

THE EFFECT OF LEADERSHIP STYLES ON ORGANIZATIONAL PERFORMANCE: THE CASE OF MESKAYE HIZUNA MEDHANE ALEM MONASTERY SCHOOL

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Abstract

In this global world, every activity depends on how value is our outcome, for successive outcomes every organization needs professional leaders. Leadership is an important aspect of management by making or dealing with and influencing people so that they will try hard happily and actively towards organization achievement. This study aims to examine the effect of leadership style on organizational performance in the case of Meskaye Hizuna Medhane Alem Monastery School. Both explanatory and descriptive research designs are used in the research. From the total population of 116, the data was collected from 80 employees of the organization by using stratified sampling method to identify respondents across each stratum i.e. departments. The study utilized a cross-sectional survey method and questionnaire as an instrument for data collection. Both descriptive and inferential statistics were used to analyze the data. The study concluded that among the three leadership styles that the study focused on, only transactional & laissez-faire leadership styles have positive significant effects on the organizational performance of Meskaye Hizuna Medhane Alem Monastery School; and laissez-faire leadership style has the greatest impact on organizational performance of the school.

Keywords: Transformational Leadership, Transactional Leadership, Laissez-faire Leadership, Organizational Performance.

1. Introduction

Leadership has engaged throw-out the world for the past years by play significant roles in economic development through making a new effective approach for managing employees and the organization at large. Human resource management perception has though progressively substituted the traditional concept of employee administration. This imposed the strategic combination of new leadership styles into the effective managing of human capital. Leadership is an important feature in the success of any institute due to its effects on operatives' performance in satisfaction of customers and employee's job satisfaction. Leaders need voluntary participation of subordinates to reach their goals by influence the social process. It is

also an aptitude to inspire, mobilize and guide others effectively human force by emphasizing human relations (Aunga and Masare, 2017).

The organization measures their performance in terms of four dimensions in effectiveness, efficiency, financially viable and operational relevant which organization performance to the results of their particular programs to improve the lives of organization stability (Pierre, Richard,. Timothy, Devinney,. George, Yip,. Gerry, Johnson., 2009).

The impact of leadership style on organization performance tries to determine Leadership is one of the main willpower associated with the success and failure of the organization. The result of the analyses shows that there is a significant relationship between leadership style and organization performance. The transactional leadership style has a negative effect on organizational performance. However Transformational leadership style has a positive relationship with organizational performance (Al Khajeh, 2018).

Employee job performance is one of the main critical elements for organizational performance. All human relationships and behaviors too directly or indirectly influenced by how his/her employment leadership style. Therefore, it is better to help people to locate a suitable activity. Be organized to play a function in their process satisfactorily. The study tries to conclude that this examination is an active attempt to analyze the effects of leadership style on task pleasure and loyalty, and how this might be implemented among car manufacturing managers. They are trying to conclude that leadership styles are vital organizational antecedents of activity satisfaction and loyalty in private organizations (Ali,. Farhoudnia,. Torbehbar, 2014).

Leadership is one of the key factors that help the country economy for every organization to achieve the goal by performing good performance with the satisfaction of customers and employee job engagement. The study tried to investigate job satisfaction among customer service employees in a multinational company in Dublin with transformational and transactional leadership styles and a significant positive relationship was found between job satisfaction and transformational leadership style (Thomsen, 2014).

Most Ethiopian governmental and privet organizations have not well-defined leadership style and if they have it is not evaluated according to their performance and goal. Most of recent study's try to analysis the effect of leadership style on organization performance in different measurements but in this study, the researcher will be analysis organization performance based on the measurement of operational performance in customer satisfaction and employee job satisfaction because the operational performance of the organization is one of the key drivers for the success of a private organization.

2. Statement of the problem

Leadership is one of the key factors that help to achieve organizational goals by performing good performance with the satisfaction of customers and employee job engagement. The study tried to investigate job satisfaction among customer service employees in a multinational company in Dublin with transformational and transactional leadership styles and a significant positive

relationship was found between job satisfaction and transformational leadership style. (Thomsen, 2014)

The type of leadership style employed in the organization it has its own impact on its overall performance, organizational leadership culture is the key driving force for improving a firm's performance. There is a strong association between leadership style and organizational performance as the asset of the organization resides much on the democratic style of leadership, and also the management of the organization put on more of that and mix it with other leadership styles was essential for the organization to wax stronger within its business. (John ,Yaw, Akparep., Enock, Jengre., & Alisa, Afusah, Mogre., 2019).

