



The Relationship of Transactional and Laissez-Faire Leadership Styles with Teachers Job Satisfaction in Secondary Schools of Konso Zone, Southern Ethiopia

¹Name of 1st Mr. Gezahegn Berako Kembiro., M.A, ²Name of 2nd Dr. PECHETTY SVR BABU., PhD, Author

¹Designation of 1st Lecture, ²Designation of 2nd Associate Professor, ¹Name of Department of 1st Department of Pedagogical Sciences, ¹Name of organization of Dilla University 1st Author, Dilla, Ethiopia

Abstract: *The primary purpose of the study was to assess the relationship between transactional and laissez-faire leadership styles with teachers' job satisfaction in secondary schools of Konso zone, southern Ethiopia. To this effect, the study employed descriptive survey and explanatory correlational research design. The study involved 110 participants from five secondary schools namely: Abaroba, Fasha, Kemele, Arfide and Konso by systematic random sampling technique. The MLQ was employed to collect data from the rafters. The data were analyzed quantitatively by descriptive and inferential method of statistics. The results of this study indicate that transactional leadership style was relatively the prominent leadership style. It was found that organizational outcome (teachers' job satisfaction) was considerably effective in schools. From transactional leadership factors contingent reward was perceived as the effective component in the schools. Respondents' age status minimally altered the correlation between laissez-faire and teachers job satisfaction. The further researchers are requested to employ transactional and laissez-faire leadership styles via considering the contingency theory as the paramount important for schools' effectiveness. The researcher recommends that high attention is needed from the concerning parties to provide the school leaders with better knowledge about the leadership styles and organizational outcomes through obtaining sufficient training.*

Key Words: *leadership, leadership styles, transactional leadership, laissez-faire leadership, job satisfaction*

INTRODUCTION

Many of the researches and scientific debates have been done on the topic of effective leadership for several years. Effective leader is the one who can influence the organizational outcome, employees' performance, friendly environment and relationship with their followers. Several prior researches on the topic of leadership have witnessed a remarkable increase that yield the progress of different leadership concepts. To this effect, Yukl (2002) defines leadership as the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts

to accomplish the shared objectives. Shuck and Herd (2012) also state that leaders influence their followers' success not only using psychological treatment but also exert positive enforcement approach and make busy the followers on the organizational work. To have a successful leadership in a given organization, leadership styles have the pivotal contribution with it varies definitions. Thus, Leadership style is defined by varies scholars in different ways. For instance, Casmir (2001) states Leadership style defined by varies scholars in different ways. The author also states it as a pattern of emphases, indexed by frequency or intensity of specific leadership behavior or attitudes, which a leader places on the different leadership functions. Transformational, transactional and laissez-faire leadership styles were introduced by Bass (1985) and widely employed over the entire world. The author also claims that transactions carried out between leaders and their followers so that the leader should take in to account the interest of their followers that they need from their work, give the response for the followers' self-interest, come up with the necessary rewards and give those rewards. According to Bass and Avolio (1994) laissez-faire leadership define as leadership is considered as non-existent and is absent. They also found laissez-faire (passive-avoidance) leadership style, as there is no intervention of the assigned leaders with having no transactions or/and agreements with followers. Effective leadership styles result in workers job satisfaction.

Because, Job satisfaction is defined as the extent to which the followers are being enthusiastic to attain the organizational goal. The followers strive to address their problems in that they try to bridge the difference between expectation and actual achievement is labeled as job satisfaction (Sattar, Nawaz and Khan, 2012). Gull and Zaidi (2012) defined job satisfaction as the perception of followers towards the task that the followers undertake. The authors also claimed that job satisfaction is believe that the followers have towards anything which is assumed to be paramount important to them.

Even though, the number of researches conducted in World and Ethiopia is so enormous, yet these researchers used different dimension and/or variables of both leadership styles as well as organizational outcome (job satisfaction) in that the present research is different from the others. The present research mainly focused to probe the extent to which transactional and laissez-faire leadership styles are practicing in secondary schools of Konso zone.

