

ADIS ABEBA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES

Principals Transformational Leadership Behaviors on Teachers
Job Satisfaction: the case of Addis Ketema sub-City
Government High Schools.

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Principals Transformational Leadership Behaviors on Teachers Job Satisfaction: the *case of Addis Ketema sub-City Government High Schools.*

By Anwar Mulat

This is to certify that, the thesis prepared by Anwar Mulat entitled, The Effects of Principals Transformational Leadership Behaviors on Teachers Job Satisfaction on partial fulfilment of the requirement for the degree of master of school leadership with the regulation of the university and meets the accepted standard with respect to originality and equality.

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ABSTRACT

The purpose of this study attempted to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, the study investigated the relationship of these perceptions to teacher job satisfaction. Practicing teachers, who were currently enrolled in high school and preparatory programs, were surveyed to evaluate their current principals' exhibition of transformational leadership behaviors. Levels of job satisfaction were also obtained through survey.

Statistical analysis of the data yielded statistically significant relationships between a principals' usage of transformational leadership and staff morale. The transformational leadership behaviors also were found to have a significant impact on teacher job satisfaction. Practical implications are drawn from this research as well as recommendations for further extension of this research.

Chapter 1

1. Introduction

1.1 Background to the study

Education today is at the forefront of global conversation and decisions. It is impacted upon by politics, the economy, and technology. Keeping pace with a challenging world and preparing students for the work force is daunting. Educators must prepare students locally to become citizens in a global world. There are a myriad of factors, which enter this arena including the content taught, the teachers who deliver the curriculum, and the leaders who work with teachers, students, and the community.

Since principals are a key element to school effectiveness, a complete understanding of the impact of their behaviors on a multitude of school level variables is necessary.

This necessity is driven by the acceptance of the indirect nature of a principal's influence on student learning. As Barbary (1999) wrote, "the principal must be knowledgeable and adept about the processes of change, improvement, and school and community culture in order to bring about the establishment and maintaining of educational excellence" (p. 4).

There are a number of researchers who have found principals to have a positive impact on a number of variables within the school environment. This group of outcomes is often referred to as the school organizational climate. Many of these variables center on the teachers in the schools. Ogawa and Bossert (1995) also found that effective principals had a positive impact on teachers, which in turn, had an overall positive effect on the performance of the school in a number of areas, not the least of which was student learning.

The last decade of educational leadership and effective schools research has pointed to the need for reform in schools. This need has been coupled with a demand placed on principals to be the leaders of reform within the organizations that they lead. The principal's primary role then is to act as an agent of that change and to provide the organization and its members the pathway to towards improvement.

Hoy and Sweetland (2001) developed the concept of "enabling structures" to describe the means by which principals can have a direct influence. Furthermore, these authors assert that transformational leadership behaviors are the types of behaviors that foster the optimal

environment for the creation of these enabling structures. Silins (1994) reported positive correlations between transformational leadership behaviors and teacher outcomes. The research is rich in examples of the positive impact a principal's transformational leadership behaviors can have on aspects of school organizational climate, especially teacher based outcomes. Therefore, the perspective of the principal as transformational leader and the behaviors associated with school leaders who employ transformational leadership is the one which this study will employ.

A principal can have a direct influence on a school's organizational climate. One area within the school organizational climate that has been identified as essential to successful schools is teacher outcomes (Sheppard 1996). Teacher commitment and teacher job satisfaction have been shown to be important factors in school organizational climate, which directly impacts on student learning. Isherwood and Hoy (1973) found that principals who displayed charisma, leadership expertise and human relations skills heightened teacher loyalty and teacher job satisfaction. Sheppard (1996) showed a positive relationship between a principal's instructional leadership behaviors and teacher commitment, teacher professional development and teacher innovativeness. Kirby and Paradise (1992) found that a principal's transformational leadership behaviors could have a positive influence on teacher morale. Building on these and similar findings, this study will attempt to link principals transformational leadership behaviors to Addis ketema sub city high school teachers' job satisfaction.

1.2 Statement of the Problem

It becomes critical that educational leaders create work environments that attract teachers, foster job satisfaction, and promote employment longevity. Literature suggests that there is a strong link between job satisfaction and leadership styles (Zembylas & Papanastasiou, 2004). Over the years, researchers have examined multiple factors, both intrinsic and extrinsic, that influence job satisfaction: (a) background characteristics, (b) workplace conditions, (c) attitudes and beliefs about an organization, (d) demographical variables such as age and gender, (e) psychological factors, (e) compensation, (f) organizational culture, and (g) leadership behaviors (Bolin, 2008; Hahs-Vaughn & Scherff, 2008; Herzberg, Mausner, & Snyderman, 1959; Perie & Baker, 1997).

However, little is known and it has never been made any scientific study on the effects of transformational principal leadership behavior on teachers' level of job satisfaction in our country in general and in Addis Ketema sub city Education office in particular.

Therefore the purpose of this research is to assess the effect of transformational leadership behaviors on teachers' job satisfaction.

1.3 Research questions

Accordingly, in order to address the above stated problem, the study provide answer to the following basic questions:

1. Are there elements of transformational leadership behaviors in the leadership behaviors of the school?
2. What is the relation of transformational leadership behaviors, if any with teacher job satisfaction?
3. What factors influence implementation of transformational leadership behaviors in the school?

1.4 Objectives of the study

This research designed to achieve the following general and specific objectives

1.5 General Objective of the study

The general objective of this study was to assess the effects of principal's transformational leadership behaviors on teachers' job satisfaction in governmental secondary schools of Addis Ketema sub city, based on that recommendations provided to fill in the gaps on how a principal can positively impact the school's organizational climate and the teachers' job satisfaction.

1.6 Specific Objectives of the study

The study is designed in a way to address the following objectives:

- To determine if principals' transformational leadership behaviors, such as identifying and articulating a vision, fostering acceptance of group goals, providing individual support, intellectual stimulation, providing an appropriate model, and setting high performance expectations, have a positive relationship to teacher job satisfaction;
- To determine which, if any of these transformational leadership behaviors, seem to have the greatest impact on teacher job satisfaction;
- To determine the factors that influence implementation of transformational leadership behaviors and to give recommendations to solve the problem.

1.7 Significance of the study

Leadership is an attitude. It revolves around behavior, not necessarily around qualities and it belongs to everyone. The role of the leader is to cultivate the leadership potential in everyone. That includes students, staff, and parents (Sergiovanni, 1992).

Managing is not leadership. Situations create conditions for leadership effectiveness. In this context, research on leadership effectiveness was based on two concepts: task orientation and relationship orientation (Mesut, 2010). The orientation of this approach was the idea of the effectiveness of leaders' conduct (Aronson, 2001; Erceti, 2000). Leadership involves dedication to the process, structure, roles, and indirect forms of communication. It also involves ideas, people, emotions, and direct talk (Phillips, 1992). Leadership is doing the right thing instead of merely doing things right.

Quality leadership involves using the heart, the hand, and the head (Sergiovanni, 1992). The heart of leadership is what the person believes, values, and dreams, and the commitment or personal vision of the leader. Leadership is the person's interior world and the foundation of reality. The hand of leadership is charting the data-gathering portion. Leadership, in its entirety, is not defined

solely by the heart and hand; the head of leadership develops over time with experience, which allows for reflection and development of style.

Educators must be able to talk about leadership practices and share those discussions on leadership practices. These discussions help frame the leader's views on vision, so that leadership is available to all. Leaders guide the understanding of teaching, learning, and building community.

Leadership is action, not behavior. It has to do with persons and not ideas. It focuses on what drives leadership, not the bureaucratic, or the psychological, but the professional and moral authority (Sergiovanni, 1992). For those reasons, leadership has been a desire on the part of this researcher. Action on the part of leaders is the single most important factor guiding leaders to provide exceptional leadership. Reflection in leadership allows leaders to view how they are perceived through the eyes of those who they lead.

The goal of transformational leadership, according to Covey (2007), is to transform people and organizations in a literal sense, to change them in mind and heart, enlarge vision, insight, and understanding; clarify purpose; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.

Transformational leadership contains four components: charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Those who identify with charismatic leadership want to identify with the leader. If leadership is charismatic, the leader is one of vision and confidence, and who models high standards for emulation. Inspirational motivation provides followers with challenges and meaning for working on shared goals. The intellectual stimulation helps leaders generate creative solutions to problems by empowering followers to think without risk or worry of criticism. Individual consideration allows each individual growth opportunities, which include mentoring and coaching (Kouzes & Posner, 2002).

Authentic leadership is characterized by high moral convictions (Kouzes & Posner, 2002). Transformational leadership seeks to redefine the organization with an underlying premise that those who follow will be transformed as well. The followers are the product of transformational leadership. Transformational leaders are charismatic, not narcissistic, and believe their success comes from the success of those who follow (Kouzes & Posner, 2002).

Teachers' decision-making, school climate, and sense of efficacy related to job satisfaction have increased in importance. Literature explores relationships and dimension of variables, which included the interrelationship between school climate and decision-making. Findings in these

categories, which fared strongest on final view, were ones dealing with the school. Teachers wanted communication among themselves as well as an administrator who was communicative and supportive. Teachers feel an administrator must protect them from obstacles, which prevent effective teaching (Ciulla, 1995).

Associating strong leadership with school effectiveness, Tashakkori and Taylor's (1995) stress the importance of the administrator's role. Judge and Piccolo's, (2004) continued study on leadership and its effectiveness indicates teachers were willing to pursue innovative teaching, and how such factors affect school climate and student achievement. School climate relates positively to job satisfaction, yet the literature is inconclusive with regard to the relationship between leadership and teacher efficacy and school climate. Martin, Crossland, and Johnson (2001), found that teachers were more concerned with administrative support of their autonomy than being the decision makers in a school. Teacher perceptions of the administrator as educational leader have a major impact on school culture.

Leadership has been an interest of study for a long year in the context of the effects it has upon curriculum, instruction, and on student achievement. A growing body of knowledge through meta-analysis of research examined student characteristics and teaching practices, which have been associated with school effectiveness (Waters, Marzano & McNulty, 2003).

One of the foci educators have long studied is leadership, because they know what a difference it can make in climate, efficacy, and student achievement. In the 70's the term used for an effective leader was the term instructional leader. Instructional leadership was vague in presentation and presents a myriad of theories and personal perspectives. None of this advice for leaders was derived from a large sample of quantitative data and remained largely theoretical (Waters, Marzano & McNulty, 2003)

The research presented by Waters, Marzano, and McNulty (2003) was predicated on the notion that effective leadership means more than simply knowing what to do-it is knowing when, how, and why to do it. Effective leaders understand how to obtain a balance pushing for a change, while protecting culture. They know which policies, practices, and resources to align and how to align them with organizational priorities. They also know how to gauge the magnitude of the change they are calling for and how to tailor their leadership strategies accordingly. Finally, and most importantly, they value the people with whom they work. They know how, when, and why to create learning environments that support people, connect them with one another, and to provide the knowledge, skills, and resources they need to succeed.

Findings from the meta-analysis indicate a relationship between leadership and student achievement. The focus of the change indicated knowing the right thing to do is central to school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make the improvements that will increase student performance (Waters, Marzano & McNulty, 2003).

1.8 Scope of the Study

This study will focus on teachers in governmental secondary schools of Addis Ketema sub city (Addis Ketema, Dilachin, yekatit23, Abisininiya and Efoyta secondary schools). In doing so, it will try to address all department in every stated schools.

1.9 Limitation of the study

Among the primary and secondary government schools, in Addis ketema sub-city education office the study will only focus on the five secondary government schools to assess the effects of principal transformational leadership behavior on teachers' job satisfaction. As the major focus of the study is school Teachers, it will not consider administrative staffs. The study is also mainly limited to the relationship between principal transformational leadership behaviors on teachers' job satisfaction. It will not address the effects of other factors (salary, reward etc.) on teachers' job satisfaction. This is mainly because of time, budget, and other constraints that the researcher will face.

1.10 Operational and conceptual Definitions of Key Terms

Effective principal: A school administrator who exhibits transformational leadership behaviors from the perception of the teachers he/she leads.

Effective schools: Schools that maintain high expectations and high standards have committed teachers and teachers who are satisfied with their work. These schools also have a leader who is recognized as exhibiting behaviors which foster the school's effectiveness.

Environment of high purpose: Characterized by a strong belief in and acceptance of the school's goals and values and a willingness to maintain membership in the organization.

Empowerment: The process whereby school participants develop the competence to take charge of their own growth and resolve their own problems.

Government school: Schools established, owned, financed and managed by Government and Operated on the line of the set procedures (Dereje Argaw, 2014)

Leadership: The set of behaviors, which define the way decisions are made through the use of power and interaction with followers

Principal: administrator of the school. The principal is viewed as leader in all aspects of the school.

School Climate: The set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members.

School organizational climate: The average perceptions one holds about their work environment. It is the set of factors that gives "personality" to the organization.

Stakeholders: Participants who are expected to be involved in planning and implementation of School improvement Program including teachers, principals, students, and parents and local community (MoE, 2004).

Teacher Efficacy: The perceptions on the part of teachers in a school that the efforts of the faculty as a whole will have a positive effect on the students.

Teacher Job Satisfaction: The degree to which a teacher feels secure, challenged, rewarded and successful at the current school in which they work.

Transactional Leadership: Leadership which espouses behaviors which are associated with transactions between leaders and followers. This is often associated with compliance in attaining a certain task or behavior

Transformational Leadership. A style of leadership that “involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support.

1.11 Organization of the study

This study was organized under five chapters, in the first chapter background of the study, statement of the problem, research questions, objective of the study, significance, delimitation and organizations of the study together with operational definition of terms and abbreviation were stated giving general overview of the study rationalizing why the study is conducted importance and scope of the research. In the Second chapter review of related literature dealing with supporting the study with various sources and giving rational for designing work were fairly treated. In Chapter 3, design and methods of the study and ways of data analysis were stated. In chapter four, presentation, analysis and interpretation of findings had been elaborated and in the 5th chapter, summary, conclusions and recommendations of the study were forwarded .Finally, lists of references, questionnaires and

interview were separately attached to the study. All other necessary appendicitis, were also attached as annexes to the back of the research.

