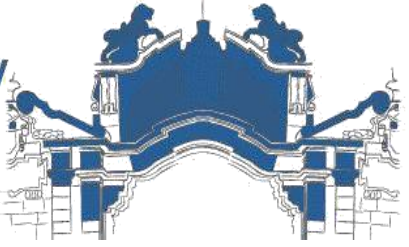




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**THE EFFECT OF LEADERSHIP STYLE ON ORGANIZATIONAL  
CHANGE MANAGEMENT: THE CASE OF INTERNATIONAL MAARIF  
SCHOOLS OF ETHIOPIA ADDIS ABABA BRANCH.**

**BY: SEMIRA KEMAL**

**JUNE 2023**

**ADDIS ABABA, ETHIOPIA**



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**BY: SEMIRA KEMAL**

**A Research Project Work Submitted To Office Of The Graduate Studies Of  
The Addis Ababa University School Of Commerce In Partial Fulfillment Of  
The Requirement For The Degree Of Masters In Business Leadership**

**ADVISOR: BAHRAN ASRAT(PHD)**

**JUNE 2023**

**ADDIS ABABA, ETHIOPIA**

## Declaration

I, Semira Kemal, hereby declare that this research project entitled: The Effect of Leadership Style on Organizational Change Management: The Case of International Maarif Schools of Ethiopia Addis Ababa Branch submitted by me for the award of a Master's Degree in Business Leadership, is my original work and has not been presented for the award of any other degree, diploma, fellowship or any other similar titles by any other university or institutions.

Semira Kemal

June 2023

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Declared By

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Signature

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Date

## Advisor's Approval

This is to certify that Semira Kemal has finished her research on the topic "The Effect of Leadership Style on Organizational Change Management: The Case of International Maarif Schools of Ethiopia Addis Ababa Branch," which is her original work and is acceptable for submission for the award of a Master's Degree in business leadership.

Bahran Asrat (PHD)

June 2023

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Declared By

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Signature

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Date

**Addis Ababa University School of  
Commerce Department of Business  
Leadership**

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BY:SEMIRA KEMAL

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External Examiner	Signature	Date

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## **Acronyms**

IMSEAAB= International Marris Schools in Ethiopia Addis Ababa Branch

CM= Change Management

OC= Organizational Change

OCM= Organizational Change management

TRLS= Transformational leadership style

TRAL= Transactional leadership style

LLS= Laissez-faire leadership style

AL = autocratic leadership style

DL= Democratic leadership style

OECD = Organization for Economic Cooperation and Development

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## **Abstract**

*The purpose of this study was to investigate the impact of leadership style on organizational change management at the Maarif International School, Addis Ababa Branch. The scope of the study is limited due to time constraints and other relevant factors limiting its establishment in Addis Ababa. There are two main variations of this study: independent and dependent variables. The independent variable is the difference in leadership styles. The dependent variable, on the other hand, is change management. A quantitative and qualitative research approach was used in this study as a descriptive and explanatory study design. Primary data were collected using structured questionnaires, interviews, and focus group discussions. Secondary data were collected from the organization's previous documentation. The data obtained were analyzed using the Social Science Statistical Package (SPSS) software version 20 and manual. In addition, we use descriptive statistics (frequency, mean, and standard deviation) and multiple regression analysis to examine the proposed relationship. The total target population was 128. Use the intire population to collect data collected through the questionnaire for further analysis. Qualitative data were analyzed using content analysis, and data from questionnaires were analyzed using SPSS version 20. The relationship between the independent variables (transformational, transactional, authoritarian, laissez-faire leadership style) and the dependent variable (change management) was determined using regression analysis, with descriptive statistics to support it. Used. Research has found that the school employs different leadership styles to achieve its transformational goals. The regression results showed that  $R^2 = 0.793$ . This means that 79.3.0% of the change in the dependent variable is explained by the independent variables. The study found that transactional leadership styles had the most positive and significant effect on change management, followed by democratic leadership styles. However, based on data collected through interviews and focused group discussions, transactional leadership styles had a significant impact on change management. In addition, the study found that laissez-faire, transformational, and autocratic leadership styles had a positive but modest impact on change management. Based on qualitative data, transactional leadership is more important for change management at the International Maarif School's Addis Ababa branch, and the study recommends using this leadership style for the school's success.*

*Key words: Leadership, Leadership styles, organizational change management, International Maarif Schools of Ethiopia Addis Ababa Branch (IMSEAB)*

# CHAPTER ONE

## Introduction

This chapter is composed of background of the study, background of the organization, a statement of the problem, research questions, research objectives (general and specific), the significance of the study, the scope of the study, potential limitation of the study, and organization of the study and definition of the key terms. All of the aforementioned issues are addressed in this chapter.

### 1.1 Background of the study

According to (Gary Yukl, 2013), leadership is an individual's ability to inspire, influence, and facilitate participation in organizational performance and success. According to (H. Mansaray, 2019), leaders aim to gate the will of their followers' involvement to achieve corporate goals. Furthermore, according to (Northose, 2004), leadership is the method by which humans influence assemblies to reach joint aims. According to (John Storey, 2004), leadership is the process of enhancing individual performance while maintaining, if not improving, personal motivation, job satisfaction, and other aspects of psychological well-being.

According to these definitions, organizational leadership is defined as identifying employee needs and utilizing organizational resources to address those needs (Abbas and Asghar, 2010). Leadership is also defined in terms of subordinates' influence, motivation, and primary goals to be reached. It is defined as the capacity of an administration to uphold and safeguard bringing together employees to perform in enabling circumstances to accomplish the shared objectives. This description exemplifies leadership at the organizational level(Covey S. R., 2020).

Leadership is a key component for every entity's successful conversion when it comes to competitiveness in a market that is constantly fought. In light of this, organizational leaders are seen as change agents. Because one of the duties of the highest administrator is to maintain organizational conversion processes in order to maintain the entity's operational credibility (Ashby, M. D., & Miles, S. A. 2002), Additionally, the role of the leader should be to assist subordinates in reaching corporate objectives. Therefore, it is essential for leaders to constantly communicate with and motivate followers to achieve positive results that can maximize employee

loyalty and trust in the organization. Despite the fact that it has grown to be quite challenging for people to accept change, here are some explanations: Change can revoke rights and opportunities that people have exploited, and in some situations, it might compel them to undertake painful lifestyle adjustments (2019, Mansaray)

According to (Khan, 2016), the majority of academics believe that weak leadership practices are to blame for 70% of organizational change failures. Most academics believe that poor leadership is to blame since it continuously plays an unusual role in creating platforms for change and managing change.

The ability of a leader to manage change can be influenced by their personality and leadership style. Some leaders split their time and effort between initiatives that generate income and those that promote change. It might be challenging for some people to get support in a consensus-based culture. Some people can be apprehensive about contributing their "intellectual capital," or the tools that raise a company's worth and competitiveness, to transformation initiatives. Some people may look for ways to lead effectively during the transition time and fail to discover them in an effort to lessen the possible harm that failure could do to their careers (Khan's, 2016).

Every rotation that takes place in the entity's all-inclusive operating condition is referred to as an adjustment. The same definition applies here: "Change frequently happens when an entity's method is disturbed by internal or external forces." Change is just a modification to the way things are structured or organized in a system. The theory is an expressive one, whether it is good or evil at times (Matiwos, 2018).

According to (Carnall, 2007), "everyone claims that change is difficult." He said that, despite being portrayed as "soft" or a social issue, everyone agreed that the major shift was significant. Is this frequently the case? Is the reader familiar with every organization or organization that hasn't changed in the last 10 years or so? Is there anyone who honestly denies that we live in a time of fast change? Is it true that we live in a time when quick changes in product, technology, trademark, image, and character are the norm? As a result, change is a constant and ongoing element of the human life process. The same holds true for the functioning of any organization. The truth is that changes are accelerating.

Organizational change (OC) tracks how a company or organization changes its operations, general setup, or methodology, as well as the outcomes of the changes. Organizational transformation frequently stems from or has external or internal repercussions. Small businesses must change in order to compete with large corporations. You must learn the skills required to succeed in this environment (Waite, 2002). As new, imaginative competitors with lower resources join the market, larger firms must respond rapidly. Businesses must be imaginative in how they advance competencies in order to compete. Additionally, organizations should seek to improve their operational efficiency (Nwansala, 2016).

An entities change administration can be defined as a style to addressing change in two separate parts: institutional and individual. This lets personal and entire organizations to adjust the modification at their own step and method (Rouse, 2014). Change administration enables entities to seize opportunities to gain reasonable benefit when employing and adjusting to market changes successfully and resourcefully (Du Plessis, 2007). Change administration has three stages: adjusting to change, administrating change, and finally executing change. The first stage, adjusting to change, governs a person's readiness to adjust and take change. The second step is to take control of the change and announce it into your day-to-day. Eventually, creating a change means satisfying it and attainment used for personal advantage. (Hao & Yazdanifard, 2015).

Similarly, the term "organizational change" refers to the planned transformation of an organization by a higher organizational authority. The phrase "institutional change" refers to a series of actions that have the effect of altering the way a business has operated in the past (Abdulmejid, 2021).

According to (Bamford and Forrester, 2003) Organizational change can be planned or unplanned, but in certain circumstances, it is critical and essential to deal with change. There are diverse kinds of changes that are subject to the institution and its situation. Certain institutions create minor changes (incremental (progressive) change), while others make deep changes within the organization that require large-scale, difficult-to-manage changes, commonly referred to as business transformation (radical change). As a general rule, the literature states that organizational change initiatives must come from higher-level managers and are necessary to create so-called platforms for change (Nizharadze, 2020).

The International Marris Schools in Ethiopia, Addis Abeba Branch (IMSEAAB) is used as an

event study in this study to examine the impact of leadership style on organizational change management and to identify the type of leadership style that should be used to manage organizational change effectively and solve organizational issues.

## **1.2. Background of Organization**

The Turkish Maarif Foundation acts as a bridge between Turkey's global educational scene, fostering cross-cultural dialogue and laying the foundation for developing a sense of community. The only organizations permitted to offer educational services overseas are TMF, which was reestablished by the law passed by the Turkish Parliament on June 17, 2016, and the Ministry of National Education. TMF has the authority to oversee institutions ranging from preschool to higher education because it is a public, nonprofit educational foundation. Since its founding, the organization has created missions in more than 600 schools in 52 nations with the help of the State.

In Ethiopia this foundation has six branches, four of the branches are found in Addis Ababa namely; Addis Ababa Branch, Yeka Branch, CMC Branch and Sebeta Branch. The other two branches are found in Mekelle and Harar cities.

The survey was conducted at the Addis Ababa branch of Maarif International School. Due to time constraints, research is being conducted in this area. It is one of the oldest and well known branches in Ethiopia. From the beginning, the school had different managers with different leadership styles. All managers try to change the way their organizations work, but not all succeed, because all principals had follow the same leadership style. But, the leadership style was not effective in a school like International His Maarif School. Schools are very sensitive workplaces and the relationship between management and other shareholders must be open, transparent and clear. Additionally, school work requires teamwork and consistency to accomplish its mission. In all respects, this study attempts to fill a gap regarding the impact of leadership style on change management in the case of Maarif International School, Addis Ababa branch.

### **1.3. Statement of the problem**

School leaders have an important role in fostering the development of universal competency. Principals play an important role in the systematic and continuing implementation of instructional practices that improve student outcomes. They have an immediate and indirect impact on the learning habits of students at the institution. However, few educational leaders and policies have been prepared to clearly confront the global dimension of learning in the twenty-first century. Furthermore, there has been little research on the specific practices used by school leaders to promote global literacy among their students and faculty (Ticknor-Wagner, 2019).

School administrators in Organization for Economic Cooperation and Development (OECD) countries, like those in other parts of the world, may face challenges as a result of technological innovation, migration, and globalization. The role of a school principal and the opportunities that come with it are profoundly transforming nations as they try to enhance their educational systems by ensuring that all people have access to education. This school will not succeed unless the principal is effective. Effective school leaders are critical for promoting overall educational improvement and higher educational results, according to (Creating Effective Teaching and Learning Environments, 2009).

According to (Kiziloglu,2021), educational institutions also prioritized promoting quality education in order to enable students become adapted to the constantly changing circumstances in the modern world. The leadership style adopted by school principals to build a learning organization contributes to the improvement of educational quality.

