Innovations

The Practice and Relationship of Leadership Styles and Trainers' Performance: The Mediating Role of Trust in Leaders in Public Technical and Vocational Education Training Colleges of Amhara Regional State, Ethiopia

Alebachew Lakie Desta[1*], Mateb Tafere Gedifew[2]

[1]PhD Candidate, Department of Public Policy and Leadership, Amhara Management Institute, Bahir Dar, Ethiopia
[2]Associate Professor, Department of Educational Planning and Management, Bahir Dar University, Bahir Dar, Ethiopia
Corresponding Author: **Alebachew Lakie Desta**

Abstract: *This study uses survey data from Amhara region technical and vocational training colleges of trainers to investigate whether trainers' trust in leaders mediates the relationship between leadership styles (servant, transactional, and democratic) and trainers' performance. The researcherse mployeda quantitative approach and an explanatory design. Six hundred twenty-nine trainers; working in ten TVET colleges were obtained with a multi-stage cluster random sampling technique. A cross-sectional survey was applied in this research. The Partial Least Squares Structural Equation Modeling (PLS-SEM) was applied to test the hypotheses. The data was analyzed using descriptive and inferential statistics. The validity and reliability of the measurement and structural models were confirmed. Accordingly, the computed mean values portrayed moderate implementation of leadership styles (servant, transactional, and democratic) and trainers' performance in sample Technical and Vocational Education Training colleges of the Amhara Region. The R^2 of leadership styles (servant, transactional, and democratic) showed statistically significant accounts of the variance of trainers' performance. All leadership styles (servant, transactional, and democratic) showed a direct effect on trainers' performance. It was also found that trust in leaders partially mediates the relationship between leadership styles (servant, transactional, and democratic) and trainers' performance. In this regard, the findings seemed to reveal the extensive theoretical common understanding that trust is a basis for leadership effectiveness and thus improved TVET college performance. The study suggests that*

TVET leaders need to continue to develop their leadership skills and qualities, particularly their democratic leadership ones, as well as build trust to improve performance within their colleges.

1. Introduction

Technical and Vocational Education Training (TVET) colleges are one of the areas where new ideas are created. According to the World Bank (2008), TVET is essential for preparing people for the workforce and giving them the knowledge and abilities to pursue innovative and lifelong learning. It is also a support mechanism for economic growth and a method of empowering individuals to lead sustainable livelihoods (African Union, 2007).

The overall concept of the preceding arguments implies that the TVET center is valuable and tightly tied to society's productive life. Due to such reasons, countries have given due attention to their TVET education system to be sound in the process of human resource progress when they are looking for and to advance the well-being of their citizens in a very competitive and promptly fluctuating global. In this regard, Fullan (2001) noted that most TVET leadership preparation programs should focus on universal leadership abilities rather than issues of leadership for learning only.

In today's competitive environment, organizations expand globally and face a lot of challenges to meet their objectives and chase to be more successful from others. Thus, leaders play a crucial role in achieving these objectives and improving employee performance by keeping people joyful in their work. In line with this, many researchers have studied different features of leaders and leadership. Despite the absence of a single definition of leadership that is universally acknowledged, most authors agree that it is the power and nature of the interaction between leaders and followers (Igbaekemen, 2014). This effectively conveys the idea that leadership is a powerful partnership between leaders and followers who want to create outcomes that reflect their common goals. According to Mintzberg (2010), leadership is the secret to building trust via the respect of others. Hence, both organizations and people have goals and objectives that they want to achieve to fulfill their vision and mission. These goals and/or objectives must be achieved by significant effort, which leadership must take into account.

Although there are many different leadership styles, including autocratic, bureaucratic, charismatic, democratic, participative, servant, situational, transformational, transactional, and laissez-faire leadership (Mosadeghrad, 2003), the current study emphasized democratic, transactional, and servant leadership styles and their association with trainers' performance with the mediating role of trust in leaders between leadership styles and trainers' performance in TVET colleges of Amhara National Regional State. Because, while the public administration theory developments in the last twenty years have significantly contributed to our understanding of the factors—including leadership—that affect performance within public organizations, empirical research on the relationship between leadership, performance, and trust needs further development (Hassan and Hatmaker, 2015). Specifically, large-scale empirical studies are needed on the direct and indirect effects of different leadership behaviors on performance within public agencies like TVET colleges (Daft, 2005).