1.12 Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher clearly informed to the respondents the purpose of the study i.e., purely for academic. As he stated its purpose in the introduction part of the questionnaire and interview guide to the respondents, the researcher confirm that subject confidentiality was protected. In addition, the study was based on their consents. The researcher was also not personalizing any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were duly acknowledged.

Chapter Two

2. Review of the Related Literature

This chapter presents a review of literature for this study, which examined the effects of principals' transformational leadership behavior on teachers' overall level of job satisfaction. The information presented serves as the theoretical foundation for this study. A culmination of scholarly research is examined to introduce the historical milestones in the development of leadership and management theory, as well as current assumptions about the impact of leadership behaviors on organizations. The content of this literature review is organized to provide a more in depth understanding of the early development of theory in the field of management and to explore how principals' leadership behavior relates to teachers' job satisfaction.

The first section introduces a historical review of theoretical perspectives from key contributors in the field of management and leadership research. The second section illustrates the evolving role of the principal from three distinct conceptual frameworks that have been developed over time. The role of the principal as manager, instructional leader, and finally transformational leader are all examined. With an understanding of the evolving role of the principal, a review and analysis of the characteristics of effective principals is then provided. The literature review concludes with an analysis of the research related to outcomes that are expected as a result of effective principals.

2.1 Historical Perspective of Transformational Leadership

As industries grew and a demand for an increase of factory workers evolved, the 1900s brought about many new and innovative, scientific views about management and production. Taylor's (1911) book, *Principles of Scientific Management*, sparked the evolution of management theories in the 20th century. He has been regarded as the father of management research. His contributions laid the foundation for scientific management theories that influenced management research for decades (Taneja, Pryor & Toombs, 2011). In his pursuits to address organizational problems and the poor working conditions of men in the iron industry in the early 1900s, Taylor advocated for the development of a scientific approach to management practices and work ethics. He argued that an increased rate of productivity would only be possible if management personnel devised clearly written instructions, developed effective training, and added pay incentives.

Taylor presented four principles of scientific management (Taylor, 1911). First, he urged for a scientific approach to knowledge enhancement in the workplace for both the management team and the subordinates. Second, he advocated for the implementation of scientific selection and training of workers. Rather than making assumptions about an individual's abilities, Taylor argued that employees should participate in formal training sessions. Third, Taylor addressed the working relations between management personnel and their subordinates. He believed a certain level of cooperation between management and their subordinates is needed and presented a call for more collaboration. Finally, his fourth principle called for the fair and equal distribution of work.

Although Taylor's contributions influenced change in the way many industries approach hiring, compensation, and training strategies for their employees, his work was highly criticized. Locke (1982), Wren (1994) and other researchers argued that Taylor's Principles of Scientific Management was more of a "labor revolution" than scientific management theory and that it failed to account for a humanistic approach (as cited by Taneja et al., 2011). However, Taylor's contributions are still respected today and his scientific approach to management further advanced management research.

As time progressed and interests increased in management strategies, Mayo (1933) published his first book, *The Human Problems of an Industrial Civilization*, which he expressed opposing views towards Taylor's (1911) previously noted concepts about a scientific approach to management practices and increased productivity. Mayo's philosophies about management took more of an employee-centered approach. The findings of his Hawthorne studies further supported his theory that financial rewards (pay incentives) are not central to the source of job satisfaction. Mayo argued that an organization must have a human element (Kermally, 2004). He furthered his argument by proclaiming that aside from pay, scientific selection of employees, and training, increased emphasis should be placed on the human aspect of an employee. He proposed that there is a strong relationship between the quality of management and the morale of their subordinates. In other words, employees' attitudes and feelings towards their jobs influence the rate of productivity. How an individual feels about his or her work environment impacts his or her work ethics, satisfaction, and commitment.

2.2 Early Conceptualization of Transformational Leadership

The leader as change agent was first described as transformational leadership by Downton (1973, as cited in Barnett, McCormick & Conner, 2001) to explain differences among

ordinary, rebellious, reform, and revolutionary leaders. The concept later was expanded by James McGregor Burns (1978), whose seminal work on political leaders established the transforming leader as one who engages with followers in an effort to transcend self-interest for the sake of the team. The transformational leader focuses on higher order needs such as esteem, self-fulfillment and self-actualization as identified in Maslow's hierarchy of needs (1943). Through this form of leadership there is a raising awareness about and attention to specific outcomes. This awareness and attention foster development about new ways of thinking and behaving that lead to the achievement of desired outcomes (Barnett, McCormick & Conners, 2001; Gellis, 2001; Judge & Piccolo, 2004). Transformational leaders move followers beyond their own needs through the sharing of values such as altruism, supportiveness, service, honesty and fairness (Engelbrecht & Murray, 1995).

Based on this early work, transformational leadership was seen as falling at the opposite end of a continuum from transactional leadership. Burns differentiated transforming leaders from ordinary leaders who employ a transactional approach by commonly exchanging rewards for services rendered. More specifically, Burns identified transactional leaders as managers who recognize what subordinates want, and get it for them should employee performance warrant the reward. Rather than promoting change within an organization, transactional leaders seek to maintain stability by encouraging consistent performance to meet agreed upon goals (Bryant, 2003; Lussier & Achua, 2004; Bryant, 2003). This encouragement comes from the use of rewards and punishments that serve as economic exchange transactions (Barnett, 2003; Gellis, 2001). Although many leaders can be seen as both transformational and transactional in their approach, according to Bass (1985), "the leadership of great men (and great women) of history has usually been transformational, not transactional" (p. 26).

2.3 Maslow's Hierarchy of Needs

Maslow's (1943) paper entitled, *A Theory of Human Motivation*, ignited new ideas about human relations and personal satisfaction. He introduced his needs theory, which is presently known as Maslow's hierarchy of needs. It is one of the most referenced theories in the field of motivational research today (Kroth, 2007). According to Maslow, people are motivated by needs. More importantly, Maslow proclaimed that human needs are ranked. As illustrated by his pyramid model, Maslow argued that human needs are categorized and ranked in the order of importance. Based on his model, there are five levels of human needs. The most critical needs are illustrated at the bottom of the pyramid while other needs stack up in the order of importance. The categories of needs are physiological needs, safety needs, belonging and

love needs, esteem needs, and self-actualization needs (Wininger & Norman, 2010). Wininger and Norman (2010) noted that physiological needs are described as the most critical human needs and are position at the base of the pyramid. These needs include food, water, shelter, air, and other vital elements of life. Safety needs address feelings of being secured and out of harm way (Maslow, 1943). Maslow (1954) proposed that once the before-mentioned needs are satisfied, people innately develop desires to belong, love, and feel loved.

In a sense of work, people need to feel as though they are valued as members of the team. According to Maslow's theory, once the basic needs are fulfilled, the establishment of a secure environment and development of intimate personal relationships will influence an individual's level of self-esteem (esteem needs). Eventually, the individual will achieve self-actualization in which he or she fully understands his or her purpose in life and reflect on his or her achievements. Though Maslow recognized that an uphill, chronological climb in his hierarchy of needs may not result in self-actualization for all individuals, he suggested that satisfaction awaits those individuals who successfully achieve their highest level of development.

2.4 McGregor's Theory X and Theory Y

By the 1960s a new wave of management research was introduced. New studies were conducted to gain a better understanding of the relationship between leadership behavior and job satisfaction. In his 1960 publication of *The Human Side of Enterprise*, Douglas McGregor introduced two sets of assumptions regarding human behavior and its relevance to leadership behavior, job satisfaction, and employee motivation. Theory X approach, also referred to as the autocratic approach, pertains to leadership behavior driven by the assumption that individuals are inherently lazy and dislikes work (Kermally, 2004). Additionally, assumptions associated with theory X suggest that members (subordinates) of an organization lack drive and motivation and are incapable of being self-controlled and self-directed. Consequently, members of organizations working under the leadership style developed under the assumptions of theory X are often micromanaged and heavily controlled. In turn, such employment conditions present the risk of low performance, reduced productivity, and job dissatisfaction.

Conversely, leadership operating under the assumptions of theory Y, also referred to as a participative style of leadership, assumes that individuals have an innate desire to engage effectively in their work and need minimal supervision (Kermally, 2004). Therefore, the

assumption fosters the idea that individuals are self-motivated, self-reliant, and self-directed. More specifically, theory Y suggests that under the proper working conditions, individuals will take responsibility for their positions and contributions to the workplace and make informed decisions to solve problems with little or no directives from their organizational leader (Kermally, 2004). Additionally, based on the premises of theory Y, leaders who take a humanistic approach to managing people will influence employee commitment, increase productivity, and promote job satisfaction. How a leader manages, organizes, and relate to his or her subordinates is highly dependent upon his or her influences of either the X or Y assumptions (Smothers, 2011). McGregor's contributions strongly influenced the advancement of later research and practice. His humanistic and optimistic views associated with theory Y impacted many later studies and sparked new theoretical inquiries about leadership styles (Kopelman, Protas, & Falk, 2010).

2.5 Path-Goal Theory

By the 1970s leadership research had advanced. Influenced by previous behavioral studies, including McGregor's (1960) theory X and theory Y assumptions, House and Dressler (1974) introduced a revision of House's (1971) initial publication of his path-goal theory, which examined the relationship between leaders and their subordinates. More specifically, the refined path-goal theory focuses on the relationship between leadership behavior and situational attributes. House and Dressler argued that the application of effective leadership styles is contingent upon the situation and through coaching and direction employees are better able to accomplish their goals. The theory represented a leader-follower relationship model that emphasized the leader's ability to switch leadership behavior based on the situation and encourage his or her subordinates to achieve a goal as a result of the path set by the leader (Sudbrack & Trombley, 2007). House and Dressler (1974) presented four different styles of leadership: a) directive, b) participative, c) supportive, and d) achievement-oriented. A summary of House and Dressler's (1974) four leadership styles is as follows:

1. Directive leadership: Regards the leader's ability to set goals, express with clarity his or her expectations, and provide a path for their subordinates to accomplish their established goals.
2. Participative leadership: Refers to the leader's ability to develop a team oriented environment, which team members take part in the decision-making process. More importantly, the leader solicits ideas and suggestions from his or her subordinates and

integrates relevant material into the final decision.

3. Supportive leadership: Described as the leadership behaviors that reflect pleasant regards to others and lend support as needed.

4. Achievement-oriented leadership: Illustrates the leader as an individual who upholds high expectations, sets challenging goals, and impress upon their subordinates to strive for excellence.

The path-goal theory is grounded in the assumptions that leaders are capable of shifting leadership styles based upon the situation. The basic premise of this theory is that the primary role of a leader in an organization is to increase motivation among subordinates, positively influence job satisfaction, and intensify productivity (Szilagyi & Sims, 1974). However, the outcome is contingent upon two variables, the environment and the personal characteristics of the subordinates (Armandi et al., 2003). Both, environmental factors and individuals' characteristics can limit the outcome of the prescribed goal, thus altering satisfaction outcomes.

Overall, the works of Taylor (1911), Mayo (1933), Maslow (1943), McGregor (1960), and House and Dressler (1974) have marked major milestones in the development of management and leadership theory. More importantly, their contributions have influenced the development of theories currently used in educational leadership studies, specifically, Burns's (1978) transformational and transactional leadership theory, and Herzberg's, et al. (1959) motivation-hygiene theory.

2.6 The Evolving Roles of the Principal

While it has been shown that the principal is the central figure in a school's ability to be effective, there must be a deep understanding of the behaviors, traits, and skills that are deemed necessary for effective school leadership. This concept has evolved over the past 25 years and continues to change in light of current research. Fullan (1991) stated that, "the role of the principal has become dramatically more complex...progressing from the role of manager to the instructional leader to transformational leader"(p. 144). Beginning as early as the 1920's and spanning much of the 20th century, the role of the principal was that of a manager (Hallinger, 1992). Early on in the century, the role of the principal was guided by the conceptual framework created from the scientific management movement (Beck & Murphy, 1993). Glass (1986) viewed scientific management as the overwhelming

contemporary force on principals during this time period.

Continuing into the decade of the 1930's, the focus of a principal's tasks was exclusively on the administrative aspects of the job, leaving no room for attention to instruction (Beck & Murphy, 1993). During this decade, the conception of the principal as middle manager emerged (Cooper & Boyd, 1987).

The concept of the principal as manager and the influences of scientific management carried through the decade of the 1950's. During this decade, principals were expected to pay careful attention to the management of all details of the daily operation of the school, even down to the minutest procedures. The expectation of the principal as a skilled administrator dominated the research and the writings of this period (Beck & Murphy, 1993).

The role of the principal during the 1950's and into the 1960's was one of middle manager, responsible for taking the plans of those outside the school and ensuring compliance by those within (Barth, 1991). For example, within the context of the many reform movements in education during the 1960's, which brought federally mandated programs into the public schools, the role of the principal still remained that of a manager in the form of supervising these mandated programs (Fullan, 1991).

Beck and Murphy (1993) cited the decade of the 1970's as the "opening of school" because it is during this time that external factors began to exert an influence on administrative thought and practice (p. 115). This "opening" continued into the 1980's, bringing the community, politicians, businesspersons, academics and others to reach into the schools in an effort to guide and shape the educational processes as well as the school leaders (Murphy, 1990).

The decade of the 1980's also brought about a change in the focus of leadership at the school level. In what is considered to be the seminal work in the field of school leadership research, Edmonds (1979a), found that strong administrative leadership was a characteristic of instructionally effective schools. From this work, the concept of the principal as "instructional leader" took center stage in the quest to clearly define the principal's role. This new perspective charged the principal with overseeing the instructional program of the school.

