

# Comparative analysis of administrative leadership styles of principals in public and private schools in Oriade Local Government Area, Osun State, Nigeria

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## ABSTRACT

*The study compared the administrative leadership style of principals in public and private secondary schools in Oriade Local Government Area, Osun State Nigeria. The study employed the comparative research design. Respondents were two hundred secondary school teachers selected using the purposive sampling technique from twenty randomly selected schools in Oriade Local Government Area, Osun State Nigeria. Two valid and reliable instruments; Administrative leadership style Questionnaire, and Teachers' Effectiveness Questionnaire (TEQ) was used to collect data from the respondents. Independent sample Test (t-test) statistical tool was used to analyze the data obtained. The results indicated significant difference in the administrative leadership style of principals in public and private schools for democratic leadership style ( $t=3.838, p\leq 0.05$ ); laissez-faire leadership style ( $t=2.746, p\leq 0.05$ ); While autocratic leadership style ( $t=0.363, p\geq 0.05$ ) did not differ significantly. The results further revealed significant gender difference for autocratic ( $t=3.158, p\leq 0.05$ ) and transactional ( $t=2.118, p\leq 0.05$ ) leadership styles. However, laissez-faire leadership style demonstrated no significant difference ( $t=1.426, p\geq 0.055$ ). There was no significant difference in the influence of administrative leadership style of Principals in public and private schools on teachers' effectiveness ( $t=1.263, p\geq 0.05$ ). Based on the findings, the study recommended that the state ministry of education should organize regular inspection to both private and public schools to monitor the style of leadership used by principals that could enhance better job performance among teachers.*

## KEY WORDS

*Administrative leadership style, democratic leadership style, autocratic leadership style, transactional leadership style and teacher effectiveness*

## RÉSUMÉ

*La présente étude a cherché à comparer les styles de gestion des proviseurs des lycées publics et ceux des lycées privés de la commune d'Oriade, dans l'état d'Osun (Nigeria) en adoptant un plan de recherche comparatif. La population enquêtée consiste de 200 enseignants retenus par échantillonnage dirigé parmi les enseignants de 20 lycées de la commune choisis au hasard. Deux instruments standards et fiables, le Questionnaire sur les Styles de gestion et le Questionnaire sur l'Efficacité des enseignants, ont servi à la collecte des données. Des tests T d'échantillons indépendants ont été sollicités pour l'analyse des données recueillies. Les résultats font montre de différences significatives de style de gestion*

*entre les proviseurs du publique et ceux du privé : style de gestion démocratique ( $t=3.838, p \leq 0.05$ ) ; style de gestion laissez-faire ( $t=2.746, p \leq 0.05$ ). Le style administratif autocratique ( $t=0.363, p \geq 0.05$ ), en revanche, ne fait pas montre d'un écart significatif. On note aussi par ailleurs que les résultats font montre d'une différence significative entre les hommes et les femmes aussi bien pour le style autocratique ( $t=3.158, p \leq 0.05$ ) que pour le style transactionnel ( $t=2.118, p \leq 0.05$ ). Toutefois, on ne constate pas une différence significative entre les deux sexes s'agissant du style de gestion laissez-faire ( $t=1.426, p \geq 0.055$ ). Les résultats ne font pas montre non plus d'une différence significative dans l'influence du style de gestion des proviseurs du publique et du privé sur l'efficacité des enseignants ( $t=1.263, p \geq 0.05$ ). A partir de là, l'étude recommande au ministère de l'Education de l'état d'Osun de mettre en place un système d'inspection périodique pour les lycées publics et les lycées privés afin de mieux avoir un œil sur le style de gestion adopté par les proviseurs dans la mesure où celui-ci a une incidence sur la performance des enseignants.*

## **MOTS-CLÉS**

*Style administratif, style administratif démocratique, style administratif autocratique, style administratif transactionnel, efficacité des enseignants*

## **INTRODUCTION**

In any organization, the type of leadership style adopted by management plays a very decisive role in determining the productivity of the organization. The success of any organization such as an institution is dependent on effective leadership and employee job satisfaction (Voon et al., 2011). Employee's satisfaction in many organizations is tied to the leadership style adopted by the boss. A leadership style simply describes a leader's style of motivating employees, implementing plans and providing direction in an organization. Waqar & Siddiqui (2008) viewed leadership style as a charismatic way in which a leader has influence over his or her subordinates. There are several types of leadership styles in an organization, the leaders or management can adopt task-oriented, laissez-faire, democratic, transformational, transactional, autocratic and people-oriented leadership styles. Hence, in educational establishment, employees' job satisfaction and performance is dependent on the leadership style employed by heads of such establishments. Sakiru et al. (2013) stated that employee's job satisfaction and performance is likely to be high in an establishment with effective leadership style. The present study compared the autocratic, democratic, laissez faire and transactional leadership styles of public and private principals of secondary schools.