However, some scholars have researched the associations of leadership styles, performance, and trust in leaders at various times. For example, Jaskyte (2004) shows how employees perceive their leaders have a significant impact on their performance and dedication to the achievement of the organization's goals. Thus, it is clear that a leader's or manager's leadership style can either inspire workers to enhance and improve their performance or demotivate them from providing it their best. Likewise, Lester and Brower (2003) discovered that subordinates' perceptions of their leaders' trustworthiness were linked to performance. When employees are engaged in their work and treated as colleagues in their businesses, they feel trustworthy (Novitasari et al., 2021). Moreover, according to Maharaj (2015), one of the reasons that contribute to employees who are uncreative and uninterested is a lack of trust in leaders. Spears (2004) also provided additional evidence in favor of the claim that a lack of trust in management might cause employee dissatisfaction and poor performance. Hence, trust is one of the key markers of influencing the connections between leaders and subordinates; it effectively conveys that trust is a crucial factor for employee success.

As a result, researchers concluded that when employees feel trusted, they will work harder, go above and beyond, and perform better. Thus, it is sound to see how trust in leaders fosters employees' performance, allowing them to feel more involved in organizational responsibilities. However, to the authors' knowledge, no recent study has investigated whether trust makes a difference in the relationship between leadership and trainers' performance within the public TVET colleges of Amhara National Regional State. Thus, there is a need for empirical research to fill the gap.

Given the aforementioned statements, this research aimed to examine and comprehend the application of leadership styles (servant, transactional, and democratic) and their relationships with trainers' performance via the mediating effect of trust in leaders at TVET colleges of ANRS. The findings of the study will provide importance to leaders at the top level, especially TVET leaders and trainers. The study will also give the management teams an understanding of which leadership style has positive outcomes for turning desired goals into results. In addition to that, the research will give the overview to the leaders to create a cascading strategic vision and mission on leaders' development through continuous learning of a leader's behavior that enhances the performance of trainers. Finally, the research will have a potential effect on further studies as references for students and trainers in the same premises. Accordingly, the following research objectives have been addressed.

1. To examine the practice of leadership styles (servant, transactional, and democratic) in TVET colleges of the Amhara Region
2. To investigate the direct effect of leadership styles (servant, transactional, and democratic) on trainers' performance.
3. To examine the mediating effect of trust in leaders between leadership styles (servant, transactional, democratic) and trainers' performance

2. Literature reviews
2.1. Leadership and its concept
Leadership is a phenomenon that occurs everywhere, in all organizations and industries. According to their comprehension and level of expertise in the field, various academics have provided definitions of leadership. There is no single definition of leadership because it is both complicated and examined in several ways, each of which calls for a separate definition (Northouse, 2013). The leaders focused their energies on directing a group of followers to accomplish something with them (Northouse et. al., 2013). Setting a course or creating a future vision, along with the essential tactics for bringing about the necessary adjustments to realize that vision, is what leadership is all about (Long & Thean, 2011). Leadership entails a form of accountability or responsibility aimed at reaching certain goals by connecting the resources at hand (both human and material) and ensuring an organized and unified process (Ololube, 2013). Although there are various leadership styles (Mosadeghrad, 2003), the current research focused on servant, transactional, and democratic leadership styles.

Servant leadership: While scholars view Greenleaf's essay as the origin of the modern servant leadership movement, his essay doesn't clearly define servant

leadership and its characteristics, nor does it entitle servant leadership as a specific or new style of leadership, and no consensus on a definition for servant leadership exists (Paul and David, 2017). However, Spears (1998) believed Robert Greenleaf contributed to the term servant leadership by intentionally combining servant and leader, which are commonly believed to be contrary. Greenleaf described it this way: servant leadership initiates with a natural sense of wanting to serve, to serve first.