While the term, "instructional leadership", has been defined by many researchers, there seems to be no universally accepted definition (Flath, 1989). While, many researchers have defined instructional leadership and created models to measure it, there are still an inordinate number

of models, definitions and conceptions associated with the term, "instructional leader". Cuban (1984) described this phenomenon in the following way, "road signs exist, but no maps are yet for sale" (p. 132). K.A Acheson and S.C. Smith, cited in Chell (1995), defined an instructional leader as "one who emphasizes the process of instruction and facilitates the interests of teacher, student and curriculum" (p.20). DeBevoise (1984), in his definition of instructional leadership/emphasized the actions of the principal in focusing staff on student learning.

Clearly the focus of the instructional leader is on the overall instructional program of the school. Moorthy (1992) defined instructional leadership as the principal's beliefs, decisions, strategies and tactics that generate effective instruction in classrooms. Buffie (1989) defined instructional leadership as the principal working with teachers and parents to develop a set of beliefs that can be used in shaping decisions regarding the school's goals and objectives. Chell (1995) differentiated between managers and instructional leaders by portraying managers as focusing on "running a smooth ship" while portraying instructional leaders as those who focus on learning and instruction.

Instructional leadership as a means of principal effectiveness, led to the development of a number of models outlining the traits, skills, and/or behaviors necessary for principals to possess in order to be effective instructional leaders. While there is no universally agreed upon set of criteria, many of the models overlap and recurring themes exist throughout. Rutherford (1985) listed five essential qualities for principals to exhibit in order to be effective instructional leaders: (a) creating a clear vision of what they want their schools to become, (b) translating these visions into goals, (c) establishing a school climate that support progress, (d) continuously monitoring progress, (e) and intervening in a supportive or corrective manner.

Hallinger (1992) noted effective instructional leaders must set high expectations for teachers and students, continuously monitor student progress and closely supervise classroom instruction. Cuban (1984) cited the idea of the principal communicating the mission as well as supervising instruction. Bamberg and Andrews (1990) listed the following as essential behaviors regarding instructional leaders: (a) resource providers (b) instructional resources, (c) effective communicators, and (d) visible presence.

Elaine McEwan (1998), pulling from a number of researchers in the field of instructional leadership, outlined seven steps to effective instructional leadership: (a) establish clear

instructional goals, (b) be there for your staff, (c) create a school culture and climate conducive to learning, (d) communicate the vision and mission of your school, (e) set high expectations for your staff, (f) develop teacher leaders, and (g) maintain a positive attitude toward students, staff and parents.

Flath (1989) found that certain instructional leadership activities could be grouped together into the following four categories:

1. Goal emphasis - setting instructional goals and high expectations with a focus on student achievement
2. Coordination and organization- working for effectiveness and efficiency
3. Power and discretionary decision making securing resources, assist and facilitate to improve instruction
4. Human relations- Deal effectively with staff, parents, and community and students. (p.20)

While instructional leadership behaviors have been shown to have positive impacts on student outcomes, research during the 1990's focused on new ways to address what were deemed as shortcomings in the educational system in regards to adequate student preparation. This led to a focus on the organizational structure of schools and a call for the restructuring of these organizations (Hallinger, 1992). This shift emphasized reform within the organization. The type of leadership best suited for reform within an organization has been found to be transformational leadership. Bennis (1984) stated that, "leadership requires the possession of transformative power" (p.64)

Similar to instructional leadership, there are numerous definitions of transformational leadership and the subsequent skills and behaviors exhibited by it. Leithwood, Begley and Cousins (1992) wrote that transformational leadership would focus on, "the enhancement of individual and collective problem solving capacities of organizational members; such capacities are exercised in their identification of goals to be achieved and practices to be used in their achievement" (p. 7).

Similar to instructional leadership, transformational leadership focuses on establishing goals and vision building. However, the focus of transformational leadership is on providing a basis for change in the organization. The work of Burns is accepted as the seminal work in the realm of transformational leadership (Kirby & Paradise, 1992; Leithwood & Duke, 1999). Burns (1978) based the usage of transformational leadership on the organization's need for change. He viewed transformational leadership as a way to not only recognize the needs of

followers, but to raise those needs to higher levels of motivation and maturity. Burns (1978) wrote, "transformational leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transformational effect on both" (p.20).

Bogler (1999) viewed the concept of transformational leadership as taking center stage in the study of principal effectiveness since transformational leadership is identified as the style of leadership that can bring visionary leadership to the organization. Bennis (1984) stressed the importance of transformational leadership to communicate a, "compelling vision that empowers others to excel" (p. 70). Bass's (1985) model of transformational leadership identified and defined three factors that summarized the behavioral components of transformational leadership:

Charisma/inspiration: The degree, to which the leader creates enthusiasm in followers, sees what is important and transmits a sense of mission to the organization. The leader inspires loyalty and devotion, instills pride and faith, and commands respect. Followers place a great deal of trust and confidence in the leader's vision and values, develops intense feelings about the leader, perceives the leader as a role model and wants to identify with him/her.

Intellectual stimulation: The degree to which the leader provides intellectual and problem oriented guidance. Followers are encouraged; to question assumptions, beliefs and values and develop independent problem solving capacities.

Individualized consideration: The degree to which the leader is concerned with the individual need of followers. The leader responds to followers needs for growth and development, elevating needs and abilities to higher levels when appropriate and delegating projects to stimulate individual learning experiences.

Jantzi and Leithwood (1996), building on Bass's model and others, identify six dimensions of leadership practice that encompass the conception of transformational leadership:

1. Identifying and articulating a vision:- Behavior on the part of the leader aimed at identifying new opportunities for his or her school and developing, articulating and inspiring others with his or her vision of the future;
2. Fostering the acceptance of group goals: - Behavior on the part of the leader aimed at promoting cooperation among staff members and assisting them to work together toward

common goals;

3. Providing individual support: - Behavior on the part of the leader that indicates respects for staff members and concern about their personal feelings and needs;
4. Intellectual stimulation: - Behavior on the part of the leader that challenges staff members to reexamine some of the assumptions about their work and rethink how it can be performed;
5. Providing an appropriate model: - Behavior on the part of the leader that sets an example for staff members to follow consistent with the values the leader espouses;
6. High performance expectations: - Behavior that demonstrates the leader's expectations for excellence, quality, and high performance on the part of the staff. (p.513)

Their work has been described as the most fully developed model of transformational leadership (Leithwood and Duke 1999).

While the concept of transformational leadership is not new in regards to principals' behaviors, it is still recognized as a valuable model. Building on previous research regarding a principal's transformational leadership behaviors, Day, Harris and Hadfield (2001) concluded that the most effective leadership behaviors emphasize the importance of values, vision, high expectations and individualized support, all behaviors found to be central to transformational leadership.

2.7 Characteristics of Effective Principals

There is a tremendous wealth of research, which portrays the behaviors, traits and skills necessary for effective school leadership. The models, inventories and lists are numerous, and although many are different, there are some broad and general assumptions in a variety of areas that seem to be consistent in most findings. Bossert's (1988) summary offers a fair picture of the most commonly accepted characteristics of effective principals: (a) The principal places an emphasis on goals and objectives, (b) the principal exhibits power and strong decision making, (c) the principal acts as an effective manager, and (d) the principal holds strong human relations skills.

The emphasis on goal setting and goal attainment is recurrent in the literature that is used to describe effective principals. Leithwood and Montgomery (1982) point to the principal for setting high achievement goals among staff and students and Blase (1987) emphasized goals and direction as one of the important task related themes of leadership. Williams (2000)

found that effective principals work toward defining and achieving the goals of the school and attempt to nurture a positive school climate as well as strong interpersonal skills.

The concept of vision is also a recurrent theme in the literature on effective principal behaviors. Bennis and Nanus (1985) outlined five strategies of leadership skills needed in order to be effective: (a) Attention through vision, (b) meaning through communication, (c) trust through positioning, (d) positive self-regard, and (e) being engrossed with not failing.

Vision building is also mentioned in the works of Hallinger and Murphy (1987) and Daresh and Playko (1997). The literature related to effective principal behaviors placed great emphasis on his/her ability to define goals and lead his/her staff toward the attainment of those goals as well as formulate, foster and communicate a vision for the school. Wilmore and Thomas (2001) claimed that the development of vision and its intricate implementation are the keys to a successful leader.

2.8 Outcomes of Effective Principals

The broad range of models, conceptual frameworks, and lists of behaviors, traits, and skills associated with effective principals are meaningless unless they can be in some way associated to positive outcomes in the schools in which these principals lead.

Barth (1991) claimed the principal as the most "potent factor" in determining school climate (p. 64). Giddings and Dellar (1991) pointed out that school improvement literature has consistently identified school organizational climate as one of the main factors contributing to the effectiveness of a school. As recently as 2001, Wilmore and Thomas stressed the importance of climate, stating that, "too many people underestimate the importance of climate in creating a results-oriented, productive school" (p, 118).

In their 1996 review of the literature, Hallinger and Heck reported evidence of one overarching variable that has consistently been found to interact with principal leadership; school goals. Hallinger and Heck revisited the issue in 1998 and concurred with this finding, referring to school goals as the most consistent finding in the area of mediating effects as a principal's involvement in framing and sustaining the school's purposes and goals. Leithwood and Jantzi (1996) identified four school conditions through which leadership may exercise its influence.

They are:

1. Purposes and goals- what members of the school understand to be both the explicit and implicit purposes and directions of the school.
2. School planning- means used to decide upon a school mission and goals.
3. Organizational culture- the norms, values, beliefs and assumptions that shape members' decisions and practices.
4. Structure and organization- nature of the relationship established among people and groups in the school and between the school and its external constituents. (p. 456)

There have also been positive findings regarding the impact principal behaviors can have on others within the organization. For example, Brewer (1993) found that principal leadership affected the motivation of teachers. Ogawa and Bossert (1995) proposed that effective leadership affects the existing relationship among participants in the organization (e.g. teachers, which then in turn has an overall positive effect on organizational performance).

There have been many positive findings in relation to teacher outcomes effecting leadership. Buffie (1989) stated that, "good teacher morale and high student achievement go hand in hand" (p. 11). Bogler (1999) stressed the importance of this connection between teachers and principals by stating that, "the education craft succeeds or fails depending on the way teachers feel about their work and how satisfied they are with it" (p. 6). Anderman (1991) found that a principal's actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher commitment and satisfaction.

Heller, Clay and Perkins (1993) suggested that each, "school must give more attention to increasing teacher job satisfaction" (p. 35). Shepperd (1996) compared principal's behaviors, specifically their instructional leadership behaviors, to levels of teacher commitment, teacher professional involvement and levels of teacher innovativeness. He found significant positive relationships between principals' instructional leadership behaviors and teacher job satisfaction. Krug's (1992) work also found that a principal's belief in the value of five instructional leadership behaviors was positively related to teacher job satisfaction and teacher commitment. Gallmeier (1992), in his study of principal leadership style and its effects on teacher motivation concluded that the behavior of the leader was an important

factor in the group's overall effectiveness.

Blasé (2000) specified principals' behaviors such as; modeling, giving feedback and giving praise as having a positive influence on teacher reflection of their own teaching practices. Blase (1994) asserted that, "leadership orientation of effective and ineffective school principals was a significant factor in shaping the teachers' work perspective as well as affecting significantly the socio cultural context (patterns of behavior and norms) of the school" (p.591). Another perspective of the impact principals can have on teachers, was offered by Hoy and Sweetland (2001), who view the creation of *enabling structures*, bureaucracies that are open, flexible and encouraging of teacher growth, as having a positive impact on school effects. Hoy and Sweetland (2001) viewed these structures as places where professional relationships are open collegial and empowering. In these organizations, the principal is the one who finds ways to help teachers succeed. Furthermore, the authors claimed, "[they] suspect that transformational leadership is strongly related to the creation of enabling school structures" (p.316). The concept of empowerment has been shown to be positively correlated with teacher job satisfaction and negatively with job stress (Davis & Wilson, 2000).

Within the broad range of leadership styles, types and classifications of behaviors, the one that most naturally lends itself to impacting teacher outcomes, is the transformational leadership behaviors of principals. This is due to the fact that the "cornerstone" of the transformational leadership model is "people effects" (Leithwood, 1994). The conclusion drawn from the Leithwood study was that, "transformational leadership has an impact on teachers' perceptions of school conditions, their commitment to change and the organizational learning that takes place" (p. 48).

There is extensive literature which also supports the claim that teacher job satisfaction is particularly related to transformational leadership (Maeroff, 1988; Rossmiller, 1992). Bogler (1999) found that teacher satisfaction could be influenced by the principal's transformational type of leadership. Bogler concluded that, "the more teachers perceived their school principal to be transformational, the greater their job satisfaction" (p. 14). A teacher's own perception of in school conditions are powerfully influenced by a principal's transformational leadership behaviors (Jantzi and Leithwood, 1996).

Bogler (1999) found that teacher job satisfaction was likely to be positively correlated to the principal's transformational type of leadership. He wrote, "The more teachers perceive their

leader to be transformational...the greater their job satisfaction" (p.14). Blase (1987) found that leadership factors (such as setting goals and vision building) had an impact upon teacher motivation, involvement, and morale (p. 606). Barth (1991) stated that principals' behaviors were the most important reason why teachers grow or are stifled in their job. Kirby and Paradise (1992) in a study to examine the effects of transformational leadership on teachers concluded that principals who engaged in transformational behaviors associated with individualized consideration and intellectual stimulation, had positive effects on teacher morale and commitment.