Different authors separate their leadership philosophies in various ways. (Wasim, 2010) painted a definition and discussion of the characteristics of leadership, and they added that some writers assured these characteristics in a more important way than others, which a leader should own in order to effectively address the occurrence of organizational change. However, little research has been done on the relationship between leadership traits and successful institutional change management. He asserted that organizational change and leadership are inextricably linked and frequently discussed together. Each institution needs a leadership style that works for all of them. The characteristics of the organization, the followers' actions, the goal to be accomplished, and the available resources all affect the leadership style. From this perspective, what type of leadership?

Despite the acknowledgment that linkage between leadership styles and change management must occur, both the academic and business communities have yet to provide clear answers or solutions into the most effective leadership styles that are influential in generating quality organizational performance (Gandolfi & Stone, 2016). However, research suggests that both transactional and transformational leadership styles have a significant and direct impact on managing organizational change. Likewise, (Herold, 2008) asserts that research on organizational change-related leadership practices has concentrated on followers' commitment and receptivity. Similar to how effective change implementation positively correlates with transformational leadership (Oreg, 2011). Similar to this, transactional leadership is appropriate for an organizational setting that upholds the status quo and accomplishes particular objectives. (Gerick Herold, 1994). However, compared to transactional leadership styles, transformational leadership styles have been more successful in managing change (Brandt & Laitinen, 2016).

Knowing this, the study will attempt to explain how leadership philosophies and organizational change management are related. Which organizational change management practices and leadership styles have the greatest impact on the transition? And what type of leadership is most likely to facilitate organizational change management? Additionally, as the business's environment demonstrates, recurrent and quick changes are practiced, and this leads to change management within the organization. The study has tried to indicate which leadership style affects the change management process of International Maarif schools of Ethiopia Addis Ababa branch. As mentioned earlier, the management leadership leading style would be responsible for the frailer or success of change in organizations. This project work might add ideas on the leadership styles and organizational change administration.

Additionally, this study believed to add value based information on the leadership styles and organizational change management by comparing with the existing literatures. The researcher expected to find ideas for further research on affiliation between leadership styles and organizational change administration.

## **1.4 Research questions**

In order to solve the identified problem scientifically, the study provides answers to the following investigational questions:

1. Which leadership style does the organization is adopt?
2. What are the major gaps observed in the leadership style of the organization?
3. To what degree do leadership styles affect organizational change administration usefulness in case the organization?
4. Which leadership style is more preferable for effectiveness of organization change management?

## **1.5 Research Objectives**

### **General objective**

The general objective of the study is to find the connection among leadership styles and organizational change administration in the case of International Maarif Schools of Ethiopia Addis Ababa Branch.

### **Specific objective**

1. To assess which leadership style did Maarif school adopt.
2. To examine the major gaps observe in the leadership style of the Maarif School.
3. To assess to degree do leadership styles affect organizational change administration usefulness
4. To evaluate which leadership style is more preferable for effectiveness of organization change management.

## **1.6. Significance of the study**

The function of leaders and their leadership styles are crucial in today's competitive environment. Successful leadership is essential for a business to maintain its operations in a climate where the economy is rapidly expanding (Hao & Yazdanifard, 2015). In addition to maximizing effectiveness and achieving shared objectives, leadership also assists businesses in understanding, articulating, and implementing the right change (Abdulmejid, 2021). Therefore, it is crucial to

understand how leadership style and the administration of positive organizational transformation are related. The researcher was motivated to focus on this topic by the evidence, which would also show how to put ideas into reality within the International Maarif Schools organization in Ethiopia's Addis Ababa branch. The findings of the research will benefit the school by enhancing the administration of successful change. Finally, this research will serve as a launchpad for additional studies in other organizations.

### **1.7 Scope of the study**

The organization has seven administrative staffs. From these staffs one is country director, one principal one administrative and academic coordinator, two grades level coordinators, one Cambridge school system coordinator, and one activity coordinator. The researcher thought that the school would be a good place to perform the study because it was changing. However, the study that will be conducted at the Addis Ababa Branch School would be impacted due to time constraints and other capital requirements for the research. There are different leadership styles, but this study is delimited on autocratic, democratic, transformational, transactional and laissez-faire leadership styles and their effects on international maarif schools of Ethiopia Addis Abba Branch.

Using both primary and secondary data, this study's methodology employed a quantitative technique to determine the association between leadership style and organizational change management.

### **1.8 Limitation of the Study**

The language barrier with the leaders (the country director and the school principals are from Turkey; most communications with them require a translator) is the main restriction on this research. The most challenging problem is also identifying the dominant leadership style at the school and obtaining secondary data.

### **1.9 Organization of the Study**

The study is divided into five distinct chapters. Introduction, background of the study, problem statement, research question, research objectives, importance of the study, scope of the investigation, study limitations, definition of important words, and study organization are all

covered in Chapter 1. The second chapter reviews the relevant literature. The study methodology is covered in detail in Chapter 3, along with the research approach, research design, data type and sources, sample size and sampling procedures, and data analysis procedures. The interpretation is covered in Chapter 4, and the findings, conclusion, and recommendation are covered in Chapter 5.

## **1.10 Definition of Key terms**

### **Leadership**

According to (Al Hilali, 2012), leadership is a key function of management that supports and serves as a tool once status, character, responsibilities, and influence have been established.

### **Leadership styles**

A leader's demeanor is outlined in their leadership style. Or it could be a strategy someone employs to motivate their followers to attain their objectives by influencing their behavior (Celestine Onyango, 2015).

### **Organizational Change (OC)**

Organizational change is the process through which an organization moves from one crisis condition to another. Organizational transformation can be accomplished in numerous ways. Sometimes it takes place in the transformation of the company's position, policy, strategy, processes, technology, and work practices. Organizational change can be drastic and change the way an organization functions, or it can be incremental, slow, and transformative. Whatever the type, change means letting go of old methods of doing things and transitioning to new ones. Therefore, the bedrock of institutional change is the practice of successful people management (Minnesota Libraries, 2010). Many scholars and theorists are currently interested in the idea of organizational transformation, and we can discover various interpretations of it. Organizational change is the term used to describe a series of initiatives to alter the structure, objectives, technology, or work processes of an organization. Any organization's strategic challenge is change (Eleni, 2016).

## **Organizational Change Management (OCM)**

In order to respond to constantly shifting external and internal environmental demands, an organization must periodically update its direction, structure, and capabilities (Homestein, 2014).

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **Introduction**

This chapter seeks to explain how various academics view the connection between various leadership philosophies and organizational change administration. To learn more about the topic, the researcher quickly perused the literature.

The primary objective of this chapter is to pinpoint any theoretical and empirical gaps in the notions of leadership styles and change management. In order to accomplish this, we examined the literature of numerous studies that have been examined by numerous academics and experts.

### **2.1 Theoretical Literature Review**

#### **2.2 Leadership**

Different academics and authors have offered varying definitions of leadership. According to (Sharma and Jain 2013), leadership is the process by which an individual inspires a group to reach a goal and guides the organization in a more coordinated and coherent manner. Alike to this, leadership is the process of persuading people to comprehend and concur on what needs to be done and how to do it, as well as guiding individual and group efforts to attain shared goals, according to (Yuckel, 2013).

Similarly, leadership is the capacity to influence others in an office or corporate setting, including colleagues, superiors, and subordinates. Being a leader is impossible without influence, which is the capacity and willingness of leaders to carry out their duties morally (Sage Publication, 2020).

#### **2.3. Characteristics of Effective Leadership**

Leadership is the capacity of one individual to use their position of authority to affect the attitudes, values, and behaviors of others. Strong leadership qualities make a person an excellent example for their team. Strong leaders are able to persuade subordinates to work toward the organization's aims and objectives (Hao & Yazdanifard, 2015).

Other scenarios may call for other definitions of strong leadership. According to (Wasim and Imran, 2010) an effective leader is one who provides people with clear guidance, inspires commitment to their work, and motivates them to collaborate as a team to achieve organizational goals and objectives. This demonstrates that effective leaders typically have a clear vision for their company, which makes it simple for them to recognize the issues and barriers standing in the way of achieving their objectives. This enables you to adapt to the current globalization trends and successfully implement the essential modifications for the long-term success of your business.

According to (Kapur, 2020), having confidence in oneself is the first step in developing good leadership skills. It consists of maturity, morals, and skills that inspire tenacity and focus. A clear vision inspires leaders and provides them with the self-confidence and drive to take on leadership responsibilities that promote teamwork. Similarly, (Grint, 2007) argued that leaders have clear visions, are methodical thinkers, and have self-assurance. Leaders possess the knowledge and aptitude to affect change that results in efficient growth and development. They think they support the advancement of talent. They take the position that human resources are the basic capital that leads to the effective growth and development of an organization. Therefore, it is most important to establish measures that lead to the improvement of human resources. Learn leadership skills that can effectively contribute to expanding the capabilities and skills of people through the promotion and enhancement of laws, policies, approaches and procedures (Kapoor, 2020).

In addition to the above characteristics of effective leadership, effective leadership must exhibit characteristics such as honesty and integrity, foresight and purposefulness, emotionally intelligent, transparency, empathy, and creativity (Kapoor, 2020).

## **2.4 Leadership style**

Leadership style is one of the variables that affect involvement in an organization (Timothy, 2011). The term is reportedly employed in a fashion that roughly mirrors management conduct, which is how managers influence their staff members (Winston and Patterson, 2006). There are many different leadership philosophies, and each leader has their own. Among the most common are authoritarian, bureaucratic, managerial, and laissez-faire approaches. In recent decades, leadership definitions and attitudes have changed, according to management experts. They have transitioned from a well-established dictatorial style to an incredibly creative participatory

strategy. The researcher eventually understood that not all forms of creative expression were advantageous and that conventional practices were damaging. Instead, every leader should know when to use a different strategy and different leadership styles for different situations (Public Policy and Administration Studies Volume 3, 2015).

A largely constant trait that distinguishes a leader is their leadership style. Organizations now require capable leaders who are aware of the complex global, existential, and regional issues that are evolving quickly. Real-world organizations, countries, and other social entities' leadership styles play a significant role in determining their success or failure. This study examines some of the common leadership styles found in many organizations since, as various experts have noted, there are various leadership styles (Swamy, 2014).

#### **2.4.1 Autocratic Leadership Style**

It's common to think of an authoritarian leadership style as an outdated method. Managers try to maintain as much control and power as they can. Inquiries and contributions from supervisors are prohibited (Iqbal, 2015). It is expected of employees to obey instructions without question. Consistent rewards and penalties are used to build incentives (Public Policy and Management Research, Vol. 3, 2015).

Over the past thirty years, there has been a lot of criticism of autocratic leadership. According to certain research, autocratic leaders tend to have organizations with higher turnover and retention rates than those with other leadership styles (Obiwuru, 2011).

**Additionally the autocratic leadership style has its own advantage and disadvantages;**

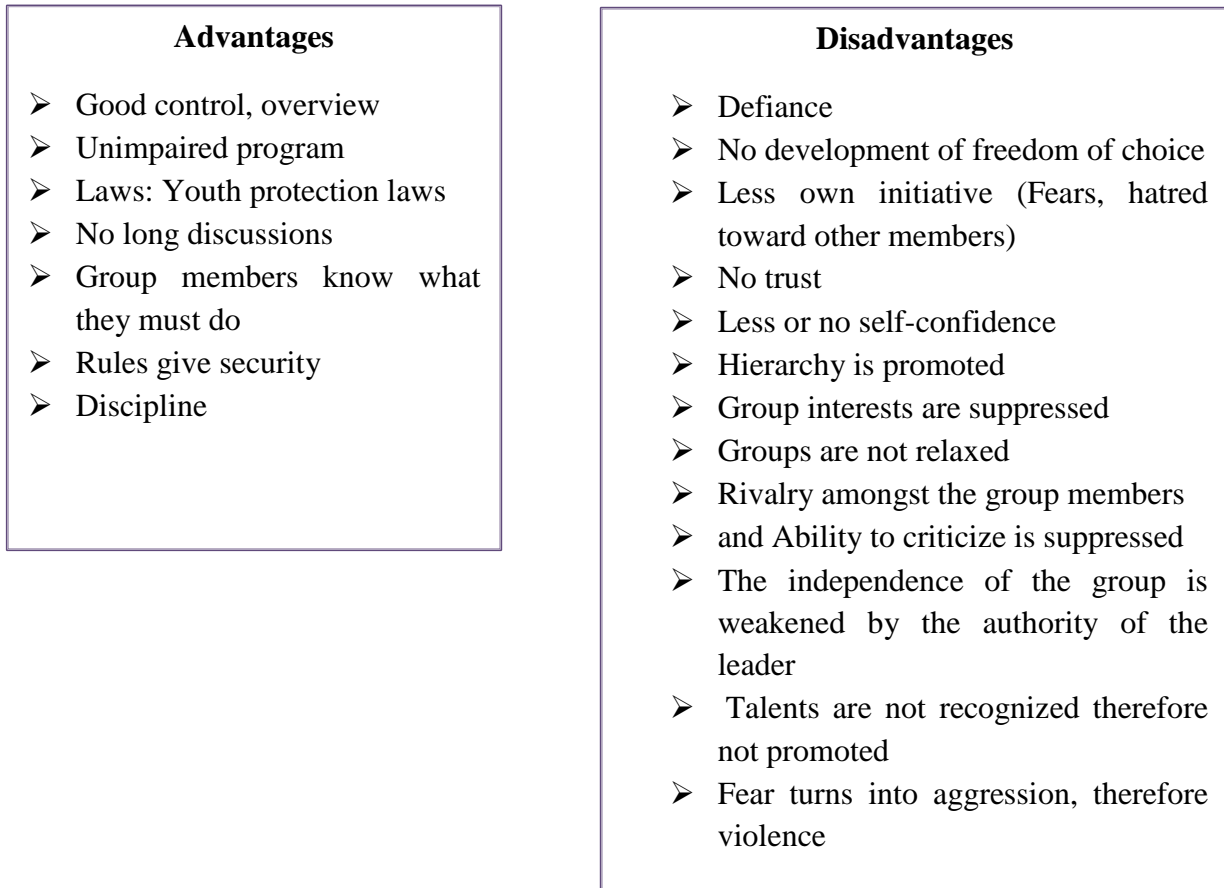


Fig. 1 Advantages and Disadvantage of Autocratic Style of Leadership (Cherry K, 2006)