Spears and Lawrence (2002) propose that servant leadership is a form of leadership that is based on teamwork that seeks to encompass others in decision-making, that is strongly established on ethical and caring actions, and that attempts to encourage the personal development of employees while improving the care and quality of facilities. Servant leadership is about emphasis. The leader emphasizes the followers, which means his behavior and attitudes are concurrent with the emphasis of his followers.

Data on servant leadership practices were gathered for the study using the Organizational Leadership Assessment (OLA) research instrument (Laub, 1999) with some changes, which has been known to be a helpful tool for this study objective.

Transactional leadership: Managerial leadership, also called transactional leadership, emphasizes the importance of structure, group performance, and monitoring (Samad et al., 2015). The transactional leadership style encourages followers' compliance by using rewards and penalties. It is predicated on the expectation that the followers will receive something positive from the leader in exchange for their obedient efforts, productivity, and loyalty. According to Robbins (2012), transactional leadership is a strategy where the supervisor encourages subordinates to carry out a certain task through social interactions. Fundamentally, transactional leadership is interactions between leaders and subordinates that are intended to benefit both parties.

The MLQ was chosen by the researchers because it is comprehensive in the field of leadership and has a track record of validity and reliability (Muenjohn and Armstrong, 2008). The Multifactor Leadership Questionnaire (5X Short Form) is a tool that may be used to assess transactional leadership (Avolio& Bass, 1999).

Democratic leadership: Democratic leadership is often referred to as participatory leadership in the process of making decisions (Lewin, 1939). This indicates that Democratic leaders provide advice to group members while also participating in the group and allowing input from other group members; this indicates that Democratic

leaders have a very open and collaborative management style. The community is open to discussion, and ideas are freely exchanged.

The Managerial Behavior Questionnaire (MBQ) scale, created by Kurt and Terzi in 2005, was used to assess participants' perceptions of leadership. Its validity and reliability have been established in numerous studies (Kars, 2017; Ozturan, 2018).

2.2. Employee performance

Employee performance is defined as a person's capacity to do all duties assigned to them in a manner consistent with the organization's standards (Pattanayak, 2005). Performance is also defined as a regular process of discovering, measuring, and developing performance in organizations by connecting individual performance and organizational objectives to the larger missions and goals of such companies (Aguinis, 2009). Berry (2003) defined performance as anything that people do while at work that is in line with the objectives and tenets of the company. Performance is a multifaceted concept and a crucial factor in determining whether an organization succeeds or fails. Performance, according to Prasetya and Kato (2011), is the result of an employee's actions combined with their talents in a given environment.

The researcher's definition for this study is that performance management or measurement describes the ongoing processes by which efficiency of work, creativity & innovation, planning the work, and making effort are used, together with a variety of tools (Tabouli et al., 2016). Using data from earlier studies, the researchers developed a questionnaire to assess how trainers are perceived and to evaluate staff effectiveness (Tabouli et al., 2016).

2.3. Trust in leaders

Trust is a vital constituent of human relationships and a fundamental building block of healthy societies. It is an aspect of perceived risk and the vulnerability that comes with it (Edmondson, 2004). These viewpoints require that we think of trust as a characteristic of ongoing groups and collectivities rather than of lone people. As a result, we can argue that trust exists in a social system when its participants act by and feel comfortable with the anticipated futures created by their shared existence or by their symbolic representations. In this regard, it is sound to see how trust in leaders fosters employees' performance, allowing them to feel more involved in organizational responsibilities.

To measure people's trust in a leader, the researcher used McAllister's (1995) affective and cognition-based trust measures. The researcher also changed the referent in several items from ''we'' or ''both'' to "I" to distinguish between "trust in a

leader" and "mutual trust." The researcher also changed the referent in several items from "most people" or "other work associates" to "I" to assess trust in the leader of the focal person and revised the other terms accordingly.

