30	My employees can lead themselves just as well as I can					

DECLARATION


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

Name: Abebe Kipret

Signature: 

This Thesis has been submitted for examination with my approval as a university advisor.

Name: DR. Nourjahan B. Hussein

Signature: 

Date of approval: 12/06/09