### **2.4.2 Democratic Style of Leadership**

Because democratic leaders frequently involve their followers in decision-making, they are also known as participatory leaders. By giving workers all the knowledge they need for their jobs, democratic managers share responsibility for enabling employees to take part in decision-making and problem-solving (Rukmani, 2010). According to Research in Public Policy and Administration, Volume 3, 2015, this style calls for the leader to be the coach in the final decision but to consult with the employee first.

Long-term, democratic leadership can result in high-caliber, quantifiable outcomes. Many of our employees value the trust that has been put in us, and we do our best to uphold that trust through cooperation, teamwork, and a strong work ethic (Elenkov, 2002). Democratic leadership style has its own advantages and disadvantages, as can be seen in the following figure below:

<b>Advantage</b>	<b>Disadvantage</b>
<ul style="list-style-type: none"> <li>❖ Self-sufficient</li> <li>❖ Compromises are agreed</li> <li>❖ Motivating</li> <li>❖ Varied ideas</li> <li>❖ Has the confidence of the group members</li> <li>❖ Strengthens public interests</li> <li>❖ Prohibitions are understood</li> <li>❖ An understanding of most problems</li> <li>❖ The possibility to grow creatively is given</li> <li>❖ Freedom of opinion</li> <li>❖ Equal rights</li> <li>❖ Makes integration of outsiders possible</li> </ul>	<ul style="list-style-type: none"> <li>❖ Time consuming for the leader</li> <li>❖ Difficult for the leader</li> <li>❖ Very dependent upon age</li> <li>❖ No optimal solutions</li> <li>❖ Lots of discussions can become boring ( google.com)</li> </ul>

Fig. 2 Advantages and Disadvantage of Democratic Style of Leadership (Cherry K, 2006)

### **2.4.3 Laissez-Faire style of Leadership**

According to (Fiaz, 2017), claims that the laissez-faire leadership style is also referred to as the "hands-off style." The least amount of direction is possible, and managers allow the most independence for their staff. Employees are given complete authority and are required to define objectives, make decisions, and provide reports (Zakeer, 2016). Laissez-faire is merely a latent, ineffective style of leadership when it comes to the majority of leadership style questions (Diebig and Bormann, 2020).

The laissez-faire leadership style is widely considered to be the most ineffective and dawdling form of management. This type of leader neglected most of his responsibilities and did not use his authority to control the team (Diebig and Bormann, 2020). Similarly, laissez-faire leaders are passive to move the group towards the achievement of the goal. For example, a laissez-faire leader

doesn't care about the needs and desires of his subordinates (Zakeer, 2016).

When someone in this form of leadership has excellent talents, experience, open educational preparation, and self-motivation within the institution, it is effective. Laissez-faire management is not advised to be used when it makes employees feel unconfident about absenteeism, provides regular feedback, has no idea how well they are performing their jobs, is unable to thank employees for their good work, and the manager doesn't understand his or her responsibilities and is hoping the employees will handle it on their own (Zakeer, 2016). For instance, it applies where the organization uses specialists and consultants and where the leader trusts the employees.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>➤ Freedom to choose</li> <li>➤ No burden on the team members</li> <li>➤ Sometimes: independent</li> <li>➤ The group leader hardly requires any preparation time</li> <li>➤ There is a lot of freedom</li> <li>➤ Own social structures</li> <li>➤ Less chance of the leader being unpopular</li> </ul>	<ul style="list-style-type: none"> <li>➤ The group attempts to overstep the limit</li> <li>➤ Unsatisfied minorities</li> <li>➤ Tolerance between the group members is destroyed</li> <li>➤ Misuse of rules</li> <li>➤ Team members are no longer taken seriously</li> <li>➤ No responsibility</li> <li>➤ Weaker members are held back</li> <li>➤ Resignation</li> <li>➤ No initiative</li> <li>➤ No We Feeling</li> <li>➤ The group does not stick together</li> <li>➤ High danger of injury to supervision laws.</li> </ul>

Fig.3 Advantages and Disadvantages of Laissez-faire Style of Leadership (Cherry K, 2006)

#### **2.4.4 Transformational Leadership styles**

Coaching subordinates and their behaviors is a primary focus of transformational leadership. Leadership practices that foster transformational change place a strong emphasis on the morale, values, and human capital of the workforce. To effect long-lasting change, transformational leadership aims to change people's minds and hearts as well as their vision, understanding, and rationality by inspiring them to act on their beliefs and put those beliefs into practice in their companies and among themselves (Swamy, 2014).

A progressive outcome is produced at the individual and organizational levels through transformational leadership. Transformational leaders are important in motivating followers toward self-sacrifice and the achievement of organizational goals rather than personal advantage. They encourage groups to attain advanced ambitions such as self-actualization and self-esteem. To exert influence, a leader must demonstrate a high level of concern for and comprehension of the needs of the workforce and foster a sense of shared danger (Jung, 2008). While intellectual stimulation pushes followers to be more creative and original in their problem-solving techniques, stimulating motivation provides a foundation of encouragement and challenges them to reach defined goals (Zakeer, 2016).

According to (Zakeer, 2016), transformative leaders order associations with subordinates and demonstration personalized in conference subordinates' needs for enablement, accomplishment, amplified self-efficacy, and personal progress. However, leadership style does not take into account all the factors that influence innovation.

(Zakeer, 2016) claims that the four essential elements of a transformational leadership style are as follows:

- I. Idealized influence: A leader's potential motivates followers to hold the leader up as an example. Another word that takes the place of romanticized clout is charisma. Idealized influence produces values that uplift individuals, give them significance, and give them a sense of direction. Fundamentally, an idealized effect is motivating. As a result, opinions about what matters in life start to form.
- II. Inspirational motivation: Developing followers' awareness, involving them in the mission

and vision of the business, and encouraging others to comprehend and embrace the mission are all crucial components of an inspiring and motivating transformational leadership style (Bass & Avolio, 2004).

- III. **Intellectual Stimulation:** A leader who possesses this trait creates creative ideas, embraces challenges, manages emotions, and approaches complex problems logically. Additionally, we foster the development of problem-solving abilities for difficult staff decisions. A mutual agreement between management and employees serves as its duplicate.
- IV. **Personalized Consideration:** The personalized viewpoint articulates a fundamental transformative leadership practice that includes taking people into account as significant contributors to the workplace. Such managers pay close attention to the requirements of their staff and are able to foster the emergence of positive workplace behaviors (Zakeer, 2016).

#### **2.4.5 Transactional Leadership styles**

The focus of transactional leadership is on the understanding that followers will receive rewards for achieving specific objectives or performance standards. The relationship between performance and reward that motivates their employees to perform better is explored in relation to transactional leaders. According to (Uchenwamgbe, 2013), transactional leadership is the exchange of incentives and penalties based on performance. Similarly, (Bass and Avolio, 1994) explained that Transactional leaders motivate followers by using appropriate rewards for taking corrective action and upholding rules.

According to (Bass,1985), the three elements of the transactional leadership style—conditional compensation, management by exception (active), and management by exception (passive)—support the notion that transactional leaders make their followers aware of their expectations and reward them when they meet them. They employ external incentives to motivate their followers to do well because they think that formal agreements and rewards are important motivators. Additionally, they keep a close eye out for deviations from the norm and take appropriate action to uphold standards. According to the literature currently available, adopting trading behaviors at work might stifle creativity and reduce employee job satisfaction. The idea of "management by exception" clarifies how an executive's behavior may involve spotting deviations from expected behavior from subordinates, which may amplify these detrimental effects (Zaker, 2016).

### **Transactional Leadership style has three components,**

- I. Conditional award Leadership is frequently successful in inspiring workers to realize their objectives and produce desired results. Employees are motivated to work harder and more effectively towards obtaining those targeted results by receiving real benefits in exchange for excellent performance. This leadership style's direction-setting component gives staff members explicit instructions on what needs to be done and how to execute it, which can increase their confidence and productivity (B. M. Bass and B. J. Avolio, 1990).
- II. Management by Exception (Active): Aggressive management by exception differs from laissez-faire leadership in that it maintains leadership. Leaders that actively adopt "managing by exception" have an innate faith in their staff members to perform admirably and keep things moving forward (B. M. Bass and B. J. Avolio, 1990).
- III. Management by Exception (Passive): Leaders avoid forging an understanding and do not set expectations for what must be accomplished by staff members. Before acting, leaders wait for mistakes to occur (Bass & Avolio, 2004).

### **2.5 Organizational Change**

Institutional transformation is becoming a prevalent and inevitable problem as a result of the globalized economy. Therefore, because globalization offers significant risks and opportunities for everyone, institutions are being compelled to undergo radical transformations in order to keep up with the change. Even businesses that only operate in limited geographic regions are impacted by globalization (Kotter, 2012). Given the current state of the world's economies, technologies, and societies, change is a necessary component of any organization. According to (Avolio, 2016), the background of change is both internal (from resistance to readiness) and external (from stability to chaos).

In order to increase and improve organizational performance and, consequently, ensure organizational growth, organizational transformation is a crucial idea that is attracting the attention of scholars. Every organization is susceptible to change, which its members can manage. Leaders often introduce and carry out planned changes (Cummings and Worley, 2015).

According to (Proeh, 2001), there are three types of organizational change: developmental change, which entails adapting current operations or improving processes, skills, or methods that are currently non-standard; transitional change, which entails veering from the established path and introducing fresh ideas; and transformational change, which includes significant changes in structure, system, or strategy.

Changes in structure, technology, and people are the three key obstacles that leaders must overcome during the organizational change process. Technology refers to work practices, techniques, and equipment, while people refer to attitudes, perceptual expectations, and individual and group behavior. Structural change refers to changes in structural parts and design (Nizharadze, 2020,). According to (Burnes,1996), understanding an organization's organizational culture, strategies, structures, and people can promote or hinder organizational change.

Organizations are open systems made up of two competing forces: the restraining force and the driving force, which both drive change. When the driving forces surpass the restraining forces, organizational transformation takes place (Lewin, 1951). In addition, he contended that people can maintain equilibrium since driving and restraining factors exist concurrently in all domains. Leaders and managers can use force field analysis to identify which forces are more powerful, and once they know which forces are more powerful, they can take action to create change. Similar to this, when restricting forces are identified, several management strategies are taken into account. The planned change model created by co-author Lewin can be used to start and carry out any change after its viability has been established.

### **2.5.1. Lewin'splannedchangemodel**

Lewin's planned change model, the action research model, and the positive model are the three change models identified by (Cumming, 2015). In this study, Lewin's planned change model—regarded as the originator of the change process—is used. This model's three stages of transformation are described by (Cummings, 2015).

- I. Unfreezing: During this stage, people's conduct is changed by letting go of their current circumstances and way of life. It tries to increase people's awareness of the need for change and get them ready for it (Cummings, 2015).