According to Dubrin (2008), autocratic leadership style is where the manager retains most authority to himself/herself and makes decision with the intention of ensuring the staff implements it. The autocratic leader is not bothered about attitudes of the staff towards a decision. Such leader is rather concerned about getting the task done. He/she tells the staff what and how to do it, asserts self and serves as an example for the staff, this style is viewed as task-oriented. Autocratic leaders are generally disliked, as there is no room for initiative, consideration and self-development on the part of the lead. Democratic leadership style consists of leaders sharing. Decision-making abilities with group members by promoting the interests of the group member by practicing social equality. This style of leadership involves discussion, debate and sharing of ideas and encouraging people to feel good about their involvement (Abiodun-Oyetunji, 2004). Laissez-faire leadership style is where all the rights and power to make decisions is fully given the workers (Lewin, Lippitt & White, 2008). The Laissez-faire style is sometimes described as a hand off leadership style as the leader delegates the tasks to their followers while providing little or no direction to the followers. It can

sometimes result in a lack of productivity, cohesiveness and satisfaction. Transactional leadership known also as managerial leadership focuses on the role of supervision, organization and group performance; transactional leadership style is a style in which the leader promotes compliance of his followers through both reward and punishment (Bass & Bass, 2008).

In Nigeria, ownership of educational institutions is between the public and private sectors. Government at the three tiers – Federal, State and Local here is referred to as public sector, while the private sector talks about individual, or group of persons, organizations or mission bodies merging together to establish and float an educational institution at any level of the educational system: nursery, primary, secondary and or university, college of education and polytechnics to mention a few. Therefore, schools established and run by governments are called public schools, while schools established by individuals, organizations and mission bodies are referred to as private schools

Studies and literature revealed divergent views on public and private schools administrative performance. Alt & Peter (2002) and Akpan et al., (2005) indicated that private secondary school administrators are more effective in maintaining discipline than their counterparts in public schools. Nonetheless, Abiodun-Oyebanji (2004) and Akomolafe, (2005) demonstrated in their studies that there was no significant difference in teachers' job performance in both private and public secondary schools in Ekiti State. Adegun (2002) also reported no difference in the administrative effectiveness of head teachers in public and private schools. Bassey, Udo & Ekpoh (2005) equally reported similarities in the supervision of teachers and the assessment of the students of academic activity of the public and private schools. Similar significant difference in administrative leadership styles between private and public school was reported by Waqar & Siddiqui (2008) and Akomolafe (2005). They submitted that private sector principals are more task oriented and people oriented than public sector principals. Maicibi (2005) contended that without a proper leadership style, effective performance cannot be realized in schools. Daniel (2007) indicated that principals need adequate knowledge and skills of selecting and using appropriate leadership styles as the situation requires in order to successfully achieve the goals of their schools. Wote (2014) reported no significant difference in the practiced leadership styles of public and private secondary schools heads because both public and private secondary schools practice autocratic, democratic and delegative leadership styles. Onele-Adali & Aja-Okorie (2015) revealed that male and female principals differed to a large extent in the administration of schools. It is the opinion of Olaleye (2008) that both male and female school heads are supposed to play very active part and as well as show uniformity in their administrative processes as it relates to information and execution of organizational policies as well as instructional programmes.

It has been observed that people in the society prefer to send their children to private schools. This is as a result of common believe that teachers in such schools are especially dedicated and appear to perform better on the job. Similarly, it is also speculated that principals in private schools are most effective and handle staff effectively and make them productive. Contrary, it is observed that even though public school are endowed with more qualified teachers and relatively better facilities, they however do not attract much patronage especially from the elite, wealthy and even the government workers.