Statement of the Problem

According to Bass and Avolio (1994), leaders use all leadership styles as they face different situations. However, they recommend an ideal outline of the effective leadership. This ideal profile of the leaders can be exhibited in three leadership styles including their factors transformational, transactional leadership factors and management-by-exception (passive) tightly less frequently) and finally the laissez-faire behavior.

Transactional leadership marks failures in terms of motivating followers and keeping the transaction procedure in a way that depends on negotiating and continuing process. Furthermore, leaders are expected to influence their followers' skills through not only providing contingent rewards and management –by-exception but also empower them to work harder and more effective (Bass and Avolio, 2004).

According to these authors this leadership style discourages feedback, rewards, involvement of the followers in the actions, no or less motivation, recognition and satisfaction of follower's need and prevalence of delayed decisions. On the other hand, the authors pointed out that laissez-faire leadership is described as passive leadership in which leaders have less influence over their followers and any action in the organization and maintain their involvement in lower level and keep to make decision until the problem reach on serious position.

Different researchers conducted their studies on leadership styles and its effectiveness on organizational outcomes (extra effort, effectiveness and job satisfaction) to identify the prominent leadership style and to determine the relationship exist between transactional and laissez-faire leadership styles and job satisfaction. Thus, Alloubani et al., (2015) studied the impacts of transactional and laissez-faire leadership styles on leadership outcomes. This study didn't cover the relationship between overall leadership styles and over all organizational outcomes and each leadership styles components with each organizational outcome (extra effort, effectiveness and job satisfaction).

As Daibat (2017) found leadership styles level is moderate in Jordanian banks. Therefore, the finding of this research didn't reveal the prominent leadership styles. According to the research findings of Zahoor and Khan (2018), leadership styles have its influence on organizational outcome such as job satisfaction. In their study, they employed both interactive and diagnosis research approach. The research results did not demonstrate that which leadership style is more effective, encourages employee's extra effort and what correlation exists between independent and dependent variables. In the same manner Valldeneu et al., (2019) also carried out his study¹ on leadership styles and organizational outcome (job satisfaction). This study did not investigate the correlation between overall leadership styles and overall organizational outcomes (extra effort, effectiveness and job satisfaction). In addition to that, the research did not measure the relationship exists between each of leadership styles and organizational outcome (job satisfaction).

In the Ethiopian context, many school principals are assigning by the government without considering their training and capacity of leadership. FDRE (2010) pointed out that lack of the ability to planning and managing the school performance which in turn has the possibility to decrease the students' performance is taken as the major challenge of Ethiopia education system in general and southern Ethiopia in particular. Therefore, the mentioned challenges are not confined only in a particular area of the country rather they are also assumed as country wide problems. Likewise, according to the observation of the researcher, in Konso zone the problem of school leadership is currently at critical level so that it considerably needs due attention for come up with the possible solution.

HYPOTHESIS QUESTION, HYPOTHESES AND OBJECTIVES

Hypothesis Question One: Does transactional or laissez-faire leadership style is the most prominent in the secondary schools of Konso zone?

1. Secondary school refers to a level of education from grade 9-12

Ho One: There is statistically no significant positive relationship between transactional leadership style and teachers job satisfaction. Ho Two: There is statistically no significant positive relationship between laissez-faire leadership style and teachers job satisfaction. Ho Three: There is statistically no significant relationship between teachers’ age status and their job satisfaction. Ho Four: There is statistically no significant relationship between teachers’ work experience and their job satisfaction.

The general objective of this study is to assess the relationship between transactional and laissez-faire leadership styles and teachers job satisfaction. More specifically this study has the specific objectives. Hence it aimed at determine the most dominant transactional and laissez-fair leadership styles; to detect the extent to which transactional and laissez-fair leadership styles are connected with teachers’ satisfaction and to distinguish the extent to which age and work experience status of teachers mediate the relationship between transactional and laissez-fire leadership styles and teachers job satisfaction in secondary schools of Konso zone.