- II. Moving: In order to advance organizational, departmental, or individual behavior, the second stage is to make the necessary changes (Cummings, 2015). To do this, one must maintain an objective viewpoint and make a precise contrast between the current condition and the new situation. Learning about new role models and counselors and assessing the environment for fresh and pertinent knowledge are activities that might aid in change (Ramanathan 2009).
- III. Refreezing: In order to preserve change once it has been implemented, new self-identity notions must be promoted and new interpersonal relationships must be formed (Ramanathan, 2009). This procedure is believed to aid in stabilizing the tissue in a new equilibrium state (Cummings, 2015).

### 2.5.2. Kotters 8 step model (Kotter, 2012)

A well-known change specialist named John Kotter wrote the book "Leading Change" in 1996 after researching 100 firms that went through a change process. He created an eight-step transformational model that consists of instilling a sense of urgency, assembling a potent leadership team, consolidating victories, clearly articulating a vision and strategy, sharing the vision, winning out in competitions, establishing a culture, and integrating the change into the organization.

Kotter's 8-step model can be illustrated using the following diagram.



Fig .4 (Source: Adapted from Kotter 1996) (E-Book)

The stages of the Kotter Transformation Model are very important for organizations in transition like the International Maarif School. Since the beginning of the transition process, schools have not had a comparable framework

## **2.6. Organizational Change Management**

Organizational change management is defined by (Johnson, 2021) as a complete initiative with the goal of boosting both individual and overall organizational performance via the use of social science knowledge and expertise. To enhance the functioning of the business and produce better results, this process entails integrating change throughout the entire structure.

According to, (Homstein, 2014), change happens both naturally and by deliberate effort. It is an essential part of organizational life. Therefore, it is essential for organizations to determine their long-term objectives and develop strong change management skills. Effective change management has emerged as a critical management competency as the company environment keeps evolving quickly.

Mitigating the negative effects of structural changes inside the organization is the main goal of organizational change management. This process includes actions like training staff to learn new skills, realigning goals and duties, or investing in new tools and software on both a specific and general level. Organizations frequently use a top-down strategy to handle change effectively (Johnson, 2021)

## **2.7 The Effects Leadership Styles on Organizational Change Management**

When implementing organizational transformation, the first step is analyzing a variety of factors, including management styles, personality attributes, processes, and strategies. These elements form the basis of the change process. The design of organizational structures has a significant impact on how well managers are able to lead. Leaders simply need to emphasize the evaluation and monitoring of both the internal and external environment, including unforeseen circumstances, in order to build a thorough awareness of their organization's needs. They will be able to successfully assist organizational change as a result (Abdulmejid, 2021).

All countries are impacted by the leadership style's effect on organizational change management. It is the duty of leaders to monitor organizational performance at all levels, including

internationally. They have a responsibility to act in a way that supports efficient change management inside the company (Callan, 2001).

An authoritarian leadership style can have both positive and negative effects. Leaders that abuse this style may be perceived as being unduly authoritarian and controlling, which can breed resentment and hostility among group members even while it can promote effective decision-making and clear direction (Obiwuru, 2011).

According to a study (Baughman, 2008) authoritarian leaders who make decisions without consulting their team might foster unfavorable sentiments of exclusion and discomfort. This might lead to a lack of innovation and diminished problem-solving skills, which would ultimately hurt the group's performance as a whole.

It is true that in some circumstances where the leader has access to special knowledge or information that other group members do not, authoritarian leadership can be beneficial. The autocratic style can be helpful in ensuring that these judgments are made effectively in situations where the leader may need to make hasty decisions that call for urgent action. However, it is crucial for leaders to adopt this method in a balanced and considered manner, taking into account any potential disadvantages such as decreased creativity and collaboration (Cherry K., 2015).

In some circumstances, such as when duties and responsibilities are hazy or when time is at a premium, democratic leadership may have drawbacks. In these circumstances, democratic leadership may result in muddled thinking and delays in making decisions, which may ultimately lead to unfinished tasks or missed opportunities. A more engaged workforce, collaboration, and inclusivity are all fostered by democratic leadership, which is still quite effective in the majority of circumstances (Rukmani, 2010). Leaders can try to make roles and responsibilities clear, efficiently assign tasks, and make sure those team members have the information and support they need to make educated decisions in order to lessen the possible drawbacks of democratic leadership. Leaders can maximize the advantages of democratic leadership while avoiding the hazards (Cherry K., 2006).

It is true that democratic leadership works best when all members of the group are capable and willing to contribute their expertise, as well as when they are given sufficient time to participate

in the decision-making process. This tactic fosters a more welcoming and collaborative workplace where group members can exchange ideas and information. By including all group members in decision-making, democracy can also help foster trust and increase group cohesion (Rukmani et al., 2010). Like with any leadership style, it's important to consider the context and the unique needs of the team before deciding whether to use a democratic approach. Leaders need to be able to balance the benefits of this strategy with any potential drawbacks, such as delays (Cherry K., 2006).

When group members are unable to complete tasks and make decisions because of a lack of training and experience, laissez-faire leadership is not the best option. It might be challenging for some people to manage projects, set deadlines, and come up with solutions on their own. Projects may veer off course and deadlines may be missed if team members don't receive enough direction and feedback from top management in this case (Cherry K, 2006).

## **2.8. Empirical Literature Review**

There has been various research on the influence of leadership style on organizational change management (Ali, 2011, Zakker 2016, Abdulmejid 2021, Kapour 2016, Long and Mao, 2008, Atakilt 2021, Masresha 2021, etc.). The results of this investigation are conflicting, as the next paragraph indicates. This study compares the results of these polls to the data collected by research groups to see which study's findings are most widely accepted.

In general, it should be the responsibility of top management to drive organizational change initiatives and lay the groundwork for change. Managers are responsible for the governance of the change process and its success (Nizharadze, 2020). Managers' act as change agents(Koech & Namusonge, 2012) conducted research on the influence of leadership ideologies on the management of organizational change. The results demonstrate that while the transformational leadership style of direct supervisors is essential in emergent processes of change in non-bureaucratic situations, planned processes of change benefit little from it. Even though much of his work on change management focuses on senior managers' leadership, direct supervisors should still play a leadership role when organizations go through organizational change.

A positive correlation between transformational leadership and transactional leadership was discovered in the other key empirical study by (Abdulmejid, 2021) that examined the impact of

leadership style on organizational change management. This study discovered a correlation between decreased employee skepticism of organizational change and transformational leadership characteristics. Employee resistance to change can be reduced through transformational leadership by connecting employees' interests with the organization's mission. Additionally, transformational leadership has a favorable effect on organizational change management by conveying intended results, evaluating results, and rewarding exceptional performance. Both leadership philosophies in this empirical study were found to be successful in bringing about organizational change; however, transformative leadership had a higher influence on reaching organizational objectives than transactional leadership. Laissez-faire leadership has the least effect on organizational change when compared to other leadership philosophies.

Both leadership philosophies in this empirical study were found to be successful in bringing about organizational change. However, transformative leadership had a higher influence on reaching organizational objectives than transactional leadership. Laissez-faire leadership has the least effect on organizational change when compared to other leadership philosophies.

## 2.9. Conceptual Framework

The theoretical and empirical literature studies mentioned above form the basis for the conceptual framework that is established here: Organizational performance is the dependent variable in this study, with five leadership philosophies (dictatorial, participatory, laissez-faire, transactional, and transformational) serving as the independent variables.

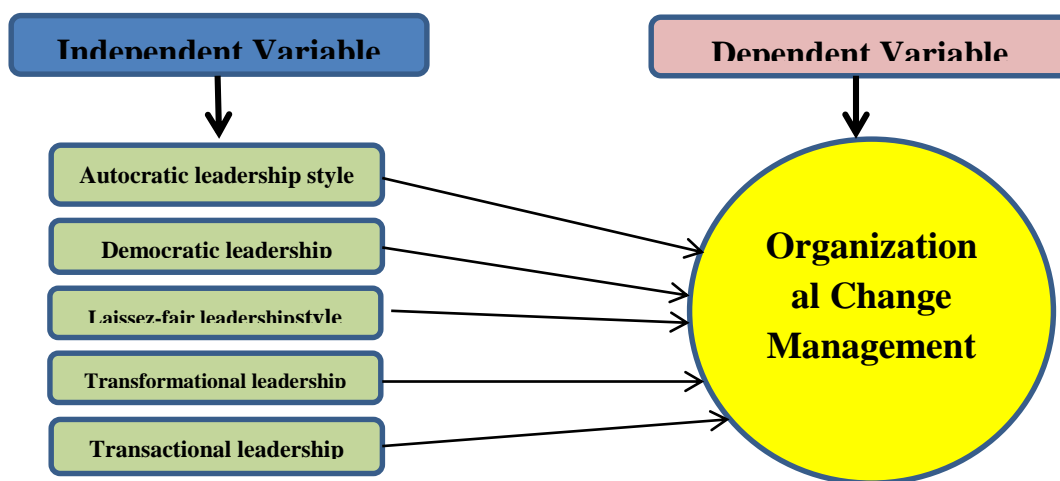


Fig. 5 Conceptual Framework

Source: Source: Developed by the researcher

This conceptual framework mainly consists of five distinct independent primary components related to leadership style and one key dependent variable, organizational change management. An organization's effectiveness is directly impacted by the leadership style used. Organizational change is represented by organizational culture, the effectiveness of leaders' leadership, the impact on the external environment, and ultimately the synthesis of all these factors in organizational change management.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter contains the main components of methodology, divided into study design and approach, study variables, study area and subjects, sampling procedure and sample size, data collection, data analysis, reliability, validity, and ethical considerations.

A research methodology is a systematic method for solving problems. Essentially, the techniques researchers use to describe, explain, and account for phenomena are called research methods (Kothari,2004).

### **3.2. ResearchDesign**

The purpose of the research design is to discover associations between independent and dependent variables; leadership style, and change management.

The descriptive and explanatory study design was appropriate for the research issue in this study. According to (Sekaran, 2000), descriptive research is more adapted to identifying and explaining the features of variables of interest in a specific context, and is hence better suited to explanation than judgment. It also aided in the accurate and systematic description of populations, circumstances, and events. It can provide answers to the "what, where, when, and how" inquiries, but not to the "why" queries. it can analyze one or more variables utilizing a range of research approaches with a descriptive study design (Sekaran, 2000).

Explanatory Design was also chosen because it is the best method for collecting data directly from respondents, measuring variables, and explaining them in an appropriate way. It is also used to uncover causal linkages between factors or variables related with a research issue(Kothari,2004).

### **3.3 Research Approach**

There are additionally numerous approaches for conducting research projects. We contrasted the strengths of quantitative as well as qualitative methods. The aim of qualitative research is to investigate and understand the significance that people and organizations place on human or social problems (Cresswell, 2008).

Quantitative research, on the other hand, is a means of testing objective theories by examining relationships between variables. These variables can usually be measured with an instrument, so the numbered data can be analyzed using statistical techniques. (Cresswell, 2008).

Mixed methods research is a research approach that combines or links both qualitative and quantitative forms.

As a result, quantitative methodologies are employed in this study to reflect the strengths of quantitative approaches as well as the goal of the investigation. A quantitative method for analyzing variables focuses on the relationships between them. Address issues about huge populations by testing methods using techniques specific to your study question manner.

### **3.4 Description of the Study Variable**

Relationships between variables are classified into two types: dependent variables and independent variables. The dependent variable in this study was organizational change management, and the independent variables were the five most common leadership styles: autocratic, democratic, laissez-faire, transactional, and transformational.

### **3.5 Description of the study area target population**

The research was carried out at the Maarif International School, Addis Ababa, Ethiopia Branch. The participants in the study were all employees of the organization. The school generally employs 128 employees.

Table 1: Target Population of the study

No	Positions	No Employee
1	Country Director	1
2	School Principal	1
3	Academic & Administrative coordinator	1
4	V/Principal	6
5	Secretaries	3
6	Teachers	59
7	Assistance Teachers	13
8	Cleaner & Guards	18
9	Others supportive staff	26
Total Employee		128

Source: School Archive May, 2023

### 3.6 Sampling technique/ Method and sample size

There are 128 full-time staff members in the research organization. The population is made up of 41 males and 87 females. The research will take into account all of these personnel for the collecting data.

### 3.7 Data collection; source, type of instruments

#### 3.7.1. Type and Source of Data

To complete the research task and achieve the research goals, both primary and secondary data were collected. IMS personnel used questionnaires to gather primary data. Secondary sources of information: Secondary data, IMS archive, and journals were also used in addition to primary data.

#### 3.7.2. Data Collection Instruments

To achieve the research objectives, both primary and secondary data were gathered. To collect trustworthy and sufficient information, a structured questionnaire was employed as a data collection instrument.