2.9 Transformational Theory

As a way of responding to shortcomings of the traditional theories, an alternative perspective that emphasizes transformational leadership emerged. According to this perspective, a leader in an educational institution is one who not only adapts his or her behaviors to the situation, but also transforms it (Cheng, 2002). Transformational theory suggests that effective leaders create and promote a desirable vision or image of the institution. Unlike goals, tasks, and agendas, which refer to concrete and instrumental ends to be achieved, a vision refers to altered perceptions, attitudes, and commitments (Omar, 2005). The transformational leader must encourage the college community to accept a vision created by his/her symbolic actions (Bensimon et al., 2000). Cheng (2002) also add that a transformational leader must be proactive about the organizational vision and mission, shaping members beliefs, values, and attitudes and developing options for the future, while a transactional leader is reactive about the organizational goals, using a transaction approach to motivate followers. Numerous ongoing education reforms in many countries in the Asia-Pacific region, Europe and America are requiring transformational leadership at both systems and institutional levels and from kindergarten to secondary vocational and higher education (Cheng, 2002).

The need for management of change in a school setting is aptly highlighted by Oyetunyi (2006), when she asserts that our society is characterized by change, which also affects the school as the expectations of the stakeholders change from time to time. Oyetunyi (2006) state that transformational leadership focuses on a different kind of leader's influence that encourages followers to emerge as leaders. They create organizational conditions in which followers can develop their own leadership capabilities. Oyetunyi (2006) also quotes Sergiovanni (1998) and Wilmore & Thomas (2001) who hold that transformational leaders share power with followers rather than exercise power over followers and, by so doing; transformational leadership empowers followers to be able to accomplish what they think is

important. Consequently, followers are exposed to responsibilities that release their potential while leaders are more concerned with what followers are accomplishing rather than what they are doing.

However, Owens (1998) observes that, conventionally, schools have always been places where adults had difficulty in sharing collegiality, which is important to leadership and teacher empowerment. For, according to him, empowering teachers to establish a system for shaping the vision and mission of the school and indicating the importance of its accomplishment is the core of the head teacher's leadership. Resultantly, head teachers should exhibit unequivocal interest in fostering collegiality and collective leadership. The study thus intended to establish whether there are such transformational and transactional leaders in schools.

2.10 Transformational Leadership in the School Setting

As summarized above, research supporting the effectiveness of transformational leadership in the change process has accumulated across many fields in business and industry since the late 1980s. Beginning in the early 1990s, the challenges of school restructuring brought rise to developing ideas about transformational forms of leadership as perhaps more critical or valued compared to the more traditional view of the administrator as instructional leader (Leithwood, 1992, 1994). This was especially true for those in senior administrative roles including principal (Leithwood, 1996).

Instructional leadership research in the early 1980s identified effective schools with principals who tended to demonstrate strong, directive leadership focused on curriculum and instruction (Leithwood & Montgomery, 1986). According to Hallinger (2003) the instructional leader defines the school's mission, manages the instructional program, and promotes a positive school-learning climate.

Several criticisms of instructional leadership have emerged in the literature. Some have suggested that the top-down directive approach emphasized by instructional leadership is too prescriptive. "The traditional top-down linear conceptions of leadership and management and their influence on teaching and learning have become inappropriate" (Dimmock, 1995, p. 295). Another challenge of the instructional leader model is that quite often the principal is not the content expert relative to the teachers he or she supervises (Hallinger, 2003; Stewart, 2006). This is further complicated by the reality that ultimate authority often lies beyond the principal serving as middle manager, with senior-level administrators at the district office having the ultimate say in decision making. Instructional leadership and its hierarchical

orientation found further conflict in the early 1990s with school restructuring efforts and the movement to empower teachers within a democratic and participative organization (Marks & Printy, 2003).

These school restructuring efforts have brought innumerable challenges. These include uncertainty about educational ends and means; attention to organizational support of changes in core technology and its use as a component of the educational process; increasingly large and pedagogically complex school organizations especially at the secondary level; and efforts to professionalize teaching by creating shared instructional leadership within teacher teams (Jantzi & Leithwood, 1996). Because of these challenges, educational leadership theorists and researchers in the early 1990s began advocating for a shift from instructional to transformational forms of leadership (Leithwood, 1992, 1994).

Several criteria are useful to understand the conceptual distinctions between instructional and transformational leadership (Hallinger, 2003). Where instructional leadership tends to be top-down, the transformational leader focuses on bottom-up participation (Marks & Printy, 2003). Second, instructional leadership is seen as transactional in focusing on the maintenance of the status quo and management of relationships. These behaviors are contrasted by transformational leadership where aspirations of organizational members are extended and shaped to create second order changes. This distinction between first and second order change is critical in understanding the value of transformational leadership for organizational change. Where the instructional leader seeks to influence conditions that directly impact curriculum and instruction (Cuban, 1988), transformational leaders create a climate where continuous learning is the norm and commitment exists between personal goals and the mission of the school (Hallinger, 2003; Lambert, 2002).

In their textbook on educational leadership, Hoy and Miskel (2001) state simply that transformational leadership is what teachers and other staff perceives when they think about their vision of the ideal leader. Transformational forms of leadership are attuned to the culture and organizational structure of the school and their influence on the meaning people associate with their work and their willingness to risk change (Hunt, 1999). Transformational school leaders recognize the motivating power to be found in tapping into rich organizational resources for ideas and knowledge (Meng-Chun Chin, 2007). Human capital is built within the school by leaders who encourage constant growth, participation and development of new roles and skills (Sergiovanni, 1995). Leithwood, Begley and Cousins (1994) conceptualize transformational leadership as follows:

The term ‘transform’ implies major changes in the form, nature, function and/or potential of some phenomenon; applied to leadership, it specifies general ends to be pursued although it is largely mute with respect to means. From this beginning, we consider the central purpose of transformational leadership to be the enhancement of the individual and collective problem-solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement. (p. 7)

A conceptual model of transformational leadership has developed from research (Leithwood, 1994; Leithwood & Jantzi, 2006) that adapted, for schools, the Bass (1985) model constructed from research in non-school settings. Business and school settings share similar concepts with respect to the practice of leadership (Stewart, 2006). “They both must become learning organizations or they will fail to survive. Thus, leaders in business and education face similar challenges – how to cultivate and sustain learning under conditions of complex, rapid change” (Fullan, 2001, p. xi).

2.11 The Leithwood Model of Transformational School Leadership

Transformational school leaders persuade, inspire and motivate others to achieve results. This occurs not through the offer of rewards (transactional), but by tapping into the intrinsic values of staff and shaping those values to be consistent with the school’s mission, vision and values (Lashway, cited in Smith & Piele, 2006 p. 90). In fact, research indicates that transactional leadership behaviors have no consequential impact on school reform (Dumdum et al., 2002). Based upon this meta-analytic study by Leithwood and Jantzi (2005) suggest that, “there is no Justification, in our view, for continuing to measure it or report the results of studies that do measure it” (p. 180).

The transformational school leader model includes three broad categories; a mission centered focus on setting directions, a performance centered focus on developing people, and a culture centered focus on redesigning the organization. Contained within these categories are nine specific dimensions with multiple, more detailed leader practices embedded therein. Justification for these categories, dimensions, and practices is offered through findings from previous research on school leadership (Leithwood, 1994, 1995; Leithwood et al., 1996; Leithwood & Jantzi, 1990; Leithwood, Jantzi, & Fernandez, 1994; Leithwood, Jantzi, & Steinbach, 1999). Based upon information from several sources (Hallinger, 2003; Lashway, cited in Smith & Piele, 2006, pp. 93-94; Leithwood, 1994; Leithwood & Jantzi, 2006; Marks & Printy, 2003), Leithwood’s model is conceptualized here as follows:

Setting Directions

1. Build a school vision - Transformational leaders take a leading role in developing and articulating an organizational vision. This extends beyond the creation of goals to something deeper where the leader uses all available opportunities to communicate and clarify the school's vision to all members of the school community.

Vision as a key leadership quality consistently emerges in research on principal effectiveness (Leithwood & Riehl, 2003; Waters, Marzano & McNulty, 2003).

2. Foster consensus about and commitment toward group goals - Transformational leaders' illicit cooperation by motivating teachers and others to work toward shared goals. Where transactional leaders work within the framework of a contract, transformational leaders build relationships around a covenant (Sergiovanni, 2000). What the transformational leader helps to create is a culture where members examine their practices in the light of this covenant and hold themselves accountable to it. Across the organization, the transformational leader helps to create consistency between individual goals, group goals and the vision and makes use of and reference to goals in the decision- making process.

3. Hold high expectations for performance - Throughout the process of communicating core organizational values, the transformational leader helps all stakeholders understand that these values are non-negotiable. The leader here is unwavering in the practice of student-centered decision-making. Hard work, innovation, and professionalism are expected of others and embedded criteria for hiring new staff.

Developing People

4. Provide Intellectual Stimulation - Followers report that transformational school leaders compel them to reconsider basic assumptions about the work they do with and for students. The leader accomplishes this by encouraging staff to try new practices, evaluate and modify work as needed, and search for new ideas and information. Furthermore, the leader seeks new ideas from other schools, publicly recognizes quality performance and positive attitudes, and helps followers understand that risks taken and mistakes made as part of the improvement process are acceptable.

5. Offer individualized support - The transformational leader is accessible and approachable. The leader provides extended training as needed with the necessary resources to help individuals develop new skills and competencies. Although the transformational leader treats all followers equally, time and effort is spent getting to know individual teachers in order to recognize and understand their strengths, weaknesses, needs and interests.

2.12 Transformational Leadership Influence on Followers

Over the past two decades, transformational leadership has emerged as one of the most widely researched concepts in the field of organizational psychology (Sivanathan & Fekken, 2002). In the workplace, transformational leaders achieve higher levels of success along with follower ratings of greater satisfaction, increased motivation, improved productivity and performance, and extra effort (Bass, 1997; Dasborough & Ashkanasy, 2002; Dumdum, Lowe, & Avolio, 2002; Keller, 1995; Masi & Cooke, 2000; McColl-Kennedy & Anderson, 2002; Piro-la-Merlo, Hartel, Mann & Hirst, 2002; Seltzer & Bass, 1990). Top performing managers are seen as more transformational as compared to underperforming peers (Hater & Bass, 1988) whose low levels of transformational leadership increased employee frustration and reduced performance (McColl-Kennedy & Anderson, 2002). In two studies with diverse samples, Bono and Judge (2003) found that followers of transformational leaders, as compared to transactional leaders, viewed their work as more important and consistent with their values. Other research suggests that followers of transformational leaders see higher purpose in their work.

The transformational leader stimulates an interest in considering work from a new and fresh perspective (Bass & Avolio, 1994). In several studies assessing leader performance through survey of followers, transformational leaders achieve their results in numerous ways (Bass & Avolio, 1993a, 1994; Bass, 1985; Hater & Bass, 1988; Howell & Avolio 1993; Lowe et al., 1996). These leaders inspire others through commitment to colleagues, perseverance, risk-taking and achievement oriented focus. There is a genuine belief in continuous improvement and the validity of employee needs. Encouragement centers on thinking about new perspectives and even the most successful approaches, strategies and norms are questioned on an ongoing basis. Last, transformational leaders use prior successes to build trust and confidence that obstacles will be overcome through hard work and sacrifice.

2.13 Outcomes of Transformational leadership

Firms must thrive in an environment characterized by uncertainty and unpredictability as a result of constant technological, social, political and economic changes. Organizations thus find themselves in dynamic contexts which demand constant adaptation. In such environment, firms necessitate an effective leadership to guide them through changes that are likely to become difficult for the organization. Firms must transform their practices in order to sustain their successes, if not survive; they need more than mere incremental modifications to their strategy. Firms need a vital transformation in order to reinvent themselves. In this

sense, organizations require revamping their organizational cultures in order to affect the necessary changes. Transformational leadership is about renovating an organization; it is about transmuting the firm following a new vision which will lead to the evolution of the organization's culture (see Tichy and Ulrich, 1984).

Simola et al. (2012) define transformational leadership as a type of leadership in which interactions among interested parties are organized "around a collective purpose" in such a way that "transform, motivate, and enhance the actions and ethical aspirations of followers." Transformational leadership is a leadership style that seeks positive transformations "in those who follow" and that achieves desired changes through the "strategy and structure" of the organization (Geib and Swenson, 2013).

According to Bass (1990), transformational leadership is characterized by several patterns of behavior. First, transformational leadership employs the charisma of leaders in order to gain the respect and trust of stakeholders and to instill pride in the latter. In addition, charisma underlines the provision of a common vision and sense of mission necessary for the transformation. The second characteristic is inspiration through which leaders employ symbols to redirect followers' efforts; they express in a simplistic manner the fundamental purpose of the transformation process, and clearly communicate the accompanying higher expectations. The third characteristic is intellectual stimulation. Leaders intellectually stimulate employees by emphasizing rationality and creativity in problem-solving situations. Finally, transformational leadership offers individualized consideration: leaders treat employees individually offering them personal attention and, whenever necessary, they provide coaching and advise to those employees.

Transformational leadership can be contrasted with transactional leadership. The latter implies leadership based on an exchange process wherein autonomous agents may benefit, which in turn implies reciprocity (Simola et al., 2012). Bass (1990) indicates that transactional leadership can be characterized by several elements not necessarily mutually excluding. The first dimension is that of contingent rewards or the recognition of achievement by rewarding efforts and good performance. The second is active management by exception which is directed at managing the process. Leaders monitor the lack of compliance with established rules and standards, and when required undertake corrective measures. Transactional leadership can also focus on passive management by exception. In the latter, leaders are meant to intervene only in cases in which set objectives are not

achieved. The last characteristic of transactional leadership is laissez-faire in which leaders avoid making decision and those involved in the process relinquish all responsibilities.

Wang and Howell (2010) argue that transformational leadership can be focused on the individual and group levels. In the first instance, the aim is to empower individuals in order to “develop their full potential, enhance their abilities and skills, and improve their self-efficacy and self-esteem.” The influence of the leaders is strengthened by their interest in the followers as individuals. Transformational leaders strive to understand employees’ abilities, skills, and needs, and offer them coaching and mentoring to overcome any weaknesses.