Most Ethiopian privet academic organizations have not a well-defied leadership style and if they have it is not evaluated according to their performance and goal. Most of recent study's try to analysis the effect of leadership style on organization performance in different measurements but in this study, the researcher will be analysis organization performance based on the measurement of operational performance in customer satisfaction and employee job satisfaction because the operational performance of the organization is one of the key drivers for the success of a private organization.

For any organization, the assessment of the performance is a very important thing because such assessments can be used as a measure of the success of an organization within a certain time. The assessment can be used as input for the improvement or performance improvement of the organization concerned. Performance is something that manages the organization to what extent a group has been performing all principal activities so that it can achieve the vision and mission of the institution to get better performance. (Keban andJeremiah, 2004)

The researcher assessed in undertaking this study to support the current endeavors of the Ethiopian privet organization performance improvement encompasses effective utilization of all resources at the disposal of the organization for customer maximization, employee stability and future growth of the organization because leadership is one of the key determinants associated with the success and failure of any organization.

The survival of the organization depends on the existence of types of leadership styles. Most of the previous investigation on leadership styles in Ethiopia focusing on the effect of leadership styles in governmental sectors but in this study, the researcher tries to analyze the effect of Leadership style on the private education sector.

3. Objective of the study

The main objective of the study is to assess the effect of leadership styles on organization performance in the case Meskaye Hizuna Medhane Alem Monastery School.

Moreover, the study was steered by the succeeding the following specific objectives:

1. To investigate the type of leadership style and associated factors in the organization

2. To determine the relationship between leadership style and organization performance in private organization.
3. Identify the leadership style which constructs high level of organization performance.

Literature Review

Leadership is a procedure within which the handling of the institute and attempts to contribution his tasks to fulfill organizational willpowers (Denis, 2010). Leadership is typically defined by the traits, qualities, and behaviors of a leader thus what traits reflect quality leadership and which leadership theories are most closely aligned to it. Cognizant to this fact Mac (2005) posited that a comparison of attribute theory with personal traits, abilities, and motivation Trait theory begins with the concept of specific virtues; it also called 'Virtue Theory'.

Thus leaders manifesting themselves in the 'born leader' that take control and guide situations however cannot create any facilitate. Attribute theory stresses that there's a precise set of basic personality markers that set leaders except for followers (Seidel, 2019). Behavioral theories of leadership successful leaders are made not born. This theory focuses on actions of leaders not internal or mental qualities, all humane become leaders if they learn and actively grasp techniques of leadership style from a successful leader (Amy, 2019). While some time failing to address reasoning and natural processes that influence the activities of the peoples, but it has the capability to clearly perceive and measure performances of the humane (Gans Steven, 2019). Leaders utilize the foremost acceptable leadership style fitting a scenario, which is précised as directing, coaching, supporting and allocating (Bryman, 2008).

Counting on the temperament of the leader, the cluster scenario, and the problem at hand leadership styles have many forms. Leadership style is explained through different theories like trait theory, behavioral theory, situational or contingency theory, and transformational theory. According to those theories, effective leadership depends on situational factors. This theory explains however, a pacesetter motivates his/her followers and helps them fulfill their tasks (Bharathi, 2004).

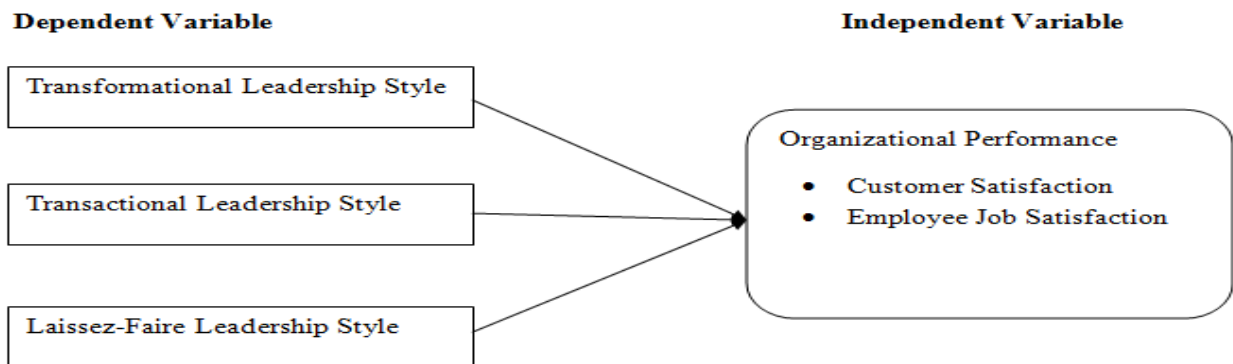
A number of studies have been led related to factors that affect leadership style and organization performance all over the world. Empirical research on the effect of leadership style on organization performance practiced in Kenya tries to analyze leadership style practiced by overall management as valid concerning its effect on organizational performance at UNEP and it depends on the situation, varying levels of leadership and management are necessary. But, the leader's obligation first identifies their most important responsibilities or priorities. They must reflect the willingness level of their supporters by analyzing the group's aptitude and readiness. Depending on the equal of these variables, a leader's necessity put on the most suitable management style to fit the given condition (Ann, 2015).