### 3.8. Data Analysis

This section discusses the variables measured in the study and clarifies the data analysis procedures that will be used to meet the study's objectives. The quantitative data was analyzed using the statistical software for social science (SPSS) version 20. As a result, numerous statistical techniques and procedures were employed to analyze the quantitative data, including descriptive statistics such as frequency, percentage, mean, standard deviation, and one-way ANOVA. Thematic analysis was used to analyze qualitative data such as interviews, focus group discussion and document analysis.

### 3.9 Reliability and Validity Analysis

The degree to which the study measures what it is designed to measure is referred to as content validity. Simply put, it is concerned with measuring precision (Hamed, 2016). The adviser can assess the clarity of the questions and interviews, while SPSS version 20 will check the reliability of the instruments. The reliability result for the leadership style assessment was ( $M = .858$ ), and the reliability result for the organizational change management assessment was ( $M = .992$ ), indicating that the organizational capability and effectiveness assessment was reliable.

Table 2. Organizational change management reliability taste result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.992	.994	19

Table 3. Leadership style reliability taste result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.848	23

### **3.9 Ethical Consideration**

Respondents were informed of the purpose of the data collection process during the data collection process. They were educated about the study's objectives and methodology. Respondents' privacy will be respected. Furthermore, respondents were required to offer their responses voluntarily. Finally, any scholarly work would be acknowledged in the reference section.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1. Introduction**

The data analysis, findings, and discussion of the findings are presented in this chapter. This study was done to evaluate how the leadership style of a branch of the International Maarif School in Addis Abeba affected organizational change. There were 40 questionnaires made in total, which were given out to the respondents. His 40 distributed surveys were all 100% collectible and appropriate for further study.

The data received from respondents via self-administered questionnaire was summarized, verified for mistakes and omissions, coded, tabulated, and analyzed qualitatively and statistically. Quantitative data like mean and standard deviation were reported for Likert-scale variables, whereas frequency tables and percent were used to present descriptive findings for qualitative aspects. These descriptive results show the success of change implementation in International Maarif School in Addis Ababa and assist in identifying the main leadership philosophies. The relationship between leadership style and change management is investigated using a simple linear regression analysis. The study was also statistically examined using the Statistical Package for Social Sciences (SPSS Version 2020).

#### **4.2. Demographic Background of Respondents**

Some background information, such as demographics, can help make your analysis more meaningful to your readers. Therefore, the demographic background of the respondents is shown below.

Table4:Demographicdata(Gender,Agegroup, position andLevelofEducation)  
OftheRespondents

RespondentsCharacteristics	Categories	Frequency	Percentage
Gender	M	41	32
	F	87	68
Work experience in MISAAB	1to3years	18	14
	4to6years	33	26
	7to 9years	48	37
	10to 12years	29	23
	Total	128	100
LevelofEducation	Certificate	23	19
	Diploma	11	8
	BA	76	59
	MA	18	14
	Doctorate		
	Total	128	100
Position	Country Director	1	1
	School Principal	1	1
	Academic & Administrative and other coordinator	3	3
	V/Principal	6	5
	Secretaries	3	3
	Teachers	59	46
	Assistance Teachers	13	10
	Cleaner & Guards	18	14
	Others supportive staff	26	17
	Total	128	100

*Source:own surveyand school documents*

Male respondents made up 32% of the total respondents, according to the table above, while female respondents made up 68%.

We can see that the highest work experience group in the school group is 7-9 years old, 4-6 years, 1-3 years, and 10-12 years.86 percent of responders have been employed with the institution for more than three years, indicating that the majority of staff is familiar with the school culture.

According to the table above, teachers make up 46 % of her employees, and the remaining 54% are other employees. In academic fields, 59% of respondents have a higher degree, 14% have a master's degree, 8% have a diploma, and 19% have a certificate.

### 4.3. Descriptive Statistics of leadership styles

This section presents the descriptive statistical results for the five leadership styles. There were five aspects explaining autocratic leadership types, four elements describing democratic leadership styles, four items describe transformational, four items describe transactional leadership style and another six factors describing laissez-faire leadership styles. The findings of the five leadership styles, as well as their features, are provided in the table below. The mean and standard deviation, reflecting the maximum and lowest, are used to determine the extent to which the immediate supervisors of International Maarif Schools Addis Ababa Branch employees utilize these five leadership styles. The statement employed a five-point scale, with 1 representing severely disagree, 2 representing disagree, 3 representing neutral, 4 representing agree, and 5 representing strongly agree. To explain the rating scales, the researcher used criterion-referenced scale definitions.

Table 5. Criterion-referenced scale definition

Mean Rating	Respondent Level of Scale	Description of respondent
1.00 – 1.49	Strongly disagree	Very low
1.5 – 2.49	Disagree	Low
2.5 – 3.49	Neutral	Medium
3.5 – 4.49	Agree	high
4.5 – 5.00	Strongly agree	Very high

Source: Abdulmejid(2021)

Researchers considered the organizational change management determinant outcomes based on the table above and provided criterion-related definitions for each criterion-related measure. Indicators of leadership style of IMS.

### 4.3.1 Autocratic Leadership Style

Table6. Autocratic leadership style (N= 128)

No	Item I =Autocratic leadership style	N Valid	Missing	Mean	St.Dev
1	Staff must be closely supervised to do their job.	128	0	2.88	1.184
2	It's no exaggeration to say that most employees in the general workforce are lazy.	128	0	2.88	1.184
3	Employees usually need to be either rewarded or punished to motivate them to achieve company goals.	128	0	2.88	1.184
4	Most employees feel insecure at work and need orientation.	128	0	2.88	1.184
5	The leader is the ultimate judge of performance of members of the group.	128	0	2.88	1.184
	Average Mean and St.Dev			3.046	1.2068

The average mean score for authoritarian leadership at Maarif School is (M=3.064). This suggests that participants have the medium impression of authoritative leadership influences schools performance.

Autocratic leadership style is often characterized by a top-down approach in which the leader makes decision without the input of others. This can be result in a lack of communication and collaboration, which can lead to staff feeling excluded and unvalued. So that, this kind of leadership can leads to a number of consensus. Such as high level of turnover and absenteeism, create a culture of fear and low morale, which can further harm the organization's performance (Chankwusa, 2018).

### 4.3.2 Democratic leadership style

Table 7. Democratic leadership style (N=128)

No.	Item II= Democratic Leadership Style	N Valid	Missing	Mean	St.Dev.
1	Employees want to participate in the decision-making process.	128	0	2.89	1.205
2	Leading without pressure is a key to being a great leader.	128	0	2.86	1.162
3	Most workers prefer cooperative communication from managers.	128	0	3.2	0.842
4	Leaders must help their subordinates carry out their work responsibly.	128	0	2.97	1.328
Average Mean and St.Dev				2.89	1.13425

According to the above table, democratic types of leadership in school generally was reported to be at a medium level (M=2.89). Which is the impact of democratic leadership style in international Maarif School is average.

### 4.3.3 Transformational leadership style

Table 8. Transformational leadership style (N=128)

No	Item III = Transformational leadership style	N Valid	Missing	Mean	St.Dev.
1	The school principal should make his/her staff feel welcomed when congregating.	128	0	3.63	1.035
2	Leaders must articulate in simple terms a vision of what they can and should do within their company.	128	0	3.63	1.035
3	Leaders enable their employees to think about old problems in new ways.	128	0	3.63	1.035
4	All team members have the opportunity to participate in relevant internal trainings and conferences.	128	0	3.63	1.035
Average Mean and St.Dev				3.64	0.91

According to the above table the overall Transformational leadership was medium ( $M=3.65$ ). This implies the relationship between transformational leadership and the school change management is moderate.

Managers today must deal with the complexity of the information and technology environment, social change, rising entrepreneurship, fast technological advancement, and a workforce that is expanding and becoming more educated and competent. Success in an organization now heavily depends on leadership. Deepening their involvement in their employees' work is a hallmark of transformational leaders. Increased productivity and satisfaction as a result of this involvement boost management and organizational performance. Additionally, he contends that, according to theory, transformational leadership is favorably correlated with a number of organizational outcomes (Toufaili, 2017)

#### 4.3.4 Transactional Leadership Style

Table 9. Transactional Leadership Style (N=128)

No	Item IV= Transactional Leadership Style	N Valid	Missing	Mean	St.Dev.
1	Leaders maintain constant performance standards.	128	0	4.48	.823
2	Leaders articulate their own when performance goals are met.	128	0	4.48	.752
3	Leaders are effective in meeting organizational needs.	128	0	4.48	.771
4	Bosses make clear responsibility for subordinated to achieve goals	128	0	4.48	.592
	Average Mean and St.Dev			4.467	0.734

From the above table indicated the overall transactional leadership style in Maarif School was ( $M=4.467$ ). From respondents leaders maintain a constant performance standard in the school was almost strongly agreed.

Employee responses questioner showed that transactional-style leaders were more likely than other types of leaders to succeed in keeping their workforce. They also sought to meet their own needs,

were flexible and willing to grow over time, and did more than just work toward a specific objective or vision. They constantly create a strong community among their base of followers, strive toward reaching or meeting organizational needs, and transform the environment.

#### 4.3.5 Laissez-Faire Leadership style

Table 10. Laissez-Faire Leadership style (N=128)

No	Item V= Laissez-Faire Leadership style	N Valid	Missing	Mean	St.Dev.
1	In complex situations, leaders allowed subordinates to solve issues on their own.	128	0	2.14	.954
2	As a rule, leaders should allow subordinates to appraise their own work.	128	0	2.14	.954
3	Leaders delay responding to urgent questions.	128	0	2.14	.954
4	Leaders avoid getting involved when important issues arise.	128	0	2.14	.954
5	Leaders is absent when needed.	128	0	2.14	.954
6	Leaders avoid making decisions.	128	0	2.14	.954
Average Mean and St.Dev				3.11	1.0

The mean for laissez-faire leadership for organizational performance in Maalif was average (M=3.11).

#### 4.4. Summary of the leadership style of Maarif School

Table 11. Summary of the leadership style of Maalif school (N=128)

Leadership style	Average
Autocratic leadership style	3.04
Democratic leadership style	2.89
transformational leadership style	3.64
transactional leadership style	4.467
Laissez-Faire Leadership style	3.11
Overall	3.4294

## 4.5. Descriptive Statistics of organizational change management

In addition, For 21 organizational change management component items, descriptive statistics (mean and standard deviation) were generated. According to a Likert scale, responses ranged from "strongly disagree" to "strongly agree." The mean, standard deviation, mean, and variances were also computed.

Table12:DescriptiveStatistics onOrganizationalChange (N=128)

No	Items	N Valid	Missing	Mean	St.Dev.
1	Investigate external trends, issues and issues facing your organization.	128	0	2.58	1.147
2	Identify and discuss current or potential crises or major opportunities.	128	0	2.71	1.172
3	Increased sense of urgency for needed change.	128	0	4.47	0.752
4	Assemble groups with enough capacity to drive change.	128	0	2.2	1.213
5	Enable groups to work together effectively as a team.	128	0	2.69	1.041
6	Create a vision and strategy to guide your transformation.	128	0	3.24	1.148
7	Make sure it's a shared vision and strategy, a new vision and strategy	128	0	3.09	1.217
8	Encourage leadership teams to model the behavior expected of employees.	128	0	3	1.357
9	Remove obstacles to planned outcomes.	128	0	3.03	1.136
10	Fix systems and structures that undermine vision for change.	128	0	2.14	0.954
11	Encourage wise risk-taking and non-traditional ideas and actions.	128	0	2.59	1.154
12	The organization discusses planned changes with subordinates.	128	0	2.71	1.165
13	The school have sufficient consensus on the need for change.	128	0	2.86	1.162
14	The school provides the resources needed for change.	128	0	3.24	1.148
15	Satisfied with follow-up of changes by management.	128	0	3.09	1.217
16	Timely assessments of changes are made.	128	0	2.99	1.349
17	Management provides feedback on the changes?	128	0	3.03	1.136
18	Attempts to institutionalize change are intense. The introductions of IMS changes are effective.	128	0	2.7	1.201
19	The school has sufficient consensus on the need for change.	128	0	2.69	0.962
Average Mean and St.Dev				2.897368	1.138474