At the group level, transformational leadership develops common values and beliefs, and inspires unity in order to reach group goals. In this situation, leaders behave equally toward all members of the organization, and the latter have a common perception about the leader’s behavior.

Scholars make further distinctions in leadership styles by elaborating on some of the components of Bass’ taxonomy. Chu et al. (2009), for example, elaborate the concept of charismatic leadership. This is a value-based style that leads to emotional bonds between leaders and followers. The latter transcend their self-interests because of their belief in a collective purpose. Such transcendence results from the followers’ identification and internalization of the vision and values of the leader. A charismatic relationship thus implies trust, respect, admiration and commitment to the leader. Charismatic leadership is an empowering style with a view to the future of the organization (Conger and Kanungo, 1998; cited in Eagly et al., 2003). According to Murphy and Ensher (2008) charismatic leaders achieve targeted transformation because of the following characteristics: “strategic visioning and communication behavior, sensitivity to the environment, unconventional behavior, personal risk, and sensitivity to organizational members’ needs, and deviation from the status quo.” Similarly,

Eagly et al. (2003) further distinguish laissez-faire leadership and indicate that this type of leadership is characterized by the avoidance of any involvement in critical situations and the “general failure to take responsibility for managing.”

For Bass (1990), self-determination and self-confidence characterize transformational leaders. Leaders are successful at influencing followers because followers have “trust, admiration, loyalty and respect” for the transformational leader; and because of the qualities

of the latter, followers are willing to work harder for the achievement of objectives (Geib and Swenson, 2013). Transformational leaders motivate the members of the organization to transcend their self-interests in order to achieve collective objectives. The leader thus can be said to be “a model of integrity and fairness, setting clear goals, having high expectations, encouraging people and providing support and recognition, stirring the emotions and passions of people, and getting people to look beyond their own self-interests and reach for higher goals” (Warrick, 2011).

Transformational leaders are able to articulate the organization’s common purpose in a way that emphasizes the social dimension of the process: the impact of one individual’s actions on the greater group beyond the firm.

The vision thus clearly accentuates the meaningfulness of the consequences of each action for the organization and its stakeholders (Grant, 2010). In so doing, the transformational leader encourages others to adopt the transformation process as their-own and thus allows for the attainment of the targeted transformation. To put it sharply, the success of the transformational leaders is defined by their ability to offer others something that goes beyond self-interest: they provide other with “an inspiring mission and vision and give them an identity” (Geib and Swenson, 2013).

Employees’ job satisfaction impacts the performance of the organization. In this context, transformational leaders play a fundamental role. Job satisfaction arises as leaders enable their employees to fulfill some basic needs; for example, the need to contribute to greater causes and the need for meaning in their activities. In doing so, leaders positively affect their staff’s performance by way of increased creativity and engagement (see Stevens, 2010). In short, transformational leadership imbues organizational tasks and jobs with meaning ultimately increasing the staff’s satisfaction which, in turn, can have a determinant effect in the successful performance of the organization.

Transformational leadership is substantially interactive. Leaders and followers reach a high degree of interconnectedness from which they are able to achieve the desired changes (see Burns, 1978). Transformational leaders strive to nurture the best in their employee and work-teams by showing authentic concern and respect for individuals. Leaders build an organizational culture of collaboration based on values such as integrity and fairness. Transformational leaders continuously invest in the development of themselves and others; they instill in their employees the need for achievement and encourage them to reach self-

actualization.

“However, leaders need to ensure that the whole group is working together toward the same goal. Specifically, leaders can foster collaboration by assigning team goals, rewarding team achievements, and facilitating social interactions among team members” (Wang and Howell, 2010).

“... communicating a group vision is defined as articulating an idealized and attractive picture of the future of the group or unit. This behavior is aligned with ... inspirational motivation, which refers to behaviors that inspires and motivates followers to achieve the shared vision and that enhance confidence among followers, that the collective goals will be reached” (Wang and Howell, 2010).

“Transformational leaders articulate a vision that emphasizes the way in which collective goals are consonant with follower values, causing followers to regard organizational goals as their own and submit extra effort toward goals and accomplishments” (Hoffman et al., 2011). “The effects of charismatic leadership on follower outcomes can be actualized through (a) a follower’s personal identification with the leader, based on a leader’s referent power and role-modeling behaviors, evoking follower’s being proud to be associated with the leader, respect for the leader, and desire to idolize and imitate leader’s behaviors and characteristics; and (b) a follower’s internalization of a leader’s values and beliefs, thereby leading a follower to be deeply espoused with the leader’s vision and actions” (Chun et al., 2009).

“Transformational leadership is a form of leadership in which relationships are organized around a collective purpose in ways that transform, motivate, and enhance the actions and ethical aspirations of followers” (Burns, 1978, cited in Simola et al., 2012).

“...inspirational motivation,” through which a collective vision rouses followers toward the attainment of group goals...” (Simola et al., 2012).

“Further, transformational leaders display considerate behavior toward multiple followers when interpersonal conflicts among team members arise, and seek to promote cooperation (Braun et al., 2013).

“Leading teams yields several challenges, like aligning individual goals with a shared mission, managing resources, establishing a positive climate of trust and support, and coordinating information transfer and task completion” (Braun 2013).

“Exemplary transformational leadership behavior directed toward the team, like providing the team with a vision and solving interpersonal conflict, will increase the likelihood that individual followers are satisfied with their jobs” (Braun et al., 2013).

“...in addition to effects at the individual level, transformational leadership is posited to also have an impact at the team level of analysis. This assertion is based on a direct consensus model, which employs consensus among lower level units to specify another form of a construct at a higher level. This model is assumed because transformational leadership (a) comprises individual-focused as well as team-focused behaviors... and (b) as a participative leadership style, it contributes to mental model convergence in teams” (Braun et al., 2013).

“According to theories of transformational and charismatic leadership, leaders achieve this task by engaging in inspirational behaviors such as articulating a compelling vision, emphasizing collective identities, expressing confidence and optimism, and referencing core values and ideals” (Grant, 2012).

2.14 job satisfaction

Due the popularity of job satisfaction within the field of occupational and organizational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, the two most common definitions describe job satisfaction as: “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values (pg. 1342)”; and “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (pg. 2)“ .

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. Taber and Alleger. found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were moderately correlated to satisfaction with the work itself, and associated (although weakly) with global job satisfaction. Taber and Alliger also found that other measures (such as, level of concentration required for the job, level of supervision, and task importance) all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However,

the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

2.15 Key Factors to Job Satisfaction

1. Engagement. When are engaged in the work, are present, focused, and productive. However, according to a 2015 Gallup poll, 51 percent of workers reported not being engaged at work, many of which were millennial.

One reason may not be engaging in the work is because may not feel and utilizing skills and abilities to the fullest potential. Undoubtedly, people are naturally more engaged in work that puts their talents to good use. But experts have taken notice of a misconception: to truly enjoy work and become fully engaged, and have to make a drastic career change, giving everything up for a bigger purpose.

The truth is, the talents can be utilized in any job that finds in. Sure, it may be better suited for some jobs more than others but by engaging fully in work and recognizing how the individual strengths positively impact others, can bring meaning and purpose to any role.

One way to find meaning is to have a clear understanding of the correlation between the work and the company's goals. Being aware of how the job is directly supporting a larger outcome could encourage staying engaged and remaining motivated.

2. Respect, praise, and appreciation. Regardless of the job, want to feel respected in the workplace as well as appreciated for the work do. Employees are more satisfied in their positions when they feel respected and are praised for a job well done, even if it's a simple thank you from a company manager. Supervisors are often vocal when an employee makes a mistake or something is needed of them but making the same effort to congratulate or voice appreciation can have a positive influence on worker's satisfaction.

According to the 2016 Employee Job Satisfaction and Engagement survey conducted by the Society for Human Resource Management (SHRM), close to half of the employees surveyed rated supervisor's respect for their ideas as "very important" to job satisfaction. The SHRM emphasizes constructive feedback and open communication in the workplace as one way to encourage respect amongst employers and employees.

In short, working a job where that feel disrespected, undervalued, and underappreciated will likely cause you to feel dissatisfied with your work.

3. Fair compensation. The importance employees place on pay as a contributing factor to job satisfaction appears to be on the rise, according to the 2016 survey conducted by the SHRM. Workers currently rank pay as the second most important factor compared to the fourth most important factor the year prior. Benefits rank as the third most important factor with 60 percent rating them as crucial to job satisfaction. In essence, employees want to be compensated for their worth and are likely to look for work elsewhere if they're not.

But as important as compensation appears to be to employees, many would choose recognition and praise from a higher-up over cash. In a survey conducted by the company, Bamboo HR, one-third of workers said they would rather have an executive send a company-wide email praising their accomplishments than receive a \$500 bonus that went unpublicized.

4. Motivation. Understanding motivation behind the job either already have or the job want may help increase job satisfaction as well. Asking the following questions:

- What motivated to accept this job in the first place?
- What inspires to do the work I do?
- What inspires to want to be a [insert job aspiration]?

Answers to these questions can help determine where is lacking satisfaction so that can do something about it, whether that means switching jobs or changing approach to your current one.

5. Life satisfaction. Perhaps unsurprisingly, people who are unhappy in life are less likely to find satisfying work. A 2010 meta-analysis published in *British Psychology Society* reviewed 223 studies that examined the link between job satisfaction and life satisfaction (subjective well-being). The psychologists concluded that people who are predisposed to be happy and satisfied in life in general are more likely to be happy and satisfied in their work. They note that individuals who are generally unhappy in life and seek satisfaction in their work likely will not find it.

Perhaps nurturing and enhancing your well-being will naturally lead to satisfaction within a working environment.

2.16 Summary

This chapter summarized the literature related to transformational leadership. Different conceptual models were provided for each construct along with research supporting the

notion that effective school leaders possess strong emotional intelligence and demonstrate transformational leadership behaviors. Emotional intelligence was examined in comparison of and contrast to cognitive ability or traditional IQ. Research linking emotional intelligence and leadership was examined as were two instruments commonly used to assess these dispositions and behaviors. Six emotional leadership styles were described. The role of the principal in leading important work of social emotional learning for students was identified as support for the proposed research.

Considering that job satisfaction impacts every employee across the globe it is hardly surprising that it has received a lot of attention in the research literature. However, this has led to a large number of definitions, theories and measures. At a European level the focus has been less about these traditional theories of job satisfaction. Instead job satisfaction is typically examined as a consequence of workplace stress and the job demand-control model. Despite this, all together they are important in providing not only a better understanding of this concept, but as a resource where job satisfaction can be best understood and measured in different situations. Care also needs to be taken as there are also numerous ill-fitting theories and measurements which can harm our understanding of job satisfaction. It is also important to be aware on how job satisfaction impacts on worker health and productivity, which is explored further in the Job satisfaction: evidence for impact on reducing psychosocial risks article.

Limited research assessing the relationship between emotional intelligence and transformational leadership behaviors among assistant principals was reviewed. Finally, the rationale for the current study was presented.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to view general ideas about the research design and methodology on which the study is based. Generally, the research design, methods of data collection, sources of data, sampling and sampling techniques, tools of data collection, procedure of data collection, methods of data analysis, validation of the collected data and triangulation were treated keeping their logical sequences and procedures.

3.1 The Design of the Study

According to Best and Kahan (2005), Descriptive survey design is appropriate to describe conditions that exist, opinions that are held, and processes that are going on, trends that are developing. Moreover, descriptive survey research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzales (1993) state that descriptive survey research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Thus the design was preferred on the ground that practice, opportunities and challenges of principal's implementation of transformational behaviors are better perceived from the opinion survey of the teachers, school leaders and stakeholders. For this very reason descriptive survey design was used in this study.

3.2 The Research Method

According to Creswell (2003) research method is the choice of research approach (quantitative, qualitative and/or mixed) based on the nature of investigation. Quirk (1979) stated that the design and methodology of a research is determined by the purpose of the study. This study was aimed at dealing with comparative study of principal's implementation of transformational behaviors dealing with differences in focusing on examining principals' effectiveness in implementing transformational behaviors. The study also considered, the principals commitment, communication status, exercising leadership practices to fully implement the transformational behaviors. To get relevant data for the study both quantitative and qualitative research methods / approaches/ were used. Scholars like McLaughlin (2001) agree with this idea, qualitative approach helps the researcher to get data which may not gain through quantitative means. Therefore in this study, a mixed approach involving both

quantitative and qualitative methods were employed so as to collect extensive data and used to confirm findings from different data sources through triangulated data instrument and consequently to draw valid general conclusions.

3.3 Sources of Data

Relevant data for the study were generated from both primary and secondary sources. The primary sources of the study were key informants from sub city including teachers, students, and stockholders. These subjects were taken as primary sources for they are directly participated in and having better ideas about the practices, challenges and opportunities of principals to implement transformational behaviors. Moreover, information were collected from secondary sources such as: documents related to three years strategic and yearly action plans, reports, checklist, records, minutes, magazines and brochures that state the vision, mission, goals and manuals prepared for supporting implementation

3.4 Population and Sample

The units of measurement that were used for this study was individual teachers. Teachers were selected as the unit of study because it is their level of job satisfaction, which is being measured as it relates to their beliefs and attitudes of their current principals' behaviors. As such, the population was limited to classroom teachers. For the purpose of this research, the population was limited to practicing teachers, rather than other personnel working within a school under the principal. This is necessary due to the nature of the research, which focuses exclusively on the levels of teacher job satisfaction.

The behavior of principals and how these behaviors impact on teachers' level of satisfaction they have within their jobs is the focus of this research. Since this research looks directly upon the relationship between the behaviors of principals and their impact on teachers, variables such as demography, grade level of the school, type of school, as well as other demographic variables, though relevant, was not viewed by this researcher as crucial to this specific research endeavor. Therefore, the researcher did not find it necessary to create a sample which was reflective of any particular demographic group or groups.