Leadership style and organization performance in Turkish try to analyze the transformational leadership style with a transactional leadership style in SME. Transformational leadership styles have a direct effect on organization performance whereas transformation leadership style doesn't have any influence in organization performance (Omer, Faruk, Iscan., Goknur, Ersari., & Atilhan, Naktiyok., 2014).

Researches indicate mixed finding with regard to the relationship between selected scopes of leadership and organizational performance. According to Muhammad (2018) transactional leadership, Charismatic leadership, and bureaucratic leadership were originating to have an undesirable relationship with organizational performance. The researcher further posited that Leadership practice does not persuade the workers to perform improved and stimulate high turnover intention. The types of leadership styles such as charismatic and bureaucratic leadership are good styles of leadership for short- term or small projects but as far as the long-term and future prospects are measured, they are not useful as they do not lead to employee progress, and this does not bring out the predictable performances from the employees.

Ethiopia permitted public service organizations to generate a demanding society for improved services. However, leaders are not at its obligatory level to transform their organizations and to see these demands. Lack of workings of the qualities of transformational leadership is a major difficulty. There is a high degree of variation between managers of different levels in the parts of organizational performance. The outcome showed form transformational leadership and its application in the public service organization of Ethiopia, the leaders are not creative, inspired, or are not giving radical solutions with the difficulties facing organizational associates. Even though some enhancements, the leadership style currently working in the public service organizations of Ethiopia is not at level refining internal and external customer requirements. The government improvement plans are achieved less than the predictable level. Organizations were less focused on the major plans and less competitive to bring efficiency in performance. Public service organizations lack capable leaders for undertaking reform programs and the leaders' ability to (Asfaw, Melesse.,Duressa, Zerihun., 2014).

Conceptual Model



Source: Adopted from Echavarria (2018)

Research Design and Methodology

This study employed explanatory and descriptive research design and mixed research approach to examine the causal relationship between the independent variables with the dependent variable and describe the characteristics of the variable of interest in a situation. Samples were selected using stratified sampling technique to identify respondents across each stratum i.e. departments.

Confidence level set as 95% with a 5% error term is used and Kothari (2004) formula, was employed to determine the sample size.

$$n = \frac{Z^2 pqN}{e^2 (N - 1) + Z^2 pq} = \frac{(1.96)^2 (0.5)(0.5)(N)}{(0.05)^2 (N - 1) + (1.96)^2 (0.5)(0.5)}$$

Where: n= Sample Size, N= the finite population (Population size i.e. 116), e= Significance level (or limit of tolerable error), 1= Unity (is a constant), Z= the standard cumulative distribution that corresponds to the level of confidence with the value of e (i.e. 1.96), p= the estimated proportion of an attribute present in the population with the value of 0.5 as suggested by Israel (1992); and q= 1-p.

Therefore, number of employee

$$n = \frac{Z^2 pqN}{e^2 (N - 1) + Z^2 pq} = \frac{(1.96)^2 (0.5)(0.5)(116)}{(0.05)^2 (116 - 1) + (1.96)^2 (0.5)(0.5)}$$

$$n = 89$$

Therefore, from the current 116 employees of the school, 89 samples were drawn using the formula. Descriptive, correlation and binary logistic regression were used to analyze the data and achieve the intended objective of the study.

7. Model Specification

To examine the effect of leadership style in organization performance, the following logistic regression model is developed.