2.4. Conceptual framework and hypothesis

Based on the outcomes of numerous literature-based research projects, a conceptual framework is created. Trainers' performance is used as a dependent variable in this conceptual framework, whereas leadership styles (servant leadership style, transactional, and democratic leadership) are used as independent factors. Moreover, trust in leaders is used as a mediator variable.

H1: There is a positive, significant direct effect of leadership styles (servant, transactional, democratic) on trainers' performance.

H2: Trust in Leaders mediates the relationship between leadership style (servant, transactional, democratic) and trainers' performance of TVET colleges in ANRS.
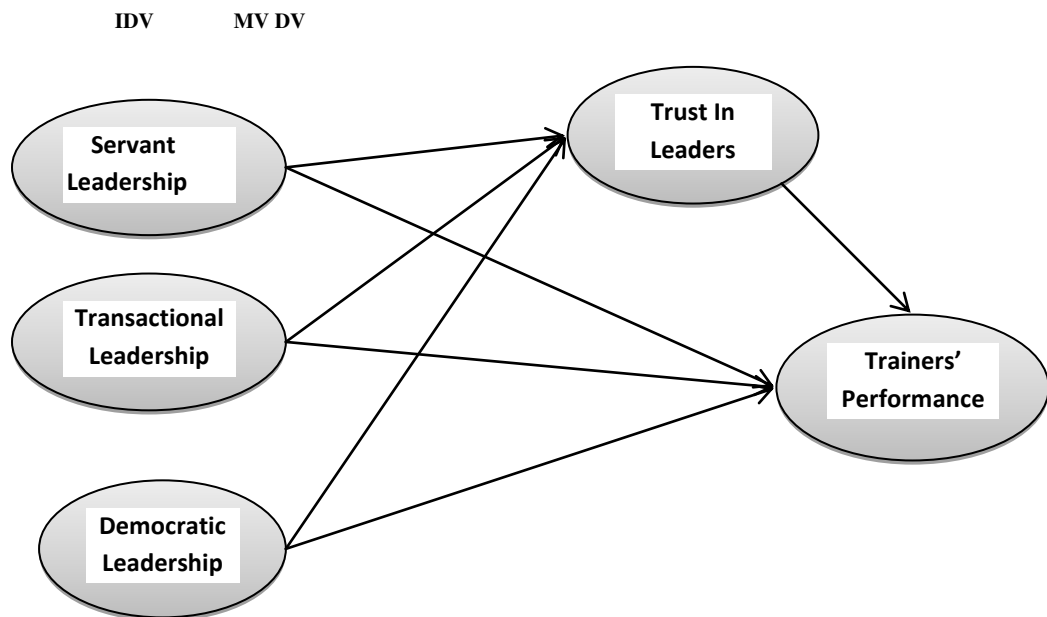
Note- IDV= independent variable, DV=dependent variable, MV=Mediator variable

Figure 1 conceptual framework

4. Methods and materials

It is crucial in research to choose pertinent paradigms and techniques of inquiry that will provide high-quality data that can be acquired in the researchers' context (Cohen et al., 2011). Given that positivism is commonly associated with a quantitative

approach, which is used in the current study. Moreover, an exploratory design was applied in the study. The population for this study comprised 47 TVET colleges located in seven zones of the Amhara Region. Accordingly, three zones and ten TVET colleges were selected with a multistage cluster random sampling technique. As a result, 694 participants (total trainers) from those 10 colleges were taken into consideration. The quantitative questionnaires with participants of 694 were distributed accordingly.

The researchers also used both primary and secondary data sources to get a picture of the present situations regarding the leadership styles, trust in leaders, and trainers' performance in TVET colleges of the Amhara Region. Subsequently, the researchers employed a closed-ended questionnaire with a five-point Likert scale, which aimed to collect the essential data from respondents. Responses went into one of the five categories: strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5).