In secondary schools, leadership style remains an essential determinant of administrative effectiveness and staff productivity. Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal (Akomolafe, 2005). The ability of principals to enjoy the support of their staff as well as their students depends on the way they relate and also on the way issues are resolved. Principals that listen to their staff or fellow teachers and maintain good relationship with

them, make the staff to be pleased with their jobs and always ready to put in their best for the overall good of the school. The administrative performance of principals can be demonstrated in diverse ways such as in decision making, delegation of duties to subordinates, and setting good examples. It also involves motivating the teachers and students alike by creating a conducive working environment for the accomplishment of school goals and objectives (Akomolafe, 2005).

This therefore means that for secondary schools to be efficient and effective in teaching and learning, principals have to carry out adequate administrative functions which must be result oriented. Principals must be up and doing and must be involved in the planning and teaching arrangements in their schools. They must make sure the school environment is conducive for learning and as much as possible be ready to positively motivate their staff of optimal performance and productivity. If principals carry out their administrative responsibilities in fullness, students' unruly behaviour can be properly managed for improved performance. Onele-Adali & Aja-Okorie (2015) noted that issues that border administration and its use in school system are essential to proper organizational management of human resource. The administrative effectiveness of secondary school principal is observed by Adegun (2002), as a factor hindering the accomplishment of institutional goals in secondary schools. This can therefore be managed to improved productivity. Principals play important leadership roles in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke (1989) described as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (NAESP 1983 cited in Akomolafe, 2005). This study comparatively examined the administrative leadership styles of principals in public and private secondary schools in Oriade Local Government Area, Osun State, Nigeria. The study was guided by the following hypotheses for which answers:

1. There will be no significant difference in the administrative leadership styles of principals in public and private secondary schools.
2. There will be no significant gender difference in the administrative leadership style of principal in public and private secondary schools.
3. There will be no significant difference in the influence of administrative leadership style of principal in public and private secondary schools on teachers' effectiveness.

## **METHODOLOGICAL FRAMEWORK**

### ***Design***

The study adopted the comparative research design.

### ***Sample and sampling technique***

The population of the study comprised all secondary school teachers. The simple random and purposive sampling techniques were used. Twenty secondary schools were randomly selected. From the 20 schools, ten teachers (five from public and five from private) were purposively selected from each school. In all, two hundred respondents (100 from public and 100 from private) constituted the study sample. Their ages ranged between 25 and 56 years

### ***Instrument***

Two instruments were utilized in the study: Administrative Leadership Style Questionnaire (ALSQ) and Teacher Effectiveness Questionnaire (TEQ). However, the two instruments were

collapsed into one questionnaire. Therefore, the questionnaire was made up of three (3) sections, A, B and C. Section A, contained demographic information of the respondents; section B consisted of items on ASLQ and section C contained items on TEQ.

(a) *Administrative leadership style questionnaire (ALSQ)*

Administrative Leadership Style Questionnaire (ALSQ) was developed by the researcher. It is a twenty (20) item scale formatted on a four point scale with responses varying from Strongly Disagree (SD) = 1 to Strongly Agree (SA) = 4. Example of an item is “My principal stresses obedience to authority”. The ALSQ demonstrated high internal consistency with a test – retest reliability established at 0.78.

(b) *Teachers’ effectiveness questionnaire (TEQ)*

Teachers’ Effectiveness Questionnaire (TEQ) was constructed by Mishra (2012). It is a fifteen item scale formatted on a four point scale with responses varying from Strongly Disagree (SD) = 1 to Strongly Agree (SA) = 4. Example of an item is “I have full authority on the subject I am teaching”.

**Procedure and Data analysis**

The questionnaires were administered on the respondents by the research after the concern of the respondents had been sought. The exercise lasted for two weeks. Data obtained were analyzed using averages and Paired-Samples Test.

**RESULTS**

**Hypothesis one**

There will be no significant difference in the administrative leadership style of principals in public and private schools.