The model states the logistic regression equation thus:

$$= \log \left(\frac{P(Y = \mathbf{1})}{1 - P(Y = \mathbf{1})} \right) = \beta_0 + \beta_1 \text{TFL} + \beta_2 \text{TSL} + \beta_3 \text{LFL}$$

Where: P is Organizational Performance, β_0 is the intercept, $\beta_1 - \beta_3$ are model parameters and; TFL, TSL & LFL are independent variables denoted to Transformational leadership, Transactional Leadership & Laissez-faire Leadership.

The logit (of the number p), $p/1 - p$, is the outcome being modeled. Therefore, the logit function provides the logarithm of the odds, or log-odds, when the functions variable represents p, which is the probability (Sperandei, 2014).

Data Analysis and Interpretation

Demographic Background of the respondents

Table 1 Demographic Information of the Respondents

Variable	Category	Frequency	Percent	Cumulative Percent
Gender	Male	43	53.8	53.8
	Female	37	46.3	100.0
Education Level	College Diploma	13	16.3	16.3
	1 st Degree	53	66.3	82.5
	2 nd Degree & Above	14	17.5	100.0
Work Experience in the School	Less than/equal to 2 year	2	2.5	2.5
	2 - 5 years	31	38.8	41.3
	6 - 15 years	35	43.8	85.0
	Above 16 years	12	15.0	100.0
Their respective Department	Managers	1	1.3	1.3
	Teachers	74	92.5	93.8
	Support Staff	5	6.3	100.0

Source: *Survey, 2020*

Gender of Respondents: Out of the 80 respondents for the study, 43 (53.8%) were male whilst 37 (46.3%) were female. Even though the focus of the study is to assess the effect of leadership styles on the organizational performance of the school which has no gender consideration, the proportion of male to female is not proportion. This implies that there is a large number of male staffs than women in the school.

Educational Background of Respondents: with the educational background, majority of the respondents (66.3%) have possessed first degree; and 17.5% possessed above first-degree educational level. Hence, 83.8% of the respondents working in working in Meskaye Hizuna Medhane Alem Monastery School have possessed first degree and master degrees of educational level. The remaining 16.3% of the respondents have possessed a college diploma. This implies that all of the respondents have an educational level at least college diploma level.

Year of experience in the School: in order to gauge the quality of data for the study, the respondents were asked to indicate the length of time/years they had spent with the school. The results indicate that majority of the respondents (43.8%) had spent 6 up to 15 years in the school. Besides this, 38.8% of the respondents had spent 2 up to 5 years in the school whilst 15% of the respondents spent above 15 years in the school. The remaining 2.5% of the respondents revealed that they spent less than 2 years in the school. This implies that 58.8% of the respondents have worked in the school for more than 5 years.

Work Department: as was indicated in the previous section, the organizational structure of Meskaye Hizuna Medhane Alem Monastery School indicates that the staff of the school is categorized as managers, teachers and support staff. As indicated in the above table, 92.5% of the respondents are teachers whilst 6.3% of the respondents are from the support section. The remaining 1.3% of the respondents is from the manager's category (i.e. coordinators, supervisors and director).

9. Leadership Styles in Place

Table 2 presents the perceived three types of leadership styles being practiced. The mean, standard deviation, minimum and maximum vale were described.

Table 2 Descriptive Statistics of the three Main Leadership Styles

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership Style	80	.14	1.00	.7839	.25003
Transactional Leadership Style	80	.00	1.00	.2268	.31635
Laissez-faire Leadership Style	80	.00	.71	.1054	.18570
Valid N (list wise)	80				

Source: *Survey, 2020*

As indicated in the table the most dominant leadership style in Meskaye Hizuna Medhane Alem Monastery School is transformational leadership style with the highest mean of 0.784 (SD=0.25). The transactional leadership style is the second most common/dominant type of leadership in the school with an average of 0.227 (SD=0.316). Laissez-faire leadership is found to be the least common leadership style in the school with an average of 0.105 (SD=0.186).

In order to proof the result of the mean values Friedman Test is used and the result is presented as follow;

Table 3 Friedman Test Mean Ranks of Leadership Styles

	Mean Rank
Transformational Leadership Style	2.86
Transactional Leadership Style	1.81
Laissez-faire Leadership Style	1.34

Source: Compiled from survey questionnaires using SPSS V 25, (2020)

The result indicated that the most dominant leadership style in Meskaye Hizuna Medhane Alem Monastery School is the transformational leadership style with the highest mean rank (2.86). The transactional leadership style is the second most common/dominant type of leadership in the school with a mean rank of 1.81 and Laissez-faire leadership is found to be the least common leadership style in the school with a mean rank of 1.34.