In the present study, both descriptive and inferential statistical data analysis were employed. In descriptive data analysis, the researchers used to analyze the perceived scores of leadership styles, whereas inferential statistics were employed to analyze measurement and structural models using the PLS-SEM method. The analysis was done using Smartpls 4.0 software. In the analysis of the measurement model, convergence and discriminant validity were examined using algorithms, while path coefficient estimation and hypothesis testing were investigated using the structural model via bootstrapping.

5. Results

5.2. Descriptive Analysis of Leadership Styles

A descriptive analysis of leadership style using measures of central tendency and dispersion was presented. It addresses research objective 1: To examine the practice of leadership styles (servant, transactional, and democratic) by leaders of TVET colleges in the Amhara region. The mean score is interpreted in accordance with Sadeghi and Phihie (2013), i.e., low = 1.00 to 2.33, moderate = 2.34 to 3.67, and high = 3.68 to 5.00. Table 1 below indicates the perceived scores provided by trainers for leadership styles in the TVET colleges.The outcomes show that leaders who illustrate servant leadership behaviors result in a "moderate" range with the weighted mean values of M = 3.29 and SD =.552. Moreover, respondents agreed that transactional leadership style had a "moderate" impact on trainers' performance, as evidenced by the overall mean score of 3.27 and a significance variance of 0.531. The finding is

consistent with a study by Kalsoom et al. (2018), which looked at the effects of transactional leadership on employees and found a significant impact.

Table 1: Descriptive Analysis of Leadership Styles

	Min	Max	Mean	SD
Sharing leadership	1.33	4.67	3.1793	.64467
Value people	1.43	4.71	3.3178	.64678
Displaying authenticity	1.50	4.67	3.3730	.67659
Developing leadership	1.17	4.83	3.1815	.73808
Providing leadership	1.83	4.67	3.3139	.58037
Servant leadership style (Grand M)	**1.80**	**4.40**	**3.2931**	**.55223**
Contingent reward	1.00	4.75	3.3973	.64688
Management by exception Active	1.75	5.00	3.3037	.62852
Management by exception: Passive	1.50	4.75	3.3647	.58551
Transactional leadership style (Grand M)	**1.67**	**4.58**	**3.2655**	**.53102**
Democratic Leadership (Grand M)	**1.56**	**4.89**	**3.4572**	**.62321**

As indicated in Table 1 above, the grand mean score for the perception of trainers towards their democratic leadership style is 3.46 with a SD of .623, which implies that the democratic leadership style practice falls under the 'moderate' range. This finding is concurrent with Cole (1997), who states that democratic leadership style is usually considered a benefit for most companies. According to the analysis, democratic leadership style produces slightly higher trainer performance, which lessens the need for formal rules and procedures, and develops competent people who are willing to give their best and develops subordinates who are independent thinkers and seek out responsibility and decision-making.