**TABLE 1**  
*Paired Samples Statistics*

Leadership style between schools		Mean	N	Std. Deviation
Pair 1	Autocratic (Private)	14.46	100	2.32
	Autocratic (Public)	14.34	100	2.50
Pair 2	Democratic (Private)	13.76	100	2.37
	Democratic (Public)	14.93	100	2.31
Pair 3	Laissez-Faire (Private)	11.46	100	3.18
	Laissez-Faire (Public)	12.65	100	2.83
Pair 4	Transactional (Private)	15.40	100	2.61
	Transactional (Public)	15.92	100	3.32

*Paired Samples Test*

		Paired Differences				
		Mean	Std. Dev	T	df	Sig. (2-tailed)
Pair 1	Autocratic (Private - Autocratic (Public)	0.12	3.31	0.363	99	0.717
Pair 2	Democratic (Private) - Democratic (Public)	-1.17	3.05	3.838*	99	0.000
Pair 3	Laissez-Faire (Private) - Laissez-Faire (Public)	-1.19	4.33	2.746*	99	0.007
Pair 4	Transactional (Private) - Transactional (Public)	-0.52	4.04	1.287	99	0.201

\*Difference between means is significant at 5% alpha level; Critical t-value = 2.011

Answer to the first research question was provided using Paired Samples Test (t-test) Result obtained is presented in Table 1. Paired Samples Test enabled comparison to be made between administrative leadership styles of principals in public and private schools. Out of the four t-test results, two showed that the probability values of 0.000 and 0.007 are less than 5% significance level, indicating significant difference in the administrative leadership style of principal in public and private schools. The first pair showed that autocratic leadership style between principals in public and private schools did not differ significantly ( $t = 0.363$ ,  $p > 0.05$ ); the second pair first pair indicated that democratic leadership style between principals in public and private schools differed significantly ( $t = 3.838$ ,  $p < 0.05$ ), also, the third pair revealed that Laissez-Faire leadership style between principals in public and private schools differed significantly ( $t = 2.746$ ,  $p < 0.05$ ); while transactional leadership style between principals in public and private schools did not differ significantly ( $t = 1.287$ ,  $p > 0.05$ ).

### *Hypothesis two*

There will be no significant gender difference in the administrative leadership style of principal in public and private schools.

**TABLE 2**  
*Paired Samples Statistics*

Leadership style between schools		Mean	N	Std. Deviation
Pair 1	Autocratic public (Male)	15.08	49	2.159
	Autocratic private (Female)	13.88	49	2.386
Pair 2	Democratic public (Male)	14.55	49	1.937
	Democratic private (Female)	13.10	49	2.502
Pair 3	Laissez-Faire public (Male)	11.90	49	2.710
	Laissez-Faire private (Female)	11.04	49	3.535
Pair 4	Transactional public (Male)	15.86	49	2.327
	Transactional private (Female)	15.04	49	2.813

### *Paired Samples Test*

		Paired Differences				
		Mean	Std. Dev	t	df	Sig. (2-tailed)
Pair 1	Autocratic public (Male) - Autocratic private (Female)	1.204	2.669	3.158*	48	.003
Pair 2	Democratic public (Male) - Democratic private (Female)	1.449	2.937	3.453*	48	.001
Pair 3	Laissez-Faire public (Male) - Laissez-Faire private (Female)	.857	4.208	1.426	48	.160
Pair 4	Transactional private (Female) - Transactional private (Female)	.8163	2.6978	2.118*	48	.039

*\*Difference between means is significant at 5% alpha level; Critical t-value = 2.011*

Paired Samples Test (t-test) was also employed. Result obtained is presented in Table 2. Paired Samples Test enables comparison to be made between gender in the administrative leadership style of principal in public and private schools. However, out of the four t-test results, three showed that the probability values of 0.003, 0.001 and 0.039 are less than 5% significance level, indicating significant gender difference in the administrative leadership style of principal in public and private schools. The first pair indicated that autocratic leadership style between male and female principals in public and private schools differed significantly ( $t = 3.158$ ,  $p < 0.05$ ); the second pair first pair indicated that democratic leadership

style between male and female principals in public and private schools differed significantly ( $t = 3.453, p < 0.05$ ), also, the third pair revealed that transactional leadership style between male and female principals in public and private schools differed significantly ( $t = 2.118, p < 0.05$ ); while Laissez-Faire leadership style of male and female principals in public and private schools did not differ significantly ( $t = 1.426, p > 0.05$ ).

### ***Hypothesis three***

There will be no significant influence of administrative leadership style of principal in public and private schools on teacher effectiveness.

Result obtained presented in Table 3 revealed that out of the two t-test results, only one showed that the probability value of 0.002 is less than 5% significance level, indicating significant difference in leadership style of principal in public and private schools. The first pair indicated that administrative leadership style of principal in public and private schools differed significantly ( $t = 3.201, p < 0.05$ ); while the second pair revealed no significant difference in the influence of administrative leadership style of principal in public and private schools on teacher effectiveness ( $t = 1.263, p > 0.05$ ).