As per the actual data obtained from Addis Ketema sub-City Education office, there were five governmental high schools.

The population targeted for this study consisted of 600 teachers working in the schools. Consequently, the following formula published by the research division of the National Education Association (NEA) is used to determine the sample size.

$$S = \frac{[X^2NP(1 - P)]}{[d^2(N - 1) + X^2P(1 - P)]}$$

..... Where; s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Accordingly, the population parameter of 600 will yield a sample size of 150 which is 25 % of the population. The sample size was distributed to each sample unit (schools) proportionally; and teachers were selected randomly from each sample unit. The list of teachers in the population was gained from the latest payroll of the schools.

Table .1 Proportional Distribution of Sample to Schools

Title	Name of Target Schools				
	Addis ketema Preparatory	Delachin	Efoyta	Abysinia	Yekatit 23
Senior lead Teacher	5	5	3	3	5
Lead Teacher	6	5	3	3	5
Associate Lead Teacher	6	5	4	4	5
Higher Teacher	5	5	3	4	5
Teacher	5	5	3	3	5
Junior Teacher	5	5	3	3	5
Beginner Teacher	5	4	3	3	5
Sub total	36	34	22	23	35
Proportional percentage	24%	23%	15%	15%	23%

3.2 The Survey Instruments

3.2.1 Questionnaires

The questionnaires used for this research was developed from a combination of two separate instruments designed by researchers in the respective fields of school leadership, and teacher job satisfaction. The first section of questionnaires was from a 1996 study conducted by Doris Jantzi and Kenneth Leithwood. The study, "Toward an Explanation of Variation in Teachers' Perceptions of Transformational School Leadership" used a model of transformational leadership, which was designed by the authors. This model identifies six aspects of transformational leadership: providing vision or inspiration, modeling behavior,

fostering commitment to group goals, providing individual support, providing intellectual stimulation, and holding high performance expectations. Within each dimension, Leithwood and Jantzi established indicators to measure a principal's practice of each. The instrument was tested by the authors for reliability and validity (Leithwood & Jantzi, 1999). A five point Likert scale were attached to each of the indicators. Respondents were asked to state their agreement or disagreement with each statement regarding their current principal.

The second part of the questionnaires, regarding teacher job satisfaction, was from the, "Teacher Satisfaction Survey" designed by Evans and Johnson (1990). This instrument was developed to assess teacher satisfaction related to their employment. It employs a 5-point Likert scale, which asks teachers to assess their satisfaction in a number of areas related to their employment. Responses range from very dissatisfied to very satisfy. The instrument was tested for reliability (Evans & Johnson, 1990).

3.2.2 Interview

Unstructured interviews had a greater advantage over both interviews and questionnaires as the method allows flexibility for both the interviewee and the interviewer. Any of them can ask for clarification to clear misunderstanding. As Cohn and Manion (1995:51) state unstructured interviews may result in expected relationship of variables or hypothesis. In addition, as an oral questionnaire, it is superior to other data gathering devices and people are usually willing to speak than to write. Thus, Principals were consulted through unstructured interviews.

3.2.3 Document Analysis

Document analysis was preferred as instrument of data collection because transformational leadership behavior`s implementation is related to using various data such as: 3 years SIP strategic plan, yearly action plan, committee minutes, Reports, showing students` academic and other performance task improvements following the implementation of transformational leadership behavior`s etc. Thus, using document analysis believed to help the researcher to get information that lacked through other instruments, to validate other data and generally to get comprehensive information.

3.3 Validity and Reliability of the Data Gathering Instruments

3.3.1 Pilot Test

Questionnaire related to the research question was developed and administered to two schools Radical and Alafiya private secondary schools for piloting before administrating the final questionnaire. These schools were not included in the sampled study. The draft questionnaire were distributed to 20 teachers, 15 department heads, two principals, 8 vice principals who expected to comment on the validity of the items. After the questionnaire were filled by the mentioned respondents the validity and reliability of the items were measured using Crobach's Alpha method by the help of SPSSV.20. The test result was 0.83 indicating the reliability of the items because test result is reliable if its result is 0.65(65% reliability) and above as reliable.

3.3.2 Validity of the Study

To check the face validity key experts of Addis Ababa Education Bureau were invited to give their comments on the items. My Thesis advisor also commented to reduce the number of the items to manageable size and keeping proper sentence length. Based on the comments and response obtained from the piloting five irrelevant items were discarded, four lengthy items were shortened, some misplaced items were properly placed, and some unclear items were made clear. All the items were directly related to the research questions. One hundred eighty questionnaire were distributed to 174 (100%) respondents were returned. In addition to semi structured interview, focused group discussion, observation and document analysis were used. Thus the data for this study were based on multiple of instruments (questionnaire, interview, observation and document analysis) involving variety of stakeholders (supervisors, principals, vice principals, department heads, and students). All the respondents were well informed the purpose of the study and gave their respective responses with full understanding of the purpose of the study. Thus the researcher claim that this was conducted its proper validity.

3.3.3 Reliability of the Study

Reliability is the degree to which an item consistently measures whatever it measures. According to George and Maney (2003), reliability coefficient of likert scale is checked using Cronbach's Alpha. This method will be used to check the reliability of questions presented under different headings. The interpretation of data were conducted based on the five scale measurements such as, Strongly agree, Agree, Undecided, Disagree and strongly disagree for

the questionnaire to be filled by teachers, department heads, principals and vice principals. Frequency, Percentage were used for the back ground of the respondents and mean score, standard deviation average mean and T-test were accordingly used for the main parts of the questionnaire.

3.4 Procedures of Data Collection

Procedure of data collection for this study was based on formal and professional approaches. In the formal approach, letter was written from Addis Ababa University to the sub-city education office who in turn wrote letters of cooperation to the sub-city education office. The sub-city education office wrote letters to the schools which were sampled for the study. Thus formal contacts were made with the respective respondents who help the researcher, to gather data from the respective sources all the respondents understood the purpose of the study and gave their responses with full understanding and willingly .All the data were collected from the respondents who gave their responses to the questionnaire based on the agreed up on appointment the qualitative data were collected at the spot.

3.5 Methods of Data Analysis

After data were gathered from multiple sources using different quantitative and qualitative instruments; the researcher arranged the data accordingly. The close-ended data were accordingly coded and captured. The captured data were cleaned and made ready for analysis. The cleaned data were analyzed by the help of SPSSV.20. Then the out puts of data were expressed using mean values and standard deviation. The close-ended questionnaire responses presented for likert scale. Results, categorized under strongly agree and agree indicate better practices, offering opportunities and challenges. The mean value less than 1.80 as strongly disagree, 1.81-2.60 as disagree, 2.61-3.40 as undecided, 3.41-4.20 as agree and 4.21-5.00 as strongly agree in relation to the item. Strongly agree and agree indicate the implementation of the item in relation to principals practices, challenges and opportunities of the principals to implement the transformational leadership behavior`s. On the other hand, strongly disagree and disagree indicate ineffectiveness of the implementation the item. The qualitative data were analyzed to complement the quantitative data.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this study was to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, this study investigated the relationship of these perceptions to teacher job satisfaction, and to show factors influence implementation of transformational leadership behaviors.

Chapter I presented the background of this research problem. While it has been accepted that the role of the principal is key to effective schools, the relationship between the principal and the outcomes used as indicators for success has been described as indirect. Therefore, the areas that principals' impact upon directly, specifically school organizational climate, became the general focus of this research. Even more specifically, the impact of principals on teacher job satisfaction was the focus of the study.

Chapter II presented the necessary sources and findings to support this specific research. This work is an extension of what has already been conducted in the field. Based upon the methodology in Chapter III, 135 teachers and 15 school principals received surveys from the researcher. These potential respondents were all enrolled in secondary and preparatory governmental school of adis ketema sub city

The respondents were met the criteria of being practicing teachers currently working in selected schools. This sample was believed to be appropriate by the researcher for the purpose of this specific research.

4.1 Return Rate

Surveys were given out to potential respondents over the course of a one week period. Addis Ketma, 36 Dilachin, 34 yekatit23, 35 Abisininiya 23 and Efoyta 22 surveys were given to respondents, this made the total number of surveys sent one hundred and fifty. 7 of these surveys were returned to the researcher as being undeliverable.

One hundred and forty-three surveys were returned and received by the researcher by the imposed deadline. No surveys were returned after the deadline. The 143 surveys represent a 95.3% return rate.

A summary of the data in regards to the demographic section showed the following: Of the 143 that completed surveys 57 (39.8%) of them presently work in a preparatory school and 86 (60.2%) presently work in a secondary school (see table below).

Table 2; grade level of the school

Level of school	Frequency	Percent
Preparatory	57	39.8%
Secondary	86	60.2%
Total	143	100

The second point, number of years teaching, from 143 responses. 80 (55.7%) have been teaching between 1 and 10 years, 34 (23.7%) have been teaching between 11 and 20 years, and 29 (20.6%) have been teaching 21 or more years (see Table 3).

Table 3; number of years teaching

Number of years teaching	Frequency	Percent
1-10 years	80	55.7
11-20 year	34	23.7
21+ years	29	20.6
Total	143	100

Regarding gender, all respondents indicated a selection to this question. The total sample consisted of 94 (65.9%) males and 49 (34.1%) females.

The questions on the topic of gender, grade level of the school, and year of experience were asked to gain a profile of the respondents and to assure that there was a wide range of teachers represented in regards to the three variables, gender, level of school, and years of experience. The distribution satisfied this researcher regarding the range of respondents.

4.2 Data Analysis

Once the constructs, or variables, were identified through factor analysis, Pearson correlation analysis used to answer the research questions by investigating the relationships between the variables in this study. According to Bordens and Abbott (1991) this analytical procedure yields a Pearson correlation coefficient (Pearson r), which is an “index of the direction and degree of linear relationship between two variables” (p. 341). The value of r ranges from +1 through zero to -1. The closer the coefficient is to either of the limits, (-1 to 1), the stronger the relationship between the two variables. Further examination of the strengths of the relationships between variables was achieved by the calculation R square (r^2), or the coefficient of determination (Cronk, 2006). Pearson r^2 is a measure of the proportion of variance shared by two variables, and represents the degree to which the variability in the dependent variable can be explained by the variability of the independent variable (Howell, 2007). Pearson r^2 values range from zero to one. The closer the r^2 value is to one, the higher the proportion of variance that is explainable.

In Chapter One, the researcher posed three research questions. They are:

1. Are there elements of transformational leadership behaviors in the leadership behaviors of the school?
2. What is the relation of transformational leadership behaviors, if any with teacher job satisfaction?
3. What factors influence implementation of transformational leadership behaviors in the school?

The first question, “Are there elements of transformational leadership behaviors in the leadership behaviors of the school?” was analyzed using the relationship between all of the individual transformational leadership behaviors. This was done through a comparison of the Pearson r values among the individual indicators within the transformational leadership model.

The second question, “What is the relation of transformational leadership behaviors, if any with teacher job satisfaction?” was analyzed by comparing the correlation coefficients for each of the three transformational leadership factors with the variable teacher job satisfaction. Each of the dimensions of the transformational leadership model was individually compared to job satisfaction

The third question, “What factors influence implementation of transformational leadership behaviors in the school?” was analyzed by this question was answered using linear regression equations. Each factor that affects the implementation of transformational leadership behaviors used as affecting variables for implementation of the transformational leadership behaviors. The impact of these variables on teacher job satisfaction was then determined using a linear regression equation.

4.3 DATA PRESENTATION, ANALYSIS AND INTERPRETITION

The purpose of this study was to investigate teachers' perceptions of principals' transformational leadership behaviors Furthermore, this study investigated the relationship of these perceptions to teacher job satisfaction, and to show factors influence implementation of transformational leadership behaviors. This chapter presents analyzed and interpreted findings and discusses results based on the objectives and research questions of the study. Out of the total of 150 questionnaires that were distributed to the selected sample of employees, 143 (95.3%) properly filled questionnaires were collected and used for the analysis. The data collected from the target population was analyzed using SPSS version 20.

For simplicity and coherence purpose, the presentation starts with the descriptive statistics on variables under discussion and then continues with the inferential statistics. The statistical program used for analysis and presentation and presentation of data in this research is Statistical Package for Social Science (SPSS) version 20. Once the quantitative findings are presented, the qualitative one follows to triangulate the findings from the quantitative method.

Results of the Quantitative Data (survey questionnaire)

Results of the survey questionnaire are presented here in terms of Descriptive statistics (includes percentage analysis, arithmetic mean, and standard deviation) and inferential statistics (Pearson Product Moment Correlation Coefficient, Multiple Regression, and Analysis of Variance).

Demographic characteristics of respondents

In this section, the personal and job related profile of the participants is presented. Frequency distribution and mean for gender, age, education level, job title, years of experience in teaching, years of experience in current school and duty station (Target Schools) of participants is presented in the below table.