5.2. Testing measurement model

This section was discussed in detail for the techniques used to validate the study using established procedures, as described by several scholars (Hair et al., 2011). The major aspect of construct validity that needs to be established is the assessment of whether the measured variables behave in a way that is concurrent with the way they were theoretically expected to measure. The following sections will discuss and assess both convergent validity and discriminant validity of the research model.
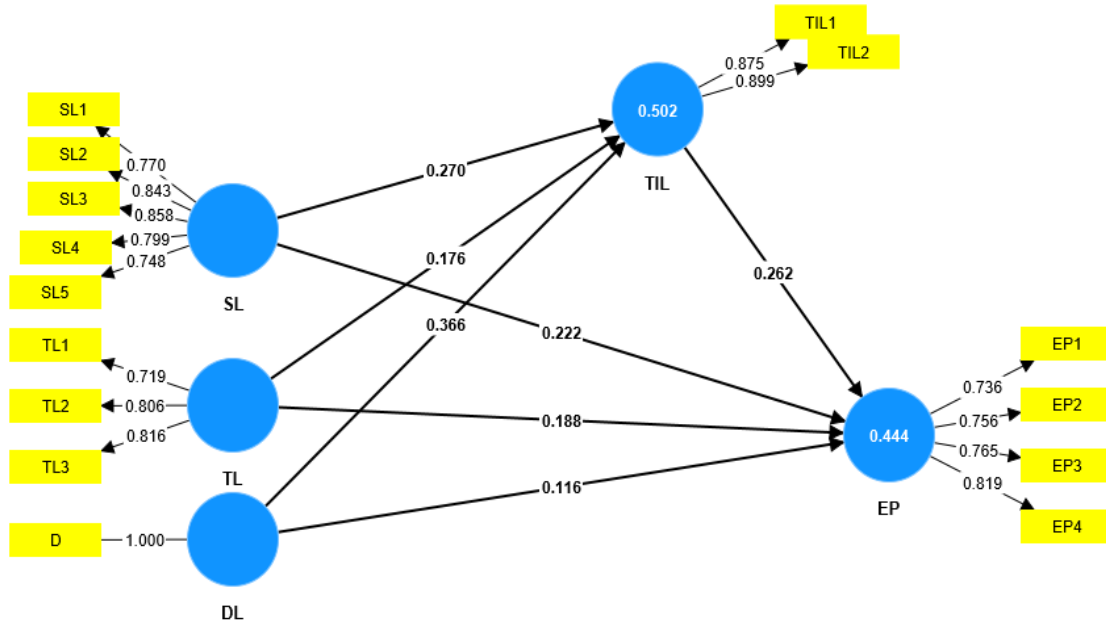
Figure 2 measurement model

Convergent Validity: The majority of references suggest that factor weighing from at least 0.5 is valid enough to explain for the latent construct (Ghozali, 2014; Hair et al., 2010). This study accepts a minimum loading factor of 0.5 and requires an AVE score above 0.5 for all constructs (Ghozali, 2014). After completion of data processing with Smartpls 4.0, all indicators have the loading factor value above 0.5 and an AVE score above 0.5, which met the requirements. Figure 2 above and Table 2 below illustrate the research's fit or viable model. As a result, the prerequisites for this study model's convergent validity have been met.

Table 2 Items, Loadings, Cronbach's Alpha, Composite Reliability, and AVE

Variables	Items	Loading	Cronbach's alpha	Composite reliability	AVE
	SL1	0.770			

Servant Leadership	SL2	0.843	0. 873	0.886	0.664
	SL3	0.858			
	SL4	0.799			
	SL5	0.748			
Transactional Leadership	TL1	0.816	0.688	0.707	0.611
	TL2	0.806			
	TL3	0.719			
Employees' Trust in Lead	TIL1	0.875	0.729	0.735	0.787
	TIL2	0.899			
Employee Performance	TP1	0.819	0.772	0.786	0.592
	TP2	0.736			
	TP3	0.756			
	TP4	0.765			

Note: SL=Servant leadership, TL=Transactional leadership, TIL=Trust in leaders, TP=Trainers' performance

Discriminant Validity: scholars can check the discriminant validity of the reflective constructs through the HTMT ratio of correlations (Henseler et al., 2015). The HTMT ratio of correlations criterion is a factor that has discriminant validity when its HTMT ratio of correlations is lower than 0.850 (Henseler et al., 2015). As presented in Table 3 below, the discriminant validity evaluation of this research met the threshold of HTMT ratio correlation lower than 0.85. Thus, the model is fit.

Table 3Discriminant Validity Evaluation Based on HTMT

Variables	DL	EP	SL	TIL	TL
DL	Single indicator				
TP	0.613				
SL	0.717	0.692			

| TIL | 0.756 | 0.753 | 0.776 | | |
| TL | 0.680 | 0.711 | 0.782 | 0.759 | |

5.3. Structural Model Evaluation

The researcher moves forward with testing the model's hypotheses once the measurement model's validity has been established. According to Henseler et al. (2016), the significance of the beta coefficients, variance explained (R^2 and/or adjusted R^2), and other criterion for each association were all evaluated to assess the structural model. The direct effect evaluation is done by using the T-statistic test with the analysis model called Partial Least Squared (PLS) with the help of Smartpls 4.0 software. If the critical ratio (CR) value is >1.96 or the P value is 0.05, we can conclude that there is a significant effect.