**TABLE 3**  
*Paired Samples Statistics*

Schools		Mean	N	Std. Dev.
Pair 1	Leadership style (Public school)	57.81	100	6.701
	Leadership style (Private school)	54.70	100	8.227
Pair 2	Teacher effectiveness (Public school)	40.69	100	3.894
	Teacher effectiveness (Private school)	41.49	100	5.068

### *Paired Samples Test*

		Paired Differences				
		Mean	Std. Dev	t	df	Sig. (2-tailed)
Pair 1	Leadership style (Public school) - Leadership style (Private school)	3.110	9.715	3.201*	99	.002
Pair 2	Teacher effectiveness (Public school) - Teacher effectiveness (Private school)	-.800	6.333	1.263	99	.209

*Difference between means is significant at 5% alpha level; Critical t-value = 1.984*

## **DISCUSSION**

Similar results were reported by Alt & Peter (2002) and Akpan et al. (2005) that private secondary school administrators are more effective in maintaining discipline than their counterparts in public schools. The present finding however contradicted prior studies; for instance Adegun (2002) reported no significant difference in the administrative effectiveness of head teachers in public and private schools. Further, Bassey, Udo & Ekpo (2005) revealed similarities in the supervision of teachers and the assessment of the students' academic activities of the public and private schools. Again this study finding is inconsistent with Wote (2014) who reported no significant difference in the practical leadership styles of public and private schools as they both adopted the autocratic, democratic and delegative leadership styles.

The result obtained indicated significant difference in democratic and Laissez-Faire leadership styles between principals in public and private schools. The mean values of democratic, transactional and Laissez-Faire leadership styles indicated that both types of leadership styles are more used or adopted by principals in public schools than those in private schools. In addition, autocratic leadership style seemed to be used more in private schools. The result obtained therefore implied that the administrative leadership styles of principals differ in public and private schools

The result obtained indicated significant gender difference in the administrative leadership style of principals in public and private schools. Male principals in public schools are observed by this study to mostly apply autocratic, democratic, transactional and laissez-faire administrative leadership than their female principals in private schools. Similar result was reported by Onele-Adali & Aja-Okorie (2015) when they revealed that male and female principals differed to a low extent in the administration of curriculum and instructional programme and personnel management but differed to a large extent in the administration of school. Olaleye (2008) opined that both the male and female school heads are supposed to play very active part and as well as show uniformity in their administrative processes as it relates to information and execution of organizational policies as well as instructional programmes. This means that they must be acting as a change agent to enable them face possible challenges of the system. The result obtained again indicated that both male and female principals made use of the four studied leadership style in ensuring efficient and effective administration, but they are more applied by principals in public schools. The study findings revealed that teacher's effectiveness does not differ significantly in relation to the administrative leadership style employed by principals in private and public schools. This means that teachers' effectiveness in private and public school are the same irrespective of the leadership style employed. In the same vein Abiodun-Oyebanji (2004) & Akomolafe (2005) indicated no significant difference in teachers' job performance in both public and private secondary schools in Ekiti State, Nigeria.

## CONCLUSION

The study which compared the administrative leadership style of principals in public and private secondary schools has found significant difference in the administrative leadership style of principals in public and private schools. Similarly, the results further indicated significant gender difference in the leadership style of both school types. However, the results demonstrated no significant administrative leadership styles of principals in public and private schools on teachers' effectiveness. Principals could imbibe a mixture of all the considered leadership style

## RECOMMENDATIONS

Based on the findings of the study, it is recommended that:

1. The State Ministry of Education should organize regular inspection to schools to monitor the style of leadership used by principals that could enhance better job performance among teachers. This is with the view to achieving the objectives of the National Policy in Education.
2. The use of the laissez – faire leadership style should be discouraged by principals as it could not encourage better job performance among teachers. Additionally, the



autocratic leadership style should be used in certain situations to increase productivity among teachers.

3. Workshops/seminars should be organized for both principals in public and private schools by State Education Board where principals will be exposed to modern art of leadership.
4. Principals should ensure that they undergo periodic in – service and refresher courses to update their knowledge and human relation

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