Table 4. Frequency distribution of respondents (Demographically)

Demographic variables		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	94	65.9	65.9	82.2
	Female	49	34.1	34.1	17.8
	Total	143	100.0	100.0	100.0
Age	20-30	34	23.7	23.7	31.9
	31-40	80	55.7	55.7	87.1
	41-50	29	20.6	20.6	
	Total	143	100.0	100.0	100.0
Education	Degree	112	78.3	78.3	74.2
	Master's degree	31	21.7	21.7	25.8
	Total	143	100.0	100.0	100.0
Job Title	Senior Teacher	22	15.4	15.4	2.6
	Lead Teacher	3	2.1	2.1	15.4
	Associate Lead Teacher	64	44.7	44.7	17.5
	Higher Teacher	25	17.5	17.5	62.2
	Teacher	20	14.0	14.0	79.7
	Junior Teacher	5	3.5	3.5	93.7
	Beginner Teacher	4	2.8	2.8	97.2
	Total	143	100.0	100.0	100.0
years of experience In Teaching	<1YR	2	1.4	1.4	1.4
	1-3 YRS	7	4.8	4.8	6.2
	3-5 YRS	16	11.2	11.2	17.4
	5-7 YRS	34	23.8	23.8	41.2
	7-10 YRS	61	42.7	42.7	83.9
	>10 YRS	23	16.1	16.1	83.9
	Total	143	100.0	100.0	100.0
years of Teaching in current school	<1YR	24	16.8	16.8	1.6
	1-3 YRS	37	25.8	25.8	16.8
	3-5 YRS	26	18.2	18.2	42.6
	5-7 YRS	18	12.6	12.6	60.8
	7-10 YRS	16	11.2	11.2	73.4
	>10 YRS	22	15.4	15.4	84.6
	Total	143	100.0	100.0	100.0
Duty station/ Target Schools	Addis ketema Preparatory	34	23.8	23.8	14.1
	Delachin	34	23.8	23.8	32.5
	Efoyta	20	14.0	14.0	44.2
	Abysinia	22	15.4	15.4	54.0
	Yekatit 23	33	23.0	23.0	67.5
	Total	143	100.0	100.0	100.0

As shown in Table 4 (above), of the total sample of respondents, 65.9 % are male and the rest 34.1 % females. This shows that the proportion of female teachers is 0.34 of the total sample.

In terms of age, 23.7 % are between ages 20 and 30, those above 30 but under 40 are the most with 55.7 %, and the rest 20.6 % are above 40 but fewer than 50. This shows that most of the employees are adults between 30 and 40.

Regarding education level, 78.3 % first Degree and the rest 21.7 % have Master's Degree. This tells us that most of the participants are first degree holders. As the number of Masters 0.22 of the total sample.

In terms of Job Title, 17.5 % are Lead Teacher 44.7 % Associate Lead Teacher, 3.5 % Junior Teacher, 14.0 % Teacher , 17.5% Higher Teacher, and 2.8 % Beginner Teacher.

When we see years of experience in secondary schools of Addis Ketma sub city, 1.4 % of the respondents have worked for less than 1 year, 4.8 % worked 1-3 years, 11.2 % worked 3-5 years, 23.8 % worked 5-7 years, 42.7 % worked 7-10 years, and the other 16.1 % have worked for more than 10 years. It indicates us that the schools are experienced enough in retaining staff.

When we see years of Teaching in current schools, 16.8 % of the respondents have worked for less than 1 year, 25.8 % worked 1-3 years, 18.2 % worked 3-5 years, 12.6 % worked 5-7 years, 11.2 % worked 7-10 years, and the other 15.4 % have worked for more than 10 years. It indicates us that the schools are relatively medium year of service in present schools.

4.4 Descriptive Statistics for school leadership possess transformational leadership behaviors

As shown in table 5 below, majority of the respondents' perceive that among the transformational leadership behaviors Provides Vision or Inspiration, Models Behavior, Fosters Commitment to Group Goals, Provides Intellectual Stimulation, and Holds High Performance Expectations are good in the leadership of their school as the mean score is above 3.5. To the contrary, most of the teachers do not think that the components under Provides Individual Support are good enough.

Table 5 descriptive statistics for reward components and work motivation

Variable	N	Strongly Disagree	Strongly Agree	Mean	Std. Deviation
Provides Vision or Inspiration	143	0.00	5.00	3.23	0.84
Models Behavior	143	0.00	4.80	3.04	0.81
Fosters Commitment to Group Goals	143	1.00	4.88	3.48	0.65
Provides Individual Support	143	2.13	5.00	4.10	0.48
Provides Intellectual Stimulation	143	1.89	5.00	3.59	0.64
Holds High Performance Expectations	143	0.00	5.00	3.18	0.80

Correlation (Pearson product Moment Correlation Coefficient)

Table 6. Correlation between transformational leadership factors with the variable teacher job satisfaction

Variables	teacher job satisfaction	
	Pearson Correlation	Significance (2-tailed)
Provides Vision or Inspiration	.544**	.000
Models Behavior	.300**	.000
Fosters Commitment to Group Goals	.456**	.000
Provides Individual Support	.583**	.000
Provides Intellectual Stimulation	.578**	.000
Holds High Performance Expectations	.360**	.000

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

The Pearson's Product Moment Correlation Coefficient was computed to determine the size and magnitude of relationship between different transformational leadership factors and teachers' job satisfaction. To do so, the six transformational leadership components (Provides Vision or Inspiration, Models Behavior, Fosters Commitment to Group Goals, Provides Individual Support, Provides Intellectual Stimulation, and Holds High Performance Expectations) were correlated with teachers' job as shown in Table 6.

The result proves that all the six transformational leadership behaviors have direct, positive, and significant (at 0.01 level) relationship with teachers' job satisfaction, secondary schools of Addis Ketma sub city.

But among all, Provides Individual Support ($r=0.583$), Provides Intellectual Stimulation ($r=0.578$), and Provides Vision or Inspiration ($r=0.544$) exhibited even stronger relationship with teachers' job satisfaction in the secondary schools of Addis Ketma sub city. Which means these leadership behaviors have relatively stronger attachment with teachers' job satisfaction? Hence, even more attention has to be given to those leadership behaviors in schools of Addis Ketma sub city.

It is critically important that school leaders be equipped with leadership skills that are flexible and receptive to diversity existed between transformational leadership behaviors and their implementation. Those the data showed that from the factors a significant correlation was found between on job training, Qualification (Experience & educational back ground), Planning skill, Support from others, Clear organizational structure and other engagement has the strongest regression ($r = .721$). The significance of this correlation provides strong evidence for the presence of a significant relationship between transformational leadership behaviors and their implementation. This suggests the implementation needs support from the stakeholders to decrease or remove the effect of these factors for the implementation of transformational leadership behaviors, Lack of budget, Environment (internal & external) and Salary represents a medium effect size for the implementation and recognition and reward, Lack of clear policy, and Power exercise (Lack of autonomy & Interference) have low effect for the implementation of transformational leadership behaviors.

4.5 Findings Regarding the Research Questions

Research Question One: "Are there elements of transformational leadership behaviors in the leadership behaviors of the school " Leithwood and Jantzi's (1996) model offers six dimensions of transformational leadership. As stated in Chapter II, these behaviors are as follows; providing vision or inspiration (developing, articulating and inspiring others with one's vision}, modeling behavior (setting an example for staff members to follow), fostering commitment to group goals (promoting cooperation and assisting staff to work together), providing individualized support (respect and concern for individual staff members' needs), providing intellectual stimulation

(challenging staff to rethink some of their assumptions about their work), and setting high performance expectations (expecting quality, high performance, and excellence from staff). The Transformational Leadership Scale which was created by Leithwood and Jantzi (1996) as a result of their research, listed items within each of the six dimensions to give further explanation and clarification for each specific behavior. It was this scale that was used by this researcher to ascertain teacher perceptions of their principals' exhibition of transformational leadership behaviors.

For this particular sample, the researcher found a high degree of interrelatedness not only among items within each of the six dimensions, but also between items from different dimensions. A comparison of the correlation coefficients among all of the items within the Leithwood and Jantzi model found that many of the indicators from the different transformational leadership behaviors correlated very highly with one another, thus indicating a potential interrelatedness among items from the different behaviors (i.e., items within, "modeling behavior" correlated highly with items within, "fostering commitment to group goals").

- All schools in the sample and in the sub city have their own vision mission and working principles but they have similar vision this shows the schools vision is not based on their background performance this affects their achievement.
- leaders need to ensure that the whole group is working together toward the same goal ... Specifically, leaders can foster collaboration by assigning team goals, rewarding team achievements, and facilitating social interactions among team members.
- communicating a group vision is defined as articulating an idealized and attractive picture of the future of the group or unit. This behavior is aligned with ... inspirational motivation, which refers to behaviors that inspires and motivates followers to achieve the shared vision and that enhance confidence among followers, that the collective goals will be reached.
- Transformational leaders articulate a vision that emphasizes the way in which collective goals are consonant with follower values, causing followers to regard organizational goals as their own and submit extra effort toward goals and accomplishments.

- The effects of charismatic leadership on follower outcomes can be actualized through (a) a follower's personal identification with the leader, based on a leader's referent power and role-modeling behaviors, evoking follower's being proud to be associated with the leader, respect for the leader, and desire to idolize and imitate leader's behaviors and characteristics; and (b) a follower's internalization of a leader's values and beliefs, thereby leading a follower to be deeply espoused with the leader's vision and actions.
- Transformational leadership is a form of leadership in which relationships are organized around a collective purpose in ways that transform, motivate, and enhance the actions and ethical aspirations of followers.
- Inspirational motivation, through which a collective vision rouses followers toward the attainment of group goals.
- Further, transformational leaders display considerate behavior toward multiple followers when interpersonal conflicts among team members arise, and seek to promote cooperation.
- Leading teams yields several challenges, like aligning individual goals with a shared mission, managing resources, establishing a positive climate of trust and support, and coordinating information transfer and task completion.
- Exemplary transformational leadership behavior directed toward the team, like providing the team with a vision and solving interpersonal conflict, will increase the likelihood that individual followers are satisfied with their jobs.
- in addition to effects at the individual level, transformational leadership is posited to also have an impact at the team level of analysis. This assertion is based on a direct consensus model, which employs consensus among lower level units to specify another form of a construct at a higher level... This model is assumed because transformational leadership (a) comprises individual-focused as well as team-focused behaviors... and (b) as a participative leadership style, it contributes to mental model convergence in teams" (Braun et al., 2013).
- According to theories of transformational and charismatic leadership, leaders achieve this task by engaging in inspirational behaviors such as articulating a compelling vision, emphasizing

collective identities, expressing confidence and optimism, and referencing core values and ideals.

- transformational leaders articulate meaningful visions, they face challenges in making these visions a tangible reality.

Research Question Two: What is the relation of transformational leadership behaviors, if any with teacher job satisfaction? This question was answered by comparing the correlation coefficients for each of the three transformational leadership behavior factors with the variable job satisfaction Mean score from job satisfaction questionnaire was used to measure job satisfaction.

This question attempted to determine which, if any of the transformational leadership behavior factors, were positively related to teacher job satisfaction. The data showed that each of the three transformational leadership factors had a statistically significant relationship to teacher job satisfaction. Two relationships held virtually similar correlation relationship; that between Challenging Staff (intellectual stimulation and sets high performance expectations) and job satisfaction (.588) and Actively Leading Staff (provides vision or inspiration, models behavior and fosters commitment to group goals) and satisfaction (.585). The third relationship analyzed the correlation between Supporting Staff (provides individualized attention) and job satisfaction. This correlation indicates a low, positive correlation between a principals' behavior of Supporting Staff and teachers' perceptions of their own job satisfaction.

The regression equations run regarding this data were found to be significant, the strongest regression equation incorporated Challenging Staff (providing intellectual stimulation and holding high performance expectations) with job satisfaction as the dependent variable.

Research Question three: What factors influence implementation of transformational leadership behaviors in schools?

“Good change governance, set up from the beginning, remedies all this and enables speed and efficiency in designing and executing change. Conscious change governance requires clear definition of change leadership roles: sponsor, change process leader, change leadership team, initiative leads, project teams, and change consultants. Change leadership roles must have clear

responsibilities and ways of relating to the other roles. Each needs to be structured in ways that expedite their ability to act and lead in a coordinated fashion. They all need to agree on decision levels and authority, and the decision style and process that best supports the change”.

- Transformational leaders offer an engagement framework for leadership designed to help boards lead their organizations through times of change. Using this proven, highly effective model, leaders and followers work closely together to set responsibilities, outcomes, and strategic direction for the organization.

- The leader has the specific function of actively uncovering and resolving irregularities and exceptions to accepted auditing and accounting practices. Observers may view as transformational a chairperson whose behavior is consistent with their training and experience and with the mission of the organization. Therefore the factor structure of transformational and transactional leadership characteristics, and the impact of specific leadership characteristics on individual and organizational performance, may depend in part on the specific characteristics of leaders, subordinates, and situations under investigation.

- If we consider the above perspectives on leadership, we can see that they can all illuminate various aspects of the leader such as its functioning, group dynamics, or power relations. Such conceptual links between views of leadership should come as no surprise, given the fundamental role of the leader in the organization.

- Transformational leadership has been used to enhance the development of firms’ strategies by focusing on the common interests of the community. This book analyzes the impact of transformational leadership and ethical integrity in firms’ strategic orientation related to corporate social responsibility. A data from participating firms were gathered through a self-reporting questionnaire. The results indicated that transformational leadership is positively related to a firm’s strategic orientation in regard to corporate social responsibility.

Research question three sought to investigate factors that affect implementation of transformational leadership behaviors, Because of the diversity of educators’ needs; the transformational school leader will need knowledge, and an increased awareness of problems and issues that educators face regularly. It is critically important that school leaders be equipped with leadership skills that are flexible and receptive to diversity existed between

transformational leadership behaviors and their implementation. Those the data showed that from the factors a significant correlation was found between on job training, Qualification (Experience & educational back ground), Planning skill, Support from others, Clear organizational structure and other engagement has the strongest regression ($r = .721$). The significance of this correlation provides strong evidence for the presence of a significant relationship between transformational leadership behaviors and their implementation. This suggests the implementation needs support from the stakeholders to decrease or remove the effect of these factors for the implementation of transformational leadership behaviors, Lack of budget, Environment (internal & external) and Salary represents a medium effect size for the implementation and recognition and reward, Lack of clear policy, and Power exercise (Lack of autonomy & Interference) have low effect for the implementation of transformational leadership behaviors.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Transformational leadership is important in promoting and managing school development by influencing teachers both directly and indirectly. Transformational leadership practices supply a link to teacher outcomes and teacher beliefs regarding their individual and collective ability in addition to their collective capacity. Indicated in the literature were the ideas that structure and support go together within a climate of trust established by the principal. Education leaders are those principals who inspire through creation of trust among their followers.