According to the table above, organizational change management at Maarif School was generally average (M=2.897). From the respondents attempts to institutionalize change are intense. The introductions of IMS changes are effective was below an average (M=2.55).however, as it was

presented in the above table the organization discusses planned changes with subordinates, the school have sufficient consensus on the need for change, the school provides the resources needed for change, satisfied with follow-up of changes by management, timely assessments of changes are made, management provides feedback on the changes?, Remove obstacles to planned outcomes, fix systems and structures that undermine vision for change, Investigate external trends, issues and issues facing your organization, identify and discuss current or potential crises or major opportunities, increased sense of urgency for needed change, assemble groups with enough capacity to drive change, enable groups to work together effectively as a team, Create a vision and strategy to guide your transformation, and Make sure it's a shared vision and strategy, a new vision and strategy were an averagely agreed (M=3)

Table:13 Correlation Analysis

Correlations							
		AL	DL	TRL	TRAL	LFL	OCM
AL	Pearson Correlation	1	.328*	.431**	-.235	-.036	.341*
	Sig. (2-tailed)		.039	.006	.145	.824	.031
	N	128	128	128	128	128	128
DL	Pearson Correlation	.328*	1	.850**	.265	.207	.979**
	Sig. (2-tailed)	.039		.000	.098	.200	.000
	N	128	128	128	128	128	128
TRL	Pearson Correlation	.431**	.850**	1	.267	.310	.865**
	Sig. (2-tailed)	.006	.000		.095	.052	.000
	N	128	128	128	128	128	128
TRAL	Pearson Correlation	-.235	.265	.267	1	.148	.220
	Sig. (2-tailed)	.145	.098	.095	0.023	.361	.173
	N	128	128	128	128	128	128
LFL	Pearson Correlation	-.036	.207	.310	.148	1	.216
	Sig. (2-tailed)	.824	.200	.052	.361		.180
	N	128	128	128	128	128	128
OCM	Pearson Correlation	.341*	.580**	.220	.793**	.216	1
	Sig. (2-tailed)	.031	.000	.000	.173	.180	
	N	128	128	128	128	128	128
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

According to the aforementioned table, democratic leadership style and transactional leadership style have a substantial relationship with organizational change management, with respective correlation coefficients of (.793\*\*) and (.580\*). But Laissez-Faire and transformational Leadership style were insignificant relation/ low correlation with organizational change management which were (.216) and (.220) respectively. However, an autocratic leadership style moderately correlated/significant with organizational change management which was (.341\*).

The Pearson correlation coefficient for autocratic leadership is 0.341 with a confidence interval of 0.01. This indicates a statistically significant association between autocratic leadership style and organizational change management (confidence interval 0.01). The Pearson correlation coefficient for democratic leadership is 0.793 with a confidence interval of 0.01. This indicates a statistically significant association between democratic leadership style and organizational change management (confidence interval 0.01).

The Pearson correlation coefficient for transformational leadership is 0.580, with a confidence interval of 0.01. This indicates a statistically significant association between transformational leadership style and organizational change management (confidence interval 0.01). The Pearson correlation coefficient for transactional leadership is 0.793 with a confidence interval of 0.01. This indicates a statistically significant association between transactional leadership style and organizational change management (confidence interval 0.01). The Pearson correlation coefficient for Laissez-Faire leadership is 0.216 with a confidence interval of 0.01. This indicates a statistically moderately significant association between Laissez-Faire leadership style and organizational change management (confidence interval 0.01).

Correlations							
Control Variables			AT	DT	Tlst	TRLT	LAIT
OC MT	AT	Correlation	1.000	.010	-.023	-.059	.160
		Significance (2-tailed)	.	.913	.800	.508	.073
		df	0	125	125	125	125
	DT	Correlation	.010	1.000	.232	-.090	-.284
		Significance (2-tailed)	.913	.	.009	.312	.001
		df	125	0	125	125	125

	Tlst	Correlation	-.023	.232	1.000	-.021	-.170
		Significance (2-tailed)	.800	.009	.	.815	.057
		df	125	125	0	125	125
	TR LT	Correlation	-.059	-.090	-.021	1.000	.322
		Significance (2-tailed)	.508	.312	.815	.	.000
		df	125	125	125	0	125
	LA IT	Correlation	.160	-.284	-.170	.322	1.000
		Significance (2-tailed)	.073	.001	.057	.000	.
		df	125	125	125	125	0

Collinearity Diagnostics <sup>a</sup>									
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	AT	DT	Tlst	TRLT	LAI T
1	1	5.863	1.000	.00	.00	.00	.00	.00	.00
	2	.125	6.853	.00	.01	.02	.00	.00	.00
	3	.006	31.625	.01	.07	.02	.04	.68	.02
	4	.003	43.815	.00	.03	.20	.84	.04	.19
	5	.002	50.616	.00	.01	.76	.06	.16	.80
	6	.001	79.914	.99	.88	.00	.05	.12	.00

a. Dependent Variable: OCMT

## 4.6 Regression analysis

Table 14. Regression analysis

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	AL,DL,TRL. TRAL <sup>b</sup> ,LFL		Enter
a. Dependent Variable: OCMT			
b. All requested variables entered.			
Variables Entered/Removed			

Model Summary <sup>b</sup>										
Model	R	R Squared	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.996 <sup>a</sup>	.991	.991	2.001	.991	2711.025	5	122	.000	.489
a. Predictors: (Constant), LAIT, TRLT, AT, Tlst, DT										

The independent factors in the "Model Summary" table up top explain the variation in organizational change management. Included is our "R Squared" value, which is 0.991 and denoted by the variables in the second column from the left. "Autocratic", "Democratic", "Transformational", "Transactional" and "Laissez-Faire" types of leadership explained 99.1% percent of the variance of each organizational change management was a high value in order for the modified R Squared value to equal the original R Squared value, which is 0.991.

#### 4.7. ANOVA Analysis Result

Table 15. ANOVA analysis

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54260.445	5	10852.089	2711.025	.000 <sup>b</sup>
	Residual	488.360	122	4.003		
	Total	54748.805	127			
a. Dependent Variable: OCMT						
b. Predictors: (Constant), LAIT, TRLT, AT, Tlst, DT						

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
AT	Between Groups	140.005	40	3.500	48.335	.000
	Within Groups	6.300	87	.072		
	Total	146.305	127			
DT	Between Groups	2522.411	40	63.06	524.283	.000
	Within Groups	10.464	87	.120		
	Total	2532.875	127			
Tlst	Between Groups	1683.920	40	42.09	94.021	.000
	Within Groups	38.955	87	.448		
	Total	1722.875	127			
TR LT	Between Groups	375.413	40	9.385	11.568	.000
	Within Groups	70.587	87	.811		
	Total	446.000	127			
LA IT	Between Groups	2419.874	40	60.49	452.730	.000
	Within Groups	11.626	87	.134		
	Total	2431.500	127			
NB: AL= Autocratic leadership style sum, DL=Democratic leadership style sum, TRL=transformational leadership style sum, TRAL=transactional leadership style sum, LAL= Laissez-Faire leadership style sum. Significance level for alpha $\alpha$ =0.05						

The aforementioned table demonstrated that there was a significant difference between organizational change management ( $F = 48.05$ ,  $p.000$ ,  $df 88$  at the 5 present significant level) and autocratic leadership style. According to the null hypothesis, there is a big difference between managing organizational management and having an autocratic leadership style. This means that the level of autocratic leadership style rises from poor capability to extremely high organizational change management, and vice versa.

Organizational change management and democratic leadership were significantly different, according to the aforementioned table ( $F=46.743$ ,  $p.000$ ,  $df30$  at the 5 present significant level). According to the null hypothesis, democratic leadership style and organizational change management showed a substantial difference. As a result, it is possible to say that the level of democratic leadership style increases from poor capability to extremely high organizational change management and vice versa.

The aforementioned table demonstrated a significant difference between organizational change management and transformational leadership style ( $F = 28.911$ ,  $p.000$ ,  $df 30$  at 5 present significant level). According to the null hypothesis, there was a sizable difference between organizational change management and a transformational leadership style. Therefore, it is possible to say that the level of transformational leadership style increases from low capacity to very high organizational change management.

The aforementioned table demonstrated a significant difference between organizational change management and transactional leadership style ( $F = 21.763$ ,  $p.000$ ,  $df30$  at 5 present significant level). According to the null hypothesis, there was a substantial difference in organizational change management and transactional leadership. Therefore, it is possible to say that the level of transactional leadership style increases from low capacity to very high organizational change management.

The aforementioned table demonstrated a significant relationship between organizational change management and laissez-faire leadership style ( $F = 20.641$ ,  $p.000$ ,  $df 30$  at 5 present significant level). According to the null hypothesis, there was a substantial difference between the management of organizational transformation and the laissez-faire leadership style. This means that the level of laissez-faire leadership style rises from poor capacity to extremely high

organizational change management, and vice versa.

#### 4.8 Normality Test

Table 15. Normativity test

Tests of Normality <sup>a</sup>							
OCMT		Kolmogorov-Smirnov <sup>e</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
AT	28	.250	4	.	.945	4	.683
	33	.492	6	.000	.496	6	.000
	67	.473	5	.001	.552	5	.000
	82	.385	3	.	.750	3	.000
DT	21	.460	12	.000	.552	12	.000
	31	.260	2	.			
	64	.360	7	.007	.664	7	.001
	71	.307	4	.	.729	4	.024
	80	.260	2	.			
	87	.260	2	.			
Tlst	21	.193	12	.200 <sup>*</sup>	.934	12	.421
	28	.441	4	.	.630	4	.001
	46	.385	3	.	.750	3	.000
	57	.235	22	.003	.794	22	.000
	71	.283	4	.	.863	4	.272
	73	.385	3	.	.750	3	.000
TRL T	21	.382	12	.000	.748	12	.003
	28	.441	4	.	.630	4	.001
	31	.260	2	.			
	33	.407	6	.002	.640	6	.001
	38	.307	4	.	.729	4	.024
	40	.385	3	.	.750	3	.000
	42	.441	4	.	.630	4	.001
	46	.385	3	.	.750	3	.000
	57	.325	22	.000	.826	22	.001
	64	.504	7	.000	.453	7	.000
	67	.367	5	.026	.684	5	.006
	73	.385	3	.	.750	3	.000
	80	.260	2	.			
LAIT	21	.460	12	.000	.552	12	.000

	28	.441	4	.	.630	4	.001
	40	.385	3	.	.750	3	.000
	57	.452	22	.000	.561	22	.000
	64	.435	7	.000	.600	7	.000
	71	.307	4	.	.729	4	.024
	73	.385	3	.	.750	3	.000
	85	.260	2	.			

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
OCMT	.075	40	.200*	.973	40	.434
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The purpose of the normality test is to determine whether the data set is well modeled by the normal distribution. This test determines the likelihood that random variables in a data collection are normally distributed. If the survey variables are not normally distributed, the significance test and the relationship between the variables will be distorted. If the assumption of normality is violated, then its explanations and implications are neither valid nor reliable. There is a reason that regression analysis assumes a normal distribution. Various tests are available to check the health. One way to test normality is called (probability-probability plot). A variable's cumulative probability is plotted against the cumulative probability of a particular distribution on the chart. Variables are normally distributed if the values lie on the diagonal of the plot, but deviations from the diagonal indicate deviations from normality (Masresha, 2021).

Table 16. Collinearity Diagnosis Result

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
Independent variables	(Constant)	19.312	21.15		.913	.368		
	AL	-.265	.461	-.023	-.576	.568	.656	1.525
	DL	1.175	.293	.683	14.264	.000	.271	3.691
	TRL	-1.468	.947	-.057	-1.550	.130	.777	1.288
	TRAL	1.593	.782	.140	2.037	.049	.218	4.579
	LFL	-.023	.376	-.002	-.060	.953	.854	1.171
a. Dependent Variable: OCMT								

According to the above table indicated that the VIFs between 1 and 5 suggest that there is a moderate correlation, between each variable. The VIFs all indicated above 1 which means the variables were a significant correlation between independent and dependent variables. The effect of collinearity among the variables in a regression model is measured by the variance inflation factor (VIF). The Variance Inflation Factor (VIF), which is always larger than or equal to 1, is defined as 1/Tolerance. A formal VIF value does not exist to quantify the presence of multicollinearity.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This section includes research findings on the effects of leadership style on change management in the context of the Addis Ababa branch of the International Maarif Schools of Ethiopia. The study intends to draw relevant conclusions from the findings and offer the required recommendations. Change management is a dependent variable, whereas authoritarian leadership, democratic leadership, laissez-faire leadership, transformational leadership, and transactional leadership are independent elements.

#### **5.2. Summary of Findings**

Findings

The decision part of the study analyzed based on the research questions raised previously and the previous research findings on the reviewed literature.