H1: Stated that there is positive significant direct effect of leadership styles (servant, transactional, and democratic) on trainers' performance. As shown in Table 5 below, all leadership styles (servant leadership, transactional leadership, and democratic leadership) have a significant positive direct effect on trainers' performance. i.e., (β= 0.222; t= 4.571; P < 0.001) for servant leadership, (β= 0.188; t= 4.570; P<0.001) for transactional leadership, and (β = 0.116; t=2.377; P<0.05) for democratic leadership.

Table 5Path coefficients (Direct effects, indirect effect), T- values, p- values

Hypothesis	Direct/Indirect effect	Beta	T-statistics	P-values	Conclusion
Direct effect					
H$_1$	SL -> EP	0.222	4.571	0.000	**Accepted**
	TL -> EP	0.188	4.570	0.000	
	DL -> EP	0.116	2.377	0.018	
Indirect effect					
H$_2$	SL -> TIL -> EP	0.071	4.444	0.000	**Accepted**
		0.046	3.795	0.000	
	TL -> TIL -> EP	0.096	4.746	0.000	
	DL -> TIL -> EP				

H2: The subsequent hypothesis stated that trust in leaders mediate the association of leadership styles (servant, transactional, and democratic) on trainers' performance. As revealed in Table 5 above, leadership styles (servant, transactional, and

democratic) have positive, significant indirect impacts on trainers' performance via trust in leaders serving as mediator, i.e., servant leadership has a positive, significant indirect effect on trainers' performance through trust as a mediator at (β = 0.071; t = 4.444; P .001). Transactional leadership also has a positive, significant indirect effect on trainers' performance through trust served as a mediating variable (β= 0.046; t = 3.795; P 0.001), and democratic leadership has a positive, significant indirect effect on trainers' performance through TIL as a mediator variable β= 0.096; t = 4.746; P 0.001), which supports the proposed model.

To sum up, the direct and indirect effects are positive and significant at all levels of the analysis, and trust in leaders complemented (partially mediated) the relationship of leadership styles (servant, transactional, democratic) and trainers' performance at TVET colleges in the Amhara region.

Variance explained (R^2)- It is a statistical measure in a model that determines the proportion of variance in the dependent variable that can be explained by the independent variable. Cohen (1992) proposed a cutoff R- square that the value of R^2 less than 0.12 indicates low, between0.13 to 0.25 values indicate medium, 0.26 and above value indicates high effect.Thus, this research used Cohen (1992) as a standing point.

Table 6Variance explained (R-square)

Dependent Variables	R-square	R-square adjusted
Employee Performance	0.444	0.441
Trust In Leaders	0.502	0.499

As revealed in Table 6 above, the trainers' performance variable has an R-Square value of 0.444, indicating that it was explained to a degree of 44.4% by the three leadership styles (servant, transactional, and democratic) and with trust-in-leaders variables; the remaining 55.6% were being explained by other factors not examined in this study. On the other hand, the R-Square value of trust in leaders (TIL) described by the three leadership style variables (servant leadership, transactional leadership, and democratic leadership) together account for 50.2% of the total factors, which means that the remaining 49.8% were being explained by additional factors not covered in this study.

6. **Conclusion and recommendations**

6.1. Conclusion

The objective of the current research was to evaluate the practices and relationships between leadership styles (servant, transactional, democratic) and Trainers' performance with the mediating effect of trainers trust in leaders at TVET colleges of ANRS.