Over the last two decades, schools have become places in which increased pressure has been levied on many different stakeholders to create effective schools. The effective schools research movement, which began in the 1980's, continues to exist within a society that places increased pressures and focus on those responsible to produce quality schools. Policies have been adopted to address this specific issue. The public now demands for schools to be places where effective learning takes place. While the concept of working to create effective schools is not debatable, the complexity of how best to achieve this is an issue of considerable and longstanding debate.

Effective schools research universally emphasizes the integral role the principal holds in the shaping of effective schools (Bossert, Dwyer, Rowan, and Lee, 1982; Brookover and Lezotte, 1977; Brookover and Lezotte, 1979; Dow and Oakley, 1992; · Edmonds, 1979a; Gallmeir, 1992; Glassman and Heck, 1992, Sheppard, 1996). In order for schools to be effective, they must have effective leaders. While this statement is widely accepted, the complexity of the role of the principal and his/her ability to impact upon student learning is a much more complicated undertaking.

In the review of literature, the researcher showed that the role of the principal was the, not an, integral aspect of effective schooling (Barth, 1991; De Roche, 1985). The researcher also demonstrated through the review, that transformational leadership behaviors are still vitally important for a principal to exhibit in order to bring about the reform necessary for the Improvement of schools (Bogler, 1999; Hallinger and Heck, 1996; Hoy and Sweetland, 2001;

Leithwood, 1994, Leithwood, 1996). These behaviors are closely tied to effective reform and accepted as necessary in order to create and maintain effective schooling practices.

The purpose of this study attempted to investigate teachers' perceptions of principals' transformational leadership behaviors, the relationship of these perceptions to teacher moral and teacher job satisfaction. Furthermore, the study investigated factors influence implementation of transformational leadership behaviors.

Teacher's perceptions' of their own principal's transformational leadership behaviors were analyzed and then measured against the individual teacher's own level of satisfaction they held with their current job. The review also showed that teacher morale, of which satisfaction play an important part, is a crucial aspect of a school's organizational climate (Buffie, 1989; Kirby & Paradise, 1992). While principals may indirectly influence student learning, the literature showed that it is the principal that directly influences school organizational climate, and more specifically teacher morale (Buffie, 1989; Kirby & Paradise, 1992).

Therefore, this researcher believed that the perceptions of these teachers would be an invaluable resource in the attempt to uncover the impact their principal's behavior can have on their satisfaction with their job.

5.2 Conclusions

Overall, this research has shown that transformational leadership style has a positive relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. Organizations that have leadership capability to change their management approach using leadership skills will further improve their performance. Therefore, firms who want to adopt the job satisfaction must resource their initiatives and increase the capabilities that should be given attention by organization aiming to be world class (transformational leadership).

Additionally, school leaders practicing a transformational leadership model must be able to meet the needs of diversified teaching staffs in order to promote a school climate conducive to increasing staff satisfaction and collegiality. This is especially important for high school levels in that mostly high school teachers feeling more isolated and lesser part of the school climate more often than do regular primary level education teachers. Although these leadership qualities are essential for any school leader, these skills are especially important for administrators who supervise and support education.

The transformational leader has the vision to work with all stakeholders to invite them to be involved in decision making, to work together to contribute ideas, to share successes and to work on areas for improvement, and to reflect together on the art of teaching. Leaders who exhibit those characteristics of transformational leadership have the power to aid teachers to reach to the highest levels of job satisfaction.

A principal's exhibition of transformational leadership behaviors had a significantly positive impact upon teachers' levels of satisfaction. The specific behaviors that seemed to have the greatest impact on job satisfaction were those of providing intellectual stimulation and setting high performance expectations. Providing vision or inspiration, modeling behavior and fostering commitment to group goals all had a significant impact. To a lesser degree, providing individualized support also had a significant impact on satisfaction; and while its impact may not have been as great as the others, it cannot be passed over as unimportant. Regardless of the degree of the relationship, the fact that there was found to be positive relationships between the exhibition of specific transformational leadership behaviors and teacher morale, is significant in

that it reinforces the value of transformational leadership behaviors as an effective means to achieving effective leadership.

These findings show conclusively those principals' behaviors have significant impact on how teachers view his/her work environment. As such, principals also have an indirect impact on student learning. Principals need to be aware of the power that these behaviors hold and knowledge of the behaviors outlined as a self-evaluation tool for principals to gain a sense of their own comfort and ability with these behaviors. Perhaps these findings can motivate principals, on an individual basis, to accept the model of transformational leadership as a valuable one for its ability to have a positive impact on important aspects of teacher morale and on a larger scale, school organizational climate.

There are practical applications that principals should incorporate in their own dealings with staff that can be naturally spun off from the findings of this research. Since it has been shown that these behaviors can enhance teacher satisfaction, a principal can utilize transformational leadership to build staff morale. More specifically, these findings encourage principals to utilize active listening, being a visible presence, being a team builder, using resources creatively, being people centered, being a motivator and embracing change, and leading staff through the change process.

5.3 Recommendations

Transformational leadership forms the foundation of recent leadership studies. It focuses on the more personal side of organizational interactions. Words such as culture, vision, values, development, teamwork, and service describe transformational leadership. Transformational leadership promotes interpersonal relationships and fosters communication. Transformational leaders meet the needs and wants of their follower's instead of driving them through the exercise of power.

- principals behavior on the part of the leader give respect for staff members and concern about their personal feelings and needs to provide individual support
- *All schools should have their own clear, time bounded, measurable, and achievable vision, it is created from the organization background.*
- *Communicating a group vision is defined as articulating an idealized and attractive picture of the future of the group or unit. This behavior is aligned with ... inspirational motivation, which refers to behaviors that inspires and motivates followers to achieve the shared vision and that enhance confidence among followers, that the collective goals will be reached.*
- *The effects of charismatic leadership on follower outcomes can be actualized through (a) a follower's personal identification with the leader, based on a leader's referent power and role-modeling behaviors, evoking follower's being proud to be associated with the leader, respect for the leader, and desire to idolize and imitate leader's behaviors and characteristics; and (b) a follower's internalization of a leader's values and beliefs, thereby leading a follower to be deeply espoused with the leader's vision and actions*
- *Seminars, conferences, and symposia should be organized for members of school community on communication aspects, the achievement and failure of the school goal at School and Sub-City level.*
- *On-job and in-service training courses should be given for principals so as to improve their transformational leadership problems and to maximize professional capability for the organization.*

- *There is no one best way of leading an organization, so principals should have strategy that fits to all situations. They should be in learning environment and understanding newly problems and solve with scientific methods or other contextual mechanisms.*
- *School leaders Training Universities should give higher focus on conceptual and technical knowledge for trainees with practical implementation ways of transformational leadership models.*

The conclusions drawn from this study indicate there exist a positive relationship between principals' usage of transformational leadership behaviors and the level of satisfaction the teachers in the principal's charge have with the school and their job. And there are factors that affect the implication of transformational leadership behaviors in the school environment. So other areas exist which can be studied to further investigate these findings.

1. This study should be replicated with a larger sample.
2. This study should be replicated using Demographic data in the analysis to gain a more complete picture of the sample.
3. This particular study selected only one variable within the realm of school organizational climate. Perhaps further research could incorporate other variables that impact upon school organizational climate. This might include gaining responses from groups besides teachers, principals, students, parents, and community members. Bringing the perceptions of others may help to gain a more complete picture of the entire variable related to creating an effective organizational climate.

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Appendex .1

ADIS ABEBA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT SURVEY
INSTRUMENT

A questionnaire to be filled by teachers

Dear respondents

The main purpose of this questionnaire is to assesses the effects of principal's transformational leadership behaviors on teachers' job satisfaction in governmental secondary schools of Addis Ketma sub city administration and suggesting some recommendations to fill in the gaps how a principal can positively impact the school's organizational climate, specifically the teachers' job satisfaction. Through this questionnaire, I would like to get your view regarding to the principals practice in relation to yours job satisfaction .since the information you provide will serve as a basis to achieve the researchers' objective, so your genuine responses to the questionnaire are highly valued and taken as essential assets to the success of the study .I would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your response to the best of your knowledge.

Thank you in advance for your cooperation.

Note;

1. There is no need to write your name
2. For every item you have to give only one answer
3. All information you provide will be strictly kept confidential
4. All data will be aggregated and will not be personalized

Part I. Demographic Information

Grade levels of the school you currently teach in: _____

Number of years you have been teaching: _____

Number of years teaching in your current school: _____

Gender: Male: _____ Female: _____

Number of principals you have worked for during your career: _____

Part II. Beliefs and Attitudes of Principal's Behaviors

Please circle the number that most closely describes your opinion of your current principal regarding each preceding statement. One is strongly agreed and five is strongly disagreeing.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Provides Vision or Inspiration					
1. Has both the capacity and judgment to Overcome most obstacles	1	2	3	4	5
2. Commands respect from everyone in the School	1	2	3	4	5
3. Excites staff with visions of what may be accomplished if we work together	1	2	3	4	5
4. Makes us feel and act like leaders	1	2	3	4	5
5. Gives us a sense of overall purpose	1	2	3	4	5
Models Behavior					
1. Leads by doing rather than simply telling	1	2	3	4	5
2. Symbolizes success and accomplishment Within our profession	1	2	3	4	5
3. Provides good models for us to follow	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fosters Commitment to Group Goals					
1. Provides for our participation in the process of developing school goals	1	2	3	4	5
2. Encourages teachers to work toward the same goals	1	2	3	4	5
3. Uses problem solving with staff members to generate school goals	1	2	3	4	5
4. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5
5. Encourages us regularly to evaluate our progress toward achievement of school goals	1	2	3	4	5
Provides Individual Support					
1. Provides for extended training to develop my knowledge and skills	1	2	3	4	5
2. Provides the necessary resources to support me in doing my job properly	1	2	3	4	5
3. Treats me as an individual with unique needs and expertise	1	2	3	4	5
4. Takes my opinion into consideration initiating actions that affect my work	1	2	3	4	5
5. Behaves in a manner thoughtful of my personal needs	1	2	3	4	5
Provides Intellectual Stimulation					
1. Challenges me to reexamine some basic assumptions I have about my work	1	2	3	4	5
2. Stimulates me to think about what I am doing for my students	1	2	3	4	5
3. Provides information that helps me think of ways to improve	1	2	3	4	5

Part II. Teacher Job Satisfaction

Please circle the appropriate number indicating level of satisfaction on the job. One is very dissatisfied and five is very satisfied.

Level of satisfaction on Job related Variables	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Freedom on the job	1	2	3	4	5
Working conditions	1	2	3	4	5
Personal success	1	2	3	4	5
Salary	1	2	3	4	5
Recognition	1	2	3	4	5
Teachers' needs met	1	2	3	4	5
Work is demanding	1	2	3	4	5
Adequate equipment	1	2	3	4	5
Job is challenging	1	2	3	4	5
Job interferes with family	1	2	3	4	5
Principal rewards teachers	1	2	3	4	5
Personal satisfaction	1	2	3	4	5
Decision-making	1	2	3	4	5
Personal initiative	1	2	3	4	5
Organization of school	1	2	3	4	5
Job security	1	2	3	4	5

Appendex .2

ADIS ABEBA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
SURVEY INSTRUMENT

A questionnaire to be filled by school leaders

Dear respondents

The main purpose of this questionnaire is to assesses the factors that influence the implementation of principal's transformational leadership behaviors in governmental secondary schools of Addis Ketma sub city administration and suggesting some recommendations to fill in the gaps how a principal can overcome the challenges to create positive school's organizational climate, specifically the teachers' job satisfaction and student achievement. Through this questionnaire, I would like to get your view regarding to your practice in relation to implementation of principal's transformational leadership behaviors. since the information you provide will serve as a basis to achieve the researchers' objective, so your genuine responses to the questionnaire are highly valued and taken as essential assets to the success of the study .I would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your response to the best of your knowledge.

Thank you in advance for your cooperation.

Note;

1. There is no need to write your name
2. For every item you have to give only one answer
3. All information you provide will be strictly kept confidential
4. All data will be aggregated and will not be personalized

Part I. Demographic Information

Grade levels of the school you currently lead in: _____

Number of years you have been teaching: _____

Number of years leading in your current school: _____

Gender: Male: _____ Female: _____

Part II. Factors influence transformational leadership behaviors

Please circle the appropriate choice indicating the degree that shows factors that affect the implementation of transformational leadership behaviors. One is Very high and five is low.

factors affect the implementation of transformational leadership behaviors	Very high	High	Undecided	medium	Low
On job training	1	2	3	4	5
Qualification (Experience & educ.back ground)	1	2	3	4	5
Planning skill	1	2	3	4	5
Salary	1	2	3	4	5
Recognition and reward	1	2	3	4	5
Support from others	1	2	3	4	5
Lack of budget	1	2	3	4	5
Lack of clear policy	1	2	3	4	5
Environment (internal & external)	1	2	3	4	5
Power exercise (Lack of autonomy & Interference)	1	2	3	4	5
Clear organizational structure	1	2	3	4	5
Other engagement	1	2	3	4	5
Other (please describe)	1	2	3	4	5

DECLARATION

I, Anwar Mulat Sitotaw declare that Principals Transformational Leadership Behaviors on Teachers Job Satisfaction for *Government High Schools*; in the case of adis ketema sub city, Adis Ababa city administration, Ethiopia, is my own work that all the sources that I have used or created have indicated and acknowledged by means of complete references.

Signature

Anwar mulat

June 2018

Date

Confirmed by advisor;

This thesis has been submitted for the examination with my approval as a university advisor.

Abdulaziz Hussein (PhD)

Name

Signature

June 2018

Date