##### **5.2.1. Which leadership style does the organization is adopt?**

The primary purpose of the research study was to determine which leadership styles are used by the Maarif International Schools Addis Ababa Branch. The current study's findings demonstrated the effectiveness of leadership styles. As a result, the impact of the leadership style on the organizational management of change was medium.

To determine which leadership styles should be used in schools, we must consider the outcomes of each style. Thus, the impact of authoritarian, democratic, and transformational leadership styles on organizational change management was moderate. Transformational types of leadership, on the other hand, had a below-average impact on organizational change management. The leadership style mentioned above is below average for organizational change management. As a result, if schools adopted them, they would be unable to meet the objectives of organizational change management. The influence of transactional leadership style on organizational change management, on the other hand, was significant. Therefore, the school should adopt a transactional leadership style to organizational change management.

Similarly, (Guardia, 2007) discovered that transactional leadership is a direct driver of

organizational success at both the team and individual levels and that behavior is directly related to group and individual performance indicators. According to (Boedker (2011), transactional leadership is dependent on dynamic people functioning successfully in a planned and managed setting. Efficiently achieving organizational goals is accomplished by combining job performance with desirable rewards and providing people with the resources they require to complete their jobs (Obiwuru, Okwu, Akpa, and Nwankwere 2011). In comparison to other transactional leadership styles, transformational leadership provided favorable results, particularly in organizational change management (Mitchell, 2012).

According to Sirajul Haq (2017), organizational leadership is viewed as a critical determinant of organizational success or failure. It has been defined as a set of characteristics, abilities, and behaviors used by leaders to steer others inside an organization. Furthermore, it assists organizations in meeting organizational goals and ensuring that personnel have the resources necessary to fulfill their responsibilities. Organizational performance is heavily reliant on leadership. Because leaders play such an important role in decision-making, procurement, and resource allocation within an organization, leadership style is a driving factor in increasing organizational performance. (Ali, 2022)

Syed (2017) studies the effect of transactional leadership on fostering organizational creativity through knowledge-sharing behaviors between employees and managers. His research looks at the effects of contingent rewards for information sharing on organizational innovation. His findings revealed that transactional leadership and knowledge sharing were connected with higher levels of creativity (Ali, 2022).

### **5.2.2. What are the major gaps observed in the leadership style of the organization?**

The second purpose of this study was to identify the significant deficiencies detected in the organization's leadership style. As a result, this discovery suggested that the level of leadership style was average. It demonstrated that the school still had shortcomings. Employees want to participate in decision-making. In complex situations, leaders delegate problem-solving authority to subordinates. Leaders should generally enable subordinates to evaluate their own work. Leaders delay responding to crucial queries, avoid becoming involved when major issues arise, are absent when needed, and postpone making decisions. There are further challenges to the International

Maarif Schools, such as inadequate positioning within the institutional system, overlapping mandates, or a lack of power, all of which can lead to institutional rivalry and poor coordination. Despite the fact that the commission had a strategic plan, there were no obvious links between the school's vision and long-term strategy and departmental and individual work plans.

Kal Dolly (2018), an academic library in Port Harcourt, Rivers, Nigeria, highlighted the impact of authoritarian leadership styles on subordinates' job performance. Finally, her research discovered that her autocratic leadership style had the following effects on organizational performance: Lack of Creativity and Dependence: Because the authoritarian boss determines everything and executes it in their own style, employees are not given the opportunity to put their own spin on the tasks to be accomplished.

Demotivating: the demotivating sensation that develops among those who work under an authoritarian leader is caused in part by a lack of creative development and in part by a fear of sanctions. They are extrinsically motivated to be negative because they are afraid of sanctions (Kal, 2018).

Lack of a Sense of Responsibility, the employees feel like they're just a number, without value, because their input is cut off or not even heard success, they are not or barely appreciated by the authoritarian leader, while they get a thorough scolding when things go less well. This also removes the bond of trust between the leader, and the employees will never tell him anything in confidence (Kal, 2018).

Passive aggression, frustration, and anxiety can all result from authoritarian leadership. The authoritarian authorities' overwhelming dominance produces resistance. Because the members of the group are continually required to obey, they feel irritated and restless.

### **5.2.3. To what extent leadership styles influence organizational change management effectiveness in case the organization?**

A third objective of the study was to assess the extent to which leadership style influences organizational change management at Maarif International School. The results of this study showed the effectiveness of leadership style. Therefore, the impact of leadership style on organizational change management was moderate. Several studies highlight that most

organizational change efforts fail, with an estimated failure rate of 60-70% (Ashkenas R (2013). Similarly (Gao, 2013) high failure rates raise ongoing concern and interest in factors that can reduce failure and increase organizational change success.

Change is frequently necessitated by both external and internal organizational reasons. External organizational elements include new regulations, distended race, contemporary technology, labor, and climate change, among others, while internal organizational factors include the introduction of new technologies, management strategies, products and services, and so on. Nonetheless, the process of change is a diverse one, and as a result, it frequently produces unfavorable outcomes due to unexpected clashes between distinct foundations. According to a similar study, strong leadership may be the most important factor in the organizational process for successfully implementing change. Simultaneously, organizational leaders have been seen to take themselves very seriously when planning and implementing organizational transformation (Donald L & Solomon, 2009). Organizational change is defined as "appropriate environmental action that necessitates a deliberate organizational response, including new procedures, rules and values, processes, and personnel belief systems" (Porras & Silvers, 1991).

The outcomes of the organizational change process are also heavily influenced by managerial performance. Thus, leadership is defined as an individual's abilities and attributes to motivate employees, influence employee behavior, and act to accomplish tasks and goals. Leadership is an ongoing practice that aims to improve skills and talents in order to bring out the best in others through positive inspiration in order to achieve organizational goals. As a result, leaders play an important role in conveying new ideas throughout the organization and creating opportunities to adapt to the process of organizational transformation. Many scholars emphasize the importance of leadership by stating that effective leadership not only develops an organization's vision, goal, strategy, and cultural values for change but also motivates employees to engage (Gill, 2002).

#### **5.2.4. Which leadership style is more preferable for effectiveness of organization change management?**

Based on the study's specific goal of determining the effect of transactional leadership on change management in the Maarif School, the regression study revealed that transactional leadership and change management had a strong positive relationship. Next to transactional leadership,

authoritarian leadership has a considerable impact on change management, according to the research.

Similarly, the descriptive study findings for transactional item questions revealed that leaders of the International Maarif School develop and sell the vision to their followers, set clear change goals, are accountable for goal achievement, create a conducive environment for change, and offer rewards for change achievement, all of which reveal ( $M = 4.8$ ) and above, which are positive and encouraged. The regression study demonstrated a substantial positive linear link between autocratic leadership and change management in the case of the International Maarif School. According to the findings, autocratic leadership has a major impact on change management.

On the same topic, the descriptive study findings for Autocratic leadership questions revealed that bank leaders focus on taking control, are quick in handling activities, are involved in project implementation, make orders without clarification, and use punishment in case of failure, all of which reveal a mean score of ( $M = 3.56$ ) and above, which is positive and encouraged. However, the final item, the effectiveness of the autocratic leadership style in change management, has a  $M$  value of 3.56. This needs further effort to get the full benefit of the style in an appropriate setting.

The regression study demonstrated a positive but insignificant linear link between laissez-faire leadership and change management in the example of the International Maarif School. According to the findings, laissez-faire leadership has no effect on change management ( $M = 2.3$ ).

The regression investigation demonstrated a positive but insignificant linear link between transactional leadership and change management in the case of the International Maarif School. According to the data, transformational leadership has a moderate effect on change management ( $M = 3.03$ ). The descriptive study findings for transformational item questions revealed that leaders of the International Maarif School's develop and The school principal should make his or her staff feel welcomed when congregating, leaders must articulate in simple terms a vision of what they can and should do within their company, leaders enable their employees to think about old problems in new ways, and all team members have the opportunity to participate in relevant internal trainings and conferences to achieve change, all of which revealed ( $M = 3.3$ ) average results and required additional work. According to the findings of the regression and descriptive analyses shown above, transactional leadership was the preferred leadership style for

organizational change management. As a result, Maarif International School employs a transactional leadership style that allows it to handle change.

### 5.3. Conclusions

Based on the findings, the researcher came to the following conclusions: Major leadership gaps can be identified at all levels of development and entry points. This is attributed to the fact that the school still has shortcomings: employees want to participate in decision-making; Leaders allow subordinates to solve issues on their own in complex situations; Leaders should allow subordinates to appraise their own work; Leaders delay responding to urgent questions; Leaders avoid getting involved when important issues arise; Leaders are absent when needed; and Leaders avoid making decisions.

Furthermore, most employees are insecure at work and require orientation; they prefer cooperative communication from managers and leaders. Allow groups to collaborate efficiently as a team. Make a vision and a plan to steer your transformation. Determine and discuss existing or potential crises or significant opportunities. Remove any impediments to the planned outcomes. Repairs systems and institutions that undermine the goal of change and discusses with subordinates planned changes. Based on these data, the researcher found that the Maarif International School had leadership gaps and was almost ineffective at managing organizational change.

### 5.4. Recommendations

This leadership style evaluation clearly demonstrated that the gaps between leadership assets and needs at the Maarif International School have been described by a plethora of interrelated issues in both internal and external settings. This means that there is room for development in both the school's leadership style and its external settings in order to bring about good improvements in present teaching and learning practices. The following recommendations have been made in response to the principal findings:

- ❖ Leaders must articulate, explain, and establish consensus on a vision. Leaders at International Maarif School must therefore involve supporters in strategic planning, identify ideas and activities that will bring the organization's mission to life, and establish favorable conditions for cooperative planning.

- ❖ A leader at the International Maarif School urges staff to work on their motivation and development in order to boost their intellect and make them more productive and efficient. Employee models can also be used more effectively in change management processes.
- ❖ The International Maarif School Board of Trustees recommends personnel to make the school feel comfortable and secure. It enables people to work with integrity, increase productivity, and make organizational transformation more sustainable.
- ❖ Certain best practices must be followed in order to properly apply the participatory decision-making approach.
- ❖ Continuous professional development (CPD) is crucial for education leaders who want to improve institutional performance and student learning outcomes.
- ❖ School administrators should encourage staff, particularly teachers, to participate in professional development courses. The teacher can elaborate on the question here.

The school suggested developing a well-organized change management strategy as well as strategic strategies to implement continuous change in the school, not just in one branch but also in other branches.

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Addis Ababa University  
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Dear Sir/Madam,

We invite you to participate in the study "The Impact of Leadership Styles on Change Management in the case of International Maarif Schools of Ethiopia Addis Ababa Branch (IMS). This survey is part of the fulfillment of Master's program at the Faculty of Commerce, Addis University. I would like to invite you to participate in this survey in order to provide the information required to complete my research. Participation in this survey is voluntary; anonymity and confidentiality of data are guaranteed. The information collected will be used for solely academic purposes. Please read the instructions carefully and answer all items.

Thank you very much for sharing your valuable experience and for taking the time to complete the survey.

If you require any further information, please do not hesitate to do so at 0911566683 / 0912054424 or [semphilo2012@gmail.com](mailto:semphilo2012@gmail.com)

### Part I. Respondent's profiles

Please indicate your choice that best represents you by circling the appropriate letter.

1. Sex

Male

Female

2. Educational Qualification

a. Certificate  b. Diploma  c. Degree  d. Master  e. Doctorate

3. Work Experience in International Maarif Schools Addis Ababa Branch.

a. [ 1-3 years]    b.[ 4-6 years]    c.[ 7-9 years]    d.[ 10-12 years]

4. Please specify your position in the organization.

- a. Principal                      b. Academic coordinator                      c. V/Principal  
d. Teacher                      e. Assistance                      f. Supportive Staff

**Part II.**

Please indicate how much you agree or disagree with each of the following statements by making a tick (✓) that best represents your opinion.

1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA)

1) Indicators of leadership style of IMS

No	Item I ( Autocratic Leadership)	SD	D	N	A	SA
1	Staff must be closely supervised to do their job.					
2	It's no exaggeration to say that most employees in the general workforce are lazy.					
3	Employees usually need to be either rewarded or punished to motivate them to achieve company goals.					
4	Most employees feel insecure at work and need orientation.					
5	The leader is the ultimate judge of performance of members of the group.					
	Item II ( Democratic Leadership)					
6	Employees want to participate in the decision-making process.					
7	Leading without pressure is key to being a great leader.					
8	Most workers prefer cooperative communication from managers.					
9	Leaders must help their subordinates carry out their work responsibly.					
	Item III ( Transformational Leadership)					
10	The school principal should make his/her staff feel welcomed when congregating.					