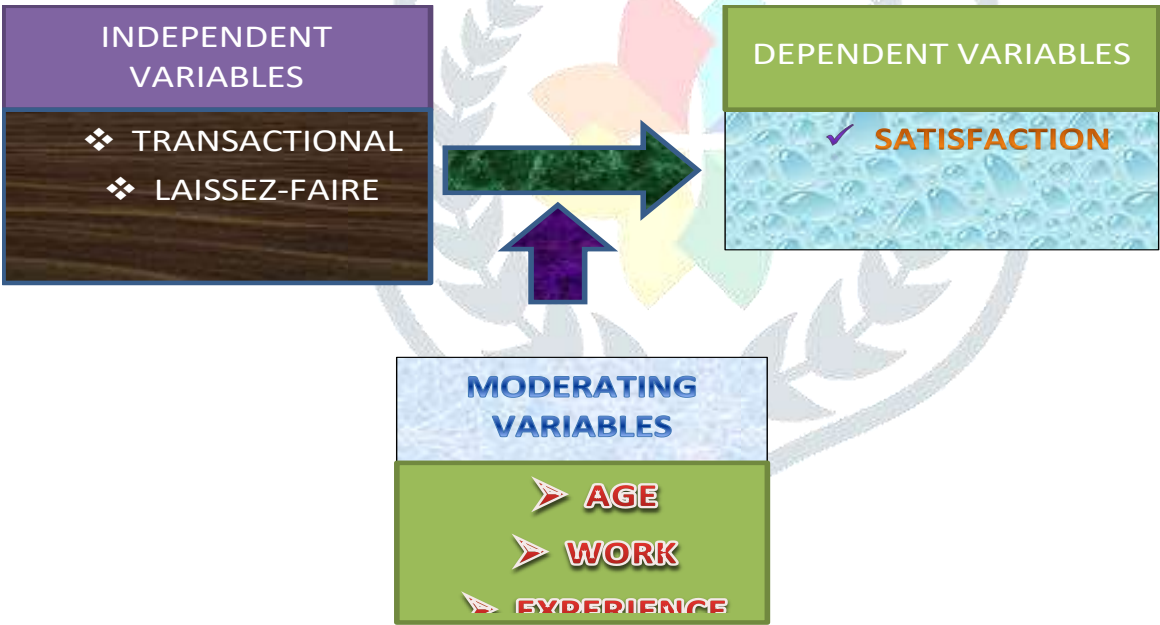


Figure 1: Conceptual Frame Work of Leadership Styles and Organizational Outcomes

Source: developed by the researcher (2023)

The above conceptual frame work illustrates the relationship between leadership styles and organizational outcome. But besides the independent variables (transactional and laissez-faire), there are also moderating variables that are likely to alter the relationship of independent variables with dependent variables (job satisfaction). Hence, age and work experience are considered as moderator variables for the present research. These moderating variables are not affected by independent variables (transactional and laissez-faire) but being with independent variables they strengthen the relationship exists between the two variables.

MATERIALS AND METHODS

This study was conducted in selected secondary schools of Konso Zone. Konso Zone is found in SNNPRS. The Zone embraced three Woredas² namely Kena, Segen zuria and Karat zuria; one cluster, namely Kolme

2: Administrative hierarchy found between zone and kebele

and one Town administration namely Karat. It is bounded in North Derasha special Woreda, Amaro special Woreda, & Burje special woreda, in East Burje special woreda and Oromia regional state, in South Borena zone and in West South Omo zone and Alle special Woreda. Astronomical location of the Zone is found between 5.17° – 5.56° of Northern latitude and 37.01° – 37.69° of Eastern longitude having elevation between 501-2000 meters. The distance of the Zone from Addis Ababa is 595 kilo meters and 362 kilo meters from Hawassa the city of SNNPRS. The land area coverage of the Zone is 202,286 in hectares. Regarding to the climatic condition of the Zone, 30% is Woinadega³ and 70% is Qola⁴. The mean annual rain fall of the Zone is 623.6 mm. The mean annual temperature of the Zone is 23.95 o^c, in which the highest is 32.4 o^c and the lowest is 15.5 o^c. The main economic activity of the Zone is agriculture whereas few people livelihood is mixed economic activity.

From five administrative structures of the zone, Karat zuria Woreda and Kena Woreda as well as Karat town administration were selected as a sample structure whereas Segen zuria woreda was taken as a structure in which the researcher conducted pilot test questioner. Including all schools in this research would be unmanageable due to time and cost constraints. Therefore, only five secondary schools were selected for the study. These are Konso, Abaroba, Arfide, Fasha and Kemele secondary schools.