Organizational Performance of the School

Employee Job Satisfaction

The summary statistics for the scales that result from taking means across the constituent scale of employee job satisfaction is presented in table below.

Table 4 Descriptive Statistics of Employees Job Satisfaction

Employee Job Satisfaction	N	Mean	Std. Dev.
There is a defined type of leadership procedure within the organization	80	.3250	.47133
The organization admin do know they exist leadership style procedure well	80	.3375	.47584
Do you believe that there is a strong relationship between the existing leadership style and organization performance	80	.3250	.47133
The personnel of the organization does have clear and distinctive roles and responsibilities	80	.3500	.47998
Always the admin department prepares to lead or to complete in a quality way	80	.3250	.47133
Leadership style in the organization influence the stability of staff members	80	.3250	.47133
Leadership styles employed by the organization influence employee job	80	.3125	.46644
Valid N (listwise)	80		

Source: *Survey, 2020*

This implies that job satisfaction of employees in the school is below the average mean score i.e. 0.5. It is concluded that transformational leadership style is the dominant leadership style in the school however, as indicated in the above table employees' job satisfaction in the school is below the average mean. This indicates that the transformational leadership style in the school is not properly implemented in the school.

Customer Satisfaction

The summary statistics for the scales that result from taking means across the constituent scale of customer satisfaction is presented in table below.

Table 5 Descriptive Statistics of Customer Satisfaction

Customer Satisfaction	N	Mean	Std. Dev.
The organization is capable of providing clear vision about the leadership style	80	.4000	.49299
The organization Leadership is skilled in developing the school mission, goals and objective	80	.3875	.49025
There is a long-term relationship between the organization and its customers	80	.4250	.49746
The organization Leadership is communicating with the customer about its vision to have a common understanding with staff and community	80	.3875	.49025
The organization principal brought change based on school vision which is perceived by the school community	80	.4000	.49299
Do you think customers are satisfied with the organization leadership style	80	.4000	.49299
The School Leader identify students and community needs to improve curriculum	80	.3625	.48376
Valid N (listwise)	80		

Source: *Survey, 2020*

This implies that customer satisfaction level of the school is below average mean value (i.e. 0.5). This finding along with other findings explained in the previous sections indicated that transformational leadership style (the dominant leadership style in the school) leads to the least satisfaction level of its customers. This is because, as indicated in the descriptive analysis part, leaders of the school are leading with pressures, the managers of the school are weakly allowing customers and employees to be a part of the decision-making process, and the managers of the school do not help customer to accept responsibility for completing their duty.

Correlation Analysis

Table 6 Pearson Correlation: Relationship between Leadership Style Dimensions and Organizational Performance

Variables		Transformational Leadership	Transactional Leadership	Laissez-faire Leadership
Transformational Leadership	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	80		
Transactional Leadership	Pearson Correlation	-.078	1	
	Sig. (2-tailed)	.491		
	N	80	80	
Laissez-faire Leadership	Pearson Correlation	-.099	.525**	1
	Sig. (2-tailed)	.383	.000	
	N	80	80	80
Organizational Performance	Pearson Correlation	.265*	.557**	.439**
	Sig. (2-tailed)	.017	.000	.000
	N	80	80	80

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Source: Computed by the Researcher, Survey (2020)

The results in table 6 show that there is a positive & statistically significant relationship between all the selected dimensions of leadership and organizational performance i.e. transformational leadership ($r = 0.265, 0.017; P < 0.05$), transactional leadership ($r = 0.557, 0.000; P < 0.01$) and laissez-faire leadership ($r = 0.439, 0.00; P < 0.05$). Therefore, the three styles of leadership i.e. transformational leadership, transactional leadership and laissez-faire leadership induce the employees to have better job satisfaction and customers to be satisfied. However, even though there is a significant positive relationship between the three leadership styles practicing in the school with the organizational performance, the strength of the relationship varies across each leadership styles.

Logistic Regression Analysis

Logistic regression was calculated to determine whether the three leadership styles predicted the organizational performance of the school. Logistic regression also predicts the likelihood of the organizational performance of the school affected by the leadership styles or not. In order to understand results from the binominal logistic regression procedure the following outputs required.