11	Leaders must articulate in simple terms a vision of what they can and should do within their company.					
12	Leaders enable their employees to think about old problems in new ways.					
13	All team members have the opportunity to participate in relevant internal trainings and conferences.					
	Item IV ( Transactional leadership)	SD	D	N	A	SA
14	Leaders maintain constant performance standards.					
15	Leaders articulate their own when performance goals are met.					
16	Leaders are effective in meeting organizational needs.					
17	Bosses make clear responsibility for subordinated to achieve goals					
	Item V (Laissez-faire Leadership)					
18	In complex situations, leaders allowed subordinates to solve issues on their own.					
19	As a rule, leaders should allow subordinates to appraise their own work.					
20	Leaders delay responding to urgent questions.					
21	Leaders avoid getting involved when important issues arise.					
22	Leaders is absent when needed.					
23	Leaders avoid making decisions.					

**Part III. Organization Change Management and its Process Indicators**

1	Investigate external trends, issues and issues facing your organization.					
2	Identify and discuss current or potential crises or major opportunities.					
3	Increased sense of urgency for needed change.					
4	Assemble groups with enough capacity to drive change.					

5	Enable groups to work together effectively as a team.					
6	Create a vision and strategy to guide your transformation.					
7	Make sure it's a shared vision and strategy, a new vision and strategy					
8	Encourage leadership teams to model the behavior expected of employees.					
9	Remove obstacles to planned outcomes.					
10	Fix systems and structures that undermine vision for change.					
11	Encourage wise risk-taking and non-traditional ideas and actions.					
12	The organization discusses planned changes with subordinates.					
13	The school have sufficient consensus on the need for change.					
14	The school provides the resources needed for change.					
15	Satisfied with follow-up of changes by management.					
16	Timely assessments of changes are made.					
17	Management provides feedback on the changes?					
18	Attempts to institutionalize change are intense. The introductions of IMS changes are effective.					
19	The school has sufficient consensus on the need for change.					

Source: from different sources and own survey

Annex analysis

Descriptive Statistics

Autocratic leadership style

No	Item I =Autocratic leadership style	N Valid	Missing	Mean	St.Dev
1	Staff must be closely supervised to do their job.	128	0	2.88	1.184
2	It's no exaggeration to say that most employees in the general workforce are lazy.	128	0	2.88	1.184
3	Employees usually need to be either rewarded or punished to motivate them to achieve company goals.	128	0	2.88	1.184
4	Most employees feel insecure at work and need orientation.	128	0	2.88	1.184
5	The leader is the ultimate judge of performance of members of the group.	128	0	2.88	1.184
	Average Mean and St.Dev			3.046	1.2068

Democratic Leadership Style

No.	Item II	N Valid	Missing	Mean	St.Dev.
1	Employees want to participate in the decision-making process.	128	0	2.89	1.205
2	Leading without pressure is a key to being a great leader.	128	0	2.86	1.162
3	Most workers prefer cooperative communication from managers.	128	0	3.2	0.842
4	Leaders must help their subordinates carry out their work responsibly.	128	0	2.97	1.328
	Average Mean and St.Dev			2.89	1.13425

### Transformational leadership style

No	Item III	N Valid	Missing	Mean	St.Dev.
1	The school principal should make his/her staff feel welcomed when congregating.	128	0	3.63	1.035
2	Leaders must articulate in simple terms a vision of what they can and should do within their company.	128	0	3.63	1.035
3	Leaders enable their employees to think about old problems in new ways.	128	0	3.63	1.035
4	All team members have the opportunity to participate in relevant internal trainings and conferences.	128	0	3.63	1.035
	Average Mean and St.Dev			3.64	0.91

### Transactional Leadership Style

N o	Item IV	N Valid	Missin g	Mean	St.Dev.
1	Leaders maintain constant performance standards.	128	0	4.48	.823
2	Leaders articulate their own when performance goals are met.	128	0	4.48	.752
3	Leaders are effective in meeting organizational needs.	128	0	4.48	.771
4	Bosses make clear responsibility for subordinated to achieve goals	128	0	4.48	.592
	Average Mean and St.Dev			4.467	0.734

### Laissez-Faire Leadership style

No	Item V-	N Valid	Missing	Mean	St.Dev.
1	In complex situations, leaders allowed subordinates to solve issues on their own.	128	0	2.14	.954
2	As a rule, leaders should allow subordinates to appraise their own work.	128	0	2.14	.954
3	Leaders delay responding to urgent questions.	128	0	2.14	.954
4	Leaders avoid getting involved when important issues arise.	128	0	2.14	.954
5	Leaders is absent when needed.	128	0	2.14	.954
6	Leaders avoid making decisions.	128	0	2.14	.954
Average Mean and St.Dev				3.11	1.0

### Organizational Change Management

No	Items	N Valid	Missing	Mean	St.Dev.
1	Investigate external trends, issues and issues facing your organization.	128	0	2.58	1.147
2	Identify and discuss current or potential crises or major opportunities.	128	0	2.71	1.172
3	Increased sense of urgency for needed change.	128	0	4.47	0.752
4	Assemble groups with enough capacity to drive change.	128	0	2.2	1.213
5	Enable groups to work together effectively as a team.	128	0	2.69	1.041
6	Create a vision and strategy to guide your transformation.	128	0	3.24	1.148
7	Make sure it's a shared vision and strategy, a new vision and strategy	128	0	3.09	1.217
8	Encourage leadership teams to model the behavior expected of employees.	128	0	3	1.357

9	Remove obstacles to planned outcomes.	128	0	3.03	1.136
10	Fix systems and structures that undermine vision for change.	128	0	2.14	0.954
11	Encourage wise risk-taking and non-traditional ideas and actions.	128	0	2.59	1.154
12	The organization discusses planned changes with subordinates.	128	0	2.71	1.165
13	The school have sufficient consensus on the need for change.	128	0	2.86	1.162
14	The school provides the resources needed for change.	128	0	3.24	1.148
15	Satisfied with follow-up of changes by management.	128	0	3.09	1.217
16	Timely assessments of changes are made.	128	0	2.99	1.349
17	Management provides feedback on the changes?	128	0	3.03	1.136
18	Attempts to institutionalize change are intense. The introductions of IMS changes are effective.	128	0	2.7	1.201
19	The school has sufficient consensus on the need for change.	128	0	2.69	0.962
Average Mean and St.Dev				2.897368	1.138474

Table:14 Correlation Analysis

		Correlations					
		AL	DL	TRL	TRAL	LFL	OCM
AL	Pearson Correlation	1	.328*	.431**	-.235	-.036	.341*
	Sig. (2-tailed)		.039	.006	.145	.824	.031
	N	40	40	40	40	40	40
DL	Pearson Correlation	.328*	1	.850**	.265	.207	.979**
	Sig. (2-tailed)	.039		.000	.098	.200	.000
	N	40	40	40	40	40	40
TRL	Pearson Correlation	.431**	.850**	1	.267	.310	.865**
	Sig. (2-tailed)	.006	.000		.095	.052	.000
	N	40	40	40	40	40	40
TRAL	Pearson Correlation	-.235	.265	.267	1	.148	.220
	Sig. (2-tailed)	.145	.098	.095	0.023	.361	.173
	N	40	40	40	40	40	40

LFL	Pearson Correlation	-.036	.207	.310	.148	1	.216
	Sig. (2-tailed)	.824	.200	.052	.361		.180
	N	40	40	40	40	40	40
OCM	Pearson Correlation	.341*	.580**	.220	.793**	.216	1
	Sig. (2-tailed)	.031	.000	.000	.173	.180	
	N	40	40	40	40	40	40
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

Correlations							
Control Variables		AT	DT	Tlst	TRLT	LAIT	
OC MT	AT	Correlation	1.000	.010	-.023	-.059	.160
		Significance (2-tailed)	.	.913	.800	.508	.073
		df	0	125	125	125	125
	DT	Correlation	.010	1.000	.232	-.090	-.284
		Significance (2-tailed)	.913	.	.009	.312	.001
		df	125	0	125	125	125
	Tlst	Correlation	-.023	.232	1.000	-.021	-.170
		Significance (2-tailed)	.800	.009	.	.815	.057
		df	125	125	0	125	125
	TR LT	Correlation	-.059	-.090	-.021	1.000	.322
		Significance (2-tailed)	.508	.312	.815	.	.000
		df	125	125	125	0	125
	LA IT	Correlation	.160	-.284	-.170	.322	1.000
		Significance (2-tailed)	.073	.001	.057	.000	.
		df	125	125	125	125	0

Collinearity Diagnostics <sup>a</sup>									
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	AT	DT	Tlst	TRLT	LAIT
1	1	5.863	1.000	.00	.00	.00	.00	.00	.00
	2	.125	6.853	.00	.01	.02	.00	.00	.00
	3	.006	31.625	.01	.07	.02	.04	.68	.02
	4	.003	43.815	.00	.03	.20	.84	.04	.19
	5	.002	50.616	.00	.01	.76	.06	.16	.80
	6	.001	79.914	.99	.88	.00	.05	.12	.00

a. Dependent Variable: OCMT

Table 15. Regression analysis

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	LAIT, TRLT, AT, Tlst, DT <sup>b</sup>	.	Enter

a. Dependent Variable: OCMT

b. All requested variables entered.

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.996 <sup>a</sup>	.991	.991	2.001	.991	2711.025	5	122	.000	.489

a. Predictors: (Constant), LAIT, TRLT, AT, Tlst, DT

Table 16. ANOVA analysis

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54260.445	5	10852.089	2711.025	.000 <sup>b</sup>
	Residual	488.360	122	4.003		
	Total	54748.805	127			
a. Dependent Variable: OCMT						
b. Predictors: (Constant), LAIT, TRLT, AT, Tlst, DT						

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
AT	Between Groups	140.005	40	3.500	48.335	.000
	Within Groups	6.300	87	.072		
	Total	146.305	127			
DT	Between Groups	2522.411	40	63.06	524.283	.000
	Within Groups	10.464	87	.120		
	Total	2532.875	127			
Tlst	Between Groups	1683.920	40	42.09	94.021	.000
	Within Groups	38.955	87	.448		
	Total	1722.875	127			
TR LT	Between Groups	375.413	40	9.385	11.568	.000
	Within Groups	70.587	87	.811		
	Total	446.000	127			
LA IT	Between Groups	2419.874	40	60.49	452.730	.000
	Within Groups	11.626	87	.134		
	Total	2431.500	127			

NB: AL= Autocratic leadership style sum, DL=Democratic leadership style sum,  
 TRL=transformational leadership style sum, TRAL=transactional leadership style sum, LAL=  
 Laissez-Faire leadership style sum.  
 Significance level for alpha  $\alpha$  =0.05

### 4.8 Normality Test

Table 17. Normativity test

Tests of Normality <sup>a</sup>							
OCMT		Kolmogorov-Smirnov <sup>e</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
AT	28	.250	4	.	.945	4	.683
	33	.492	6	.000	.496	6	.000
	67	.473	5	.001	.552	5	.000
	82	.385	3	.	.750	3	.000
DT	21	.460	12	.000	.552	12	.000
	31	.260	2	.			
	64	.360	7	.007	.664	7	.001
	71	.307	4	.	.729	4	.024
	80	.260	2	.			
	87	.260	2	.			
Tlst	21	.193	12	.200 <sup>*</sup>	.934	12	.421
	28	.441	4	.	.630	4	.001
	46	.385	3	.	.750	3	.000
	57	.235	22	.003	.794	22	.000
	71	.283	4	.	.863	4	.272
	73	.385	3	.	.750	3	.000
TRL T	21	.382	12	.000	.748	12	.003
	28	.441	4	.	.630	4	.001
	31	.260	2	.			
	33	.407	6	.002	.640	6	.001
	38	.307	4	.	.729	4	.024
	40	.385	3	.	.750	3	.000
	42	.441	4	.	.630	4	.001
	46	.385	3	.	.750	3	.000
	57	.325	22	.000	.826	22	.001
	64	.504	7	.000	.453	7	.000
	67	.367	5	.026	.684	5	.006
	73	.385	3	.	.750	3	.000
	80	.260	2	.			
LAIT	21	.460	12	.000	.552	12	.000
	28	.441	4	.	.630	4	.001
	40	.385	3	.	.750	3	.000
	57	.452	22	.000	.561	22	.000
	64	.435	7	.000	.600	7	.000
	71	.307	4	.	.729	4	.024
	73	.385	3	.	.750	3	.000
	85	.260	2	.			