This study employed Quantitative research method with descriptive survey and explanatory correlational research design were employed. As described by Creswell (2012) survey research designs are procedures in quantitative research in which investigators administer a survey to a sample to describe the attitudes, opinions, behaviors, or characteristics of the total population. In addition to that, the investigator employed Pearson's product moment correlation coefficient that has been used to measure the relationship between leadership styles and organizational outcome.

The primary sources of data were obtained from secondary school teachers. The selection of those people as a source of data was based on the expectation of the researcher that they would have better information and experiences on the relationship between leadership styles and organizational outcomes of secondary schools' of Konso zone.

Data collection was started after receiving the permission letter from Konso zone Education department. The multifactor leadership questioner raters' form was immensely adjusted and administered to secondary school teachers/raters. The participant teachers gave the researcher permission to utilize a portion of their time to administer the questionnaire. The researcher also glanced up more to understand the school situation so as to achieve the data collection procedure. The researcher willingly answered any questions that the respondents asked for more clarity. In addition, the researcher gave brief explanation to make their participation being completely voluntary. The researcher then asked them to carefully read the provided participant instructions and each items of the questioner. Farther, the researcher aware respondents as the survey were completely anonymous that keep secrete the personality privacy.

³ : A climate of the warm high lands with altitudinal range of 1500 - 2,300 meters

⁴ : A climate of the hot low lands with altitudinal range of 500 - 1, 500 meters

The MLQ used for the study consists of two forms: leader form and rater form. The leader form is used for self-evaluation, and is completed by leaders whereas the rater form is used by the followers to assess leadership of their leader (Bass and Avolio, 2004). The MFQ instrument forms and scoring guide (form 5x-short) mind garden Inc. was adapted from Avolio and Bass (2020) by making a few adjustments. For the present study, the researcher employed the rater form of data collection instrument that has 45 items.

In Konso zone there are ten secondary schools (grade 9-12). But to make the data manageable only 5(50 %) of secondary schools were selected for the study. In these secondary schools, there are 323(100%) teachers that were taken as a target/accessible population, among them 110(34%) were selected as a sample of the study by the decision of the researcher. This research employed systematic random sampling technique. On the bases of sampling frame, the researcher has chosen a random point on the list of all these teachers that has been organized alphabetically by the school leaders.

The major method of data analyses within this study are descriptive and inferential statistics method of data analysis. Frequency, mean, standard deviation was calculated with the help of descriptive statistics. On the other hand, Correlation analysis is used to identify the relationship between independent variables and dependent variables

Validity of the MLQ instrument was assured through the study of prominent researchers. Nevertheless, its effectiveness was asserted with different researchers, the researcher verified it through exerting content validity form for its more trustworthiness.

Even though MFQ item's reliability was verified by different researchers, the researcher also confirmed it again using Cronbach's alpha value. Accordingly, the Cronbach's alpha value for the total 45 items of the present research is .93 or 93% that shows the existence of very strong internal consistency among the MLQ items.

DISCUSSION OF FINDINGS

Normality Test of the Data Distribution

Table 1: Data Normality Test in Shapiro Wilk Theory Derived Numerical Method

Variables	Statistics	Df	Sign
Transactional leadership style	.985	110	.245
Laissez-faire leadership style	.978	110	.068
Teachers Job Satisfaction	.969	110	.005

Source: own survey data (2023)

The output of table 1 indicates that there is a significant difference on the data distribution of transactional and laissez-faire leadership style (at p. value of both styles is $> .05$) and teachers' job satisfaction (at $p > .01$). Hence, this result reveals that data are normally distributed so that one can easily conclude as means are considerably good representatives of the data. The normality test managed for transactional, laissez-faire and

satisfaction on histogram also much coincided with Shapiro wilk test method in such a way that data were normally distributed.