According to the data findings, there is no explicitly identified leadership style has practiced alone in the study area, i.e., all the three leadership styles (servant, transactional and democratic) are exhibited 'moderately', however, democratic leadership traits are better exercised than servant and transactional leadership in the TVET colleges of ANRS.The study has described the role of leadership styles (servant leadership, transactional leadership, and democratic leadership) which has proven to have the significant effecton the performance of trainers of the TVET colleges. Thus, it concludes that focusing on these styles of leadership in the TVET colleges can prove to be of beneficial to a considerable extent. Trust in leaders has also positive significant mediation role between these leadership styles and trainers' performance, i.e., trainers' trust in leaders complements the effect of leadership styles on trainers' performance in the TVET colleges of the study area. Accordingly,all the proposed hypotheses are accepted.

Leaders in an organization are the people who use their authority in the company using different leadership styles to lead others. Research on leadership styles has been conducted for a long time, and they can be different from one another based on the authority they exercise and the skills they implement in the people working under or with them. The leadership style is appropriate for the organization based on the function, their scenario, and the people working under them. Moreover, the environment, values, and culture of the organization are the factors that determine the style of leadership to be applied to the organization and help the organization achieve its goals and objectives.

6.2. Recommendations

Based on the findings of the study, some recommendations are given for the future perspective. In the first place, it is critical to ensure the training and development of the trainers regarding the leadership style exercised in the TVET colleges. This would help the trainers to understand the perspective of the leader without even telling and would prepare them for the bigger picture and the larger scale of work. Considering the findings of the present study, the focus should be on the promotion

of the democratic leadership style where the trainer has a say in the decision-making process and also the participation is greater, which makes them motivated for the task assigned to them. Free flow of communication in the organization should be carried out, which means communication should be facilitated entirely to make sure the sharing of information is done in the right way, and communication facilitation should be recommended so that clarity of objectives can be witnessed.

The servant leadership program should be introduced in the organization; it will help the leaders to emphasize their followers. Servant leadership attempts to encourage the personal development of employees while improving the care and quality of facilities, which helps the trainers to move towards their career goals as well. It is also recommended to conduct seminars on the importance of leadership and how it impacts the performance of trainers and organizations at large. This would give insight to the trainers and leaders and hence will lessen the gap between them and move them to consensus.

Leadership implications

The growth of the organization increases when the leadership style well suits the organizational goals and objectives. The type of leadership applied helps the organization understand the needs of the employees working in the different departments and at different levels. Thus, providing them with a better environment for performance and motivating them towards achieving their goals as well. The topic of leadership styles is important to study in different sectorial and organizational contexts because of various reasons. One of the reasons is the suitability of the leadership style to the type of organization it has been operating. Different types of leadership styles exist and have different types of values as well. All these different types of leadership are applied to different types of organizations, the culture, and the structure of the organization. Values, beliefs, culture, and structure are the factors that determine the needs of an organization and also define the type of leadership style that will be appropriate for better trainers' performance leading toward organizational accomplishments.

The present study is relevant and significant for various reasons. One of the primary significances is the insight it provides for the leadership style of the leaders working in the TVET College, which is one of the institutions in the social service sector. Therefore, the outcomes of this research determine the significance of the leadership style in a specific setting. Also, the knowledge gap would be filled as there is hardly any study conducted earlier related to leadership in the context of the TVET colleges, and hence, this would prove to fill the knowledge gap and would add to the literature for such topics in the region. The research process will also give insight into making

the leadership style better and mending the associated factors related to it as well, which include the trainer's attitude, rate of success, and other subjective issues.

Limitations and future research directions

Each research has certain confinements; the undertaken study is additionally no special case to this. These deficiencies served as a course to lead towards improved future work. Future researchers might consider a bigger sample size for a progressed understanding of the connection between the dependent and independent variables. The time and the resources allocated were limited, which posed a challenge in gathering the primary data from a large number of respondents. Future researchers can allocate more time to encounter this issue. The cross-sectional method of the examination might encourage controlled investigation. Utilizing a longitudinal approach may moreover address the association between leadership styles and trainers' performance execution over some time and done with a few mediator variables. Since the attempted study focused on the TVET colleges in the Amhara region, therefore, the assumption of the results to other regions is inhibited to some extent. Future studies could approach the other regions to measure the linkage and impact of understudy variables.

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