12.1 Model Summary

Table 7 model summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	54.627 ^a	.479	.650

a. Estimation terminated at iteration number 7 because parameter estimates changed by less than .001.

Source: Logistic Regression Output

The model shows that, Nagelkerke’s measure is relied for indicating the strength of the relationship. Based on this, the logistic regression model revealed that the estimated logistic regression model could explain approximately 65% of the variation in the dependent variables (organizational performance). Thus, it can be concluded that the logistic regression model fits the sample data well.

12.2 Table 8 Goodness-of-fit Test

Tests	Chi-square	df	Sig.
Omnibus Tests of Model Coefficients	52.192	3	.000
Hosmer and Lemeshow Test	7.112	7	.417

Source: Logistic Regression Output

The table above gives the overall test for the model that includes the predictors. The chi-square value of Omnibus Tests of Model Coefficients is 52.192 with a p-value .000 tells that the model as a whole fits significantly better than an empty model. In the same manner, the chi-square value of Hosmer and Lemeshow Test is 7.112 with a p-value 0.417 > 0.05 tells us that the block 1 model (the new model) is a significant improvement to the block 0 (baseline model) model. From the two tests, we conclude that the logistic regression model as a whole fits significantly.

Table 9 Classification Table

	Observed		Predicted		
			Organizational Performance		Percentage Correct
			No	Yes	
Step 1	Organizational Performance	No	47	2	95.9
		Yes	9	22	71.0
Overall Percentage					86.3

a. The cut value is .500

Source: Logistic Regression Output

Based on the model result, 71% is known as the sensitivity of the prediction and 95.9% is known as the specificity of prediction whilst the overall predictive accuracy is 86.3%. From this, we can conclude that 71% of the observed respondents who perceived that the leadership styles in the school are affecting organizational performance and 95.9% who perceived that the leadership styles in the school are not affecting the organizational performance were correctly predicted that gives an overall percentage of 86.3%. Significantly, this is higher as compared with the null model.

Table 10 Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1 ^a	Transformation Leadership	1.113	1.443	.595	1	.440	3.044	.180	51.445
	Transactional Leadership	6.570	2.131	9.506	1	.002	13.646	10.953	46498.028
	Laissez-faire Leadership	8.276	2.801	8.731	1	.003	27.431	16.220	950974.98
	Constant	-3.269	1.344	5.916	1	.015	.038		

a. Variable(s) entered on step 1: Transformational, Transactional & Laissez-faire Leaderships

Source: Logistic Regression Output

From the results transactional leadership ($p = .002$) and laissez-faire leadership ($p = .003$) added significantly to the model/prediction of organizational performance of the school, but transformational leadership ($p = .440$) did not add significantly to the model. In another word, based on the above table, transactional leadership style and laissez-faire leadership style in the school significantly predict the likelihood of organizational performance (i.e. employee job satisfaction & customer satisfaction).

The result of the binary logistic regression also revealed that, for each one-unit increase on the transactional leadership scale, the odds of being satisfied (employee job satisfaction & customer satisfaction) increased by 13.65 and for each one-unit increase on the laissez-faire leadership scale, the odds of being satisfied increased by 27.43. This implies that the laissez-faire leadership style has a great impact on organizational performance (i.e. employee job satisfaction & customer satisfaction) in the school. Among the three leadership styles, only transactional & laissez-faire leadership styles have a clearly positive significant effect on the organizational performance of Meskaye Hizuna Medhane Alem Monastery School. The transformational leadership style is statistically insignificant.

Conclusion

The study concludes that the dominant leadership style in the school is transformational leadership followed by transactional and laissez-faire leadership styles. The study revealed that there is a positive & statistically significant relationship between all the selected dimensions of leadership styles and organizational performance. However, there is a relatively strong, significant & positive relationship between transactional leadership style and organizational performance in the school followed by laissez-faire leadership and transformational leadership styles respectively. This indicates that transactional leadership & laissez-faire leadership styles must be promoted in the school. The study also concludes that transactional leadership and laissez-faire leadership styles significantly predict the likelihood of the organizational performance of the school, but transformational leadership did not predict the likelihood of the organizational performance of the school. Among the three leadership styles, only transactional & laissez-faire leadership styles have a clearly positive significant effect on the organizational performance of Meskaye Hizuna Medhane Alem Monastery School; and laissez-faire leadership

style has the greatest impact on organizational performance of the school. The transformational leadership style is statistically insignificant.

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