The Prominence of Leadership Styles

Table 2: Cross-Tabulation of Mean and Std. Deviation for Transactional and Laissez-faire Leadership styles and Satisfaction

	Variables	N	Mean	Std. Deviation
Leadership Styles	Transactional	110	1.908	.478
	Laissez-faire	110	1.843	.780
Organizational Outcomes	Satisfaction	110	2.209	.929

Source: own survey data (2023)

The data of table 2 reveals that leaders of the secondary schools of Konso zone are loosely transactional and laissez-faire leaders. However, comparatively, transactional leadership style is more practical in those schools (t mean = 1.908, std. deviation = .478). Besides, the authors described as transactional leadership style contributed to the school performance indicators such as creates teachers' satisfaction, in their work in the schools.

Regarding to the organizational outcome (satisfaction), the respondents confirm that teachers job satisfaction is relatively on sound status in the selected secondary schools (at mean = 2.209, std. deviation = .929). Gull and Zaidi (2012) defined job satisfaction as the perception of followers towards the task that the followers undertake. The authors also claimed that job satisfaction is believe that the followers have towards anything which is assumed to be paramount important to them such as benefits, promotional opportunities, supervision, coworkers, working conditions and the work itself. According to, Bass and Avolio, (2000) where there is well availability of employees' job satisfaction; it is exhibited through the relationship between leaders and followers. Bizhan Shifi et al., (2013) in their part mentioned that managers/leaders have skills and techniques to effectively lead the relationship between employees' and even leaders; that in turn result in higher motivation and job satisfaction level of the employees.

Table 3: Cross-Tabulation of Mean and Std. Deviation for Transactional and Laissez-faire Leadership Styles Factors

Leadership Styles	Leadership Factors	N	Mean	Std. Deviation
Transactional Leadership	Contingent Reward	110	2.181	.799
	Management By Exceptional Active	110	1.986	.607
	Management By Exceptional Passive	110	1.556	.806
Laissez-faire Leadership	Laissez-faire leadership	110	1.843	.780

Source: own survey data (2023)

Data of table 3 realize that contingent reward of transactional leadership style is slightly effective in secondary schools of Konso zone (at mean value= 2.181, std. deviation= .799) whereas management by exceptional active and management by exceptional passive factors are tightly ineffective. So, the result shows that there

is a rewarding system in secondary schools of Konso zone. According to the data, laissez-fair leadership is relatively ineffective in secondary schools of the zone that mean leaders of the schools are not tightly laissez-fair (at mean value= 1.843, std. deviation= .780). According to, Bass & Avolio (1997) and Bass (1998) where there is contingent reward, leader focuses on providing rewards to followers who address the predetermined goals of the organization through the process of exchange, promises and delivers rewards to the followers. So, the result shows that there is a rewarding system in selected secondary schools of Konso zone.

Valldeneu et al., (2019) professed that Passive-Avoidant/laissez-faire leadership style has the lowest mean. This result demonstrates that Passive-Avoidant/laissez-faire leadership style is not considerably effective. Similarly, Bizhan Shifi et al., (2013) suggested that the more managers use laissez-faire style in their leadership; the more employees’ performance is reduced. In addition to that, Antonek and House (2002) realized that laissez-fare leadership style contributed to high to medium decrease teachers’ satisfaction in their work in schools. Therefore, the literature results and the actual result of the present study are much coincided.

The Relationship between Leadership Styles and Organizational Outcome

Table 4: The Relationship between Transactional Leadership Styles and Satisfaction

Transactional Leadership and Satisfaction		Transactional	Satisfaction
Transactional	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	110	110
Satisfaction	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Source: own survey data (2023)

The relationship between transactional leadership style and teachers’ job satisfaction on the table 4 indicates that they are positively correlated having moderate level of relationship and this relationship is statistically significant ($r = .449$, $p < .01$). Accordingly, null hypothesis should be rejected. There is a direct proportionality between the two measured variables in that when one variable increase at same time the other also increase and visa verse. In supporting the finding of this research, Dumdum et al. (2002) and Judge and Piccolo (2002) verified that the correlation of transactional leadership style with followers’ satisfaction is positive and statistically significant except the Judge and Piccolo result that affirms the existence of low correlation between the two variables. In contrary to the present research result, the study of Aladeen Alloubani et al (2015) asserted that there was negative correlation between transactional leadership and satisfaction even though there is statistically significant relationship between the mentioned variables.

Table 5: The Relationship between Laissez-faire Leadership Styles and Satisfaction

Laissez-faire Leadership and Satisfaction		Laissez-faire	Satisfaction
Laissez-faire	Pearson Correlation	1	-.105
	Sig. (2-tailed)		.277
	N	110	110
Satisfaction	Pearson Correlation	-.105	1
	Sig. (2-tailed)	.277	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Source: own survey data (2023)

The result on the table 5 displays that the laissez-faire and satisfaction have negative and negligible level of relationship and this relationship is statistically not significant ($r = -.105$, $p > .05$). Therefore, null hypothesis was failed to be rejected. As far as there is an inverse proportionality between the two variables, there is the increase of one variable with the decrease of another variable and visa verse. On the other hand, Aladeen Alloubani et al (2015) verified that transaction leadership style is positive and statistically high significant relationship with organizational outcome whereas laissez-faire leadership style is negatively and statistically significant relation with satisfaction. Besides, Hina and Zafar (2018) asserted that there is negative correlation between laissez-faire leadership style and teachers job satisfaction.

Table 6: Correlation between Moderator Variables (age and work experience) and Organizational Outcome (Satisfaction)

Variables		Age	Work Experience	Transactional	Laissez-faire	Satisfaction
Age	Pearson Correlation	1	.850**	-.137	.090	-.130
	Sig. (2-tailed)		.000	.152	.352	.175
	N	110	110	110	110	110
Work Experience	Pearson Correlation	.850**	1	-.151	.044	-.064
	Sig. (2-tailed)	.000		.116	.647	.506
	N	110	110	110	110	110
Transactional	Pearson Correlation	-.137	-.151	1	.292**	.449**
	Sig. (2-tailed)	.152	.116		.002	.000
	N	110	110	110	110	110
Laissez-faire	Pearson Correlation	.090	.044	.292**	1	-.105
	Sig. (2-tailed)	.352	.647	.002		.277
	N	110	110	110	110	110
Satisfaction	Pearson Correlation	-.130	-.064	.449**	-.105	1
	Sig. (2-tailed)	.175	.506	.000	.277	
	N	110	110	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 deals with the correlation between moderator variables (age and work experience) and teachers' job satisfaction. According to the result of the table there is moderate, positive and significant correlation between transactional and level of teachers' satisfaction (at $r = .449$, $p < .01$). However, teachers age status didn't moderate the relationship between the two mentioned two variables with ($r = -.130$, $p > .05$). Hence, the correlation between teachers age status did not bring about change on the correlation between transactional leadership style and teachers job satisfaction.

Respecting to the transactional and level of teachers' satisfaction there is moderate, positive and significant correlation between them (at $r = .449$, $p < .01$). Nonetheless, teachers work experience status did not moderates the relationship between the two variables with ($r = .064$, $p > .01$). This result indicates that there is almost no correlation between teachers work experience and their job satisfaction. Therefore, teachers work experience did not moderate the correlation between the specified two variables.

Respecting to laissez-faire leadership style and level of teachers' job satisfaction there is negligible, negative and no significant correlation between them (at $r = -.105$, $p > .05$). Similarly, teachers age status negligibly moderates the relationship between the two variables with no significant correlation ($r = -.130$, $p > .05$). There is very weak/negligible correlation between teachers' age status and their job satisfaction. Nevertheless, teachers' job satisfaction has too minimal alteration on the correlation exists between the mentioned two variables.

CONCLUSION

The sum of all means for both transactional and laissez-faire leadership style indicates that transactional leadership style is slightly effective than laissez-faire leadership style. Furthermore, the result of the study asserts laissez-fair leadership is relatively ineffective in secondary schools of the zone. The research result indicates that teachers' job satisfaction is perceived as effective within a view point of respondents/teachers in relation to age, gender, work experience and level of education. Even if, leaders of Konso zone secondary schools are more or less transactional and slightly laissez-faire, there is a well effective of teachers' job satisfaction in the schools.

The school Leaders of secondary schools of Konso zone attributed a quality of transactional leadership in terms of contingent reward. Thus, the school leaders' give help to teachers in exchange for their efforts, discuss who is responsible for attaining specific performance goals, and make it clear what each one can expect to receive when performance targets are reached and express satisfaction when teachers meet with their expectations. The relationship between transactional leadership style and teachers satisfaction realizes that there is a positive and moderate level of correlation between the two measured variables. This relationship is statistically significant. According to the result when transactional leadership style increases the satisfaction also increases and vise-versa.

The relationship exists between laissez-fair leadership style and teachers satisfaction display that it has negative and negligible level of relationship which is statistically not significant. As far as there is an inverse

proportionality between the two variables, there is the increase of one variable with the decrease of another variable and vice-versa. The result verifies that when the laissez-faire leadership style decreases, the teachers' satisfaction increases in the secondary schools of Konso zone.

Demographic characteristics of the respondents would have the potential influence over the studied variables. Accordingly, that influence is expected to bring about change/moderation over the relationship between the variables. Hence, teachers work experience status averagely moderates the relationship between transactional leadership style and teachers job satisfaction secondary schools of the zone. Teachers work experience did not moderate the relationship between laissez-faire leadership style and teachers job satisfaction of the zone.

The rejection and acceptance status of the designed hypotheses, H_0 one and H_a one were rejected and accepted respectively whereas H_0 two, three and four and H_a two, three and four were accepted and rejected respectively.

RECOMMENDATIONS

Both transactional and laissez-faire leadership styles are no longer effective in the view point of teachers in relation to age, gender, work experience and level of education. Nevertheless, comparatively transactional leadership style is slightly effective than laissez-faire leadership style. Indeed, leaders are expected to employ both transactional and laissez-faire leadership styles, due to no absolute leadership style. This concept is highly supported by contingency theory in that it assumes the better approach is one that can be suitable for the existing statuesque rather than inevitably try to apply different leadership styles at the same time. The important idea is to “match the leader's style with the situation most favorable for their [leaders] success” (Daft and Marcic, 2006). Where the situation allows transactional or laissez-faire leadership style, it is not important to use further leadership style. Therefore leaders are suggested to use leadership styles on bases of organizational environment and existing statuesque. They are also expected to not practice a particular leadership style as something mandatory.

Transactional leadership style such as management by exceptional active and passive were perceived as no longer effective in secondary schools of Konso zone. Hence, leaders don't pay attention on irregularities, mistakes, exceptions and which may be deviated from expected standards, don't devote teachers to give attention to mistakes, complaints and failings, are not always aware of all mistakes and direct their attention to failings so as to attain the expected standards. Furthermore, according to the study result laissez-faire leadership style is totally ineffective. Along of leaders converse about teachers most important beliefs and values, avoids getting involved when important matters arise, are absent when teachers need them and avoids making decisions. Therefore, to fill the mentioned gaps, the zone and Woreda government are requested to facilitate capacity building trainings on the title labeled “the relationship between leadership styles and organizational outcomes and the likes.”

The types of research designs employed for this research were descriptive survey and explanatory correlational research designs in which the mean and std. deviation and Pearson product moment correlation coefficient were employed to determine the prominent leadership styles and the relationship exists between the leadership styles and organizational outcomes. Therefore, the further study researchers are requested to conduct their study under the theme “the effects of leadership styles on organizational outcomes”. For this title the researchers are recommended to exert liner regression type of analysis via using inferential statistics. Besides, the researchers are also suggested to calculate ANOVA and t-test type of statistical analysis in that the former is employed to comprehend the most different variable from the others whereas the latter is exerted to distinguish the existence of statistical difference between the variables. The present researcher exerted quantitative research method using merely questioner type of data collection instrument. Hence, for more accuracy of the result the researchers are also requested to employ qualitative method of data analysis using interview and focus group discussion tools of data collection which are used to triangulate the obtained results or/and findings.

The present study document can be employed as the literature for the further researchers. Thus, the researchers and other readers are requested to use this research for further knowledge. Accordingly, this research provides the future researchers who are interested in conducting their study on the related title as well as the same area under the study with considerable knowledge and experience.

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