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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION PLANNING AND MANAGEMENT

ON

**PRACTICE AND CHALLENGES OF TRANSFORMATIONAL SCHOOL
LEADERSHIP IN SECONDARY SCHOOLS OF GURAGE ZONE**

BY
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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
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APPROVAL

We the undersigned below certify that we have read and here by recommend to the Addis Ababa University to accept the thesis prepared by Shewaye Turiye entitled “Practice and challenges of Transformational School Leadership in Secondary Schools of Gurage Zone” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in school Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and contains no material published elsewhere or extracted in whole or in part from any thesis submitted for previously completed degrees. Moreover, no other person's work has been used without due acknowledgment.

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ABBREVIATIONS AND ACRONYMS

ADEM: - Agency for the Development of Educational Management.

CPD: - Continuous Professional Development

DEM: - Diploma in Educational Management and Administration.

IEPA: - The Institute of Education, planning and Administration

INSET: - In-Service Education and Training

MoE: - Ministry of Education

NGOs: - None Governmental Organizations

SNNPRS: - South Nation Nationalities and People Regional State

TEPD: - Teachers Education and Professional Development

TSL: - Transformational School leadership

UNDP: - United Nations Development Program

WEB: - Woreda Educational Bureau

ZED: - Zone Education Department

ABSTRACT

The purpose of this study was to assess the current practices and challenges in exercising transformational leadership in secondary schools of Gurage zone. The study also explored the practice and challenges of transformational leadership implementation. Cross-sectional descriptive survey design along with mixed method was employed. Quantitative data were collected, through questionnaires, from 217 of respondents (principals and teachers), randomly selected from selected secondary schools. Semi-structured interviews were also held with 23 respondents (supervisors and PTA chairperson); availability sampling technique was used to select them from selected secondary schools of Gurage zone. Document analysis was also part of data collection for the study. Using SPSS version 20, quantitative data were analyzed using descriptive statistics such as percentage, mean, standard deviation, and inferential statistics t-test was used. while the qualitative data were analyzed using content analysis approach. Finding of the study revealed that it was identified that the majority of the teachers, principals, supervisors, and PTA chairperson had served for 10 years and below which implies not experienced. It was identified by the study that level of understanding, and, exercising the domain and its practices of transformational leadership is in low level, especially understanding concepts of transformational school leadership is 3.75. This supervisors and principal were unable in continuous follow up and understanding level and also the four dimension (idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation) practicing and exercising are at low level. Concerning about exercising of transformational school leadership teachers are not clear about its significance as well as its practicing transformational leadership in secondary school is very low. The study identified major challenges that impede principals' transformational leadership practices, namely: poor management system of principals, dominance of routine administrative work to principals, low parental/community involvement, budget deficit (inadequacy), pressures of internal and external forces. Therefore, it could be concluded that those afro-mentioned challenges were highly affecting the principals' transformational leadership practices. Thus, on the basis of findings obtained it is possible to conclude that in the sampled secondary schools in Zone the schools had almost a poor transformational leadership practices. Thus, this clearly shows the school principals lack clear awareness/adoption of leadership paradigm, transformational leadership. The study further showed that finally, it can be suggested that further studies need to be conducted in this area with regard to Transformational leadership practice, and challenges to arising negligible role stakeholders. Based on these findings, it was recommended that Overall findings from this study suggest that the principals' transformational leadership practices should play important roles in tackling those challenges particularly related to overload administrative work, budget deficit, parental involvement and pressures of internal forces through mobilizing community, engaging self- incoming generating activities, wisely using funds, providing school base training, and counseling and guidance and, It is recommended that the regional, Zone and Woreda education officers solve the problem of time less turnover supervisors and principals trained in educational leadership and management is seriously recommended in all secondary schools of Gurage Zone to overcome the problem of supervisors and principals to provide proper transformational leaders in school to support for students, teachers, and school effectiveness were some of the major recommendations forwarded.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Transformational leadership builds commitment to the organization's objectives and empowers followers to achieve these objectives (Yukl, 1998). As transformational leadership is commonly regarded to be the answer for the schools, it purports a direct correlation between morale and productivity. In simpler terms, it occurs when the leaders take a visionary position and inspire people to follow. Transformational leaders are able to work with their governing bodies and through their leadership, teams to generate team working at all levels by seeking and valuing the inputs of others (Haygroup, 2000). Additionally, in the views of (Hoy and Miskel 2001), transformational leaders are expected to, define the need for change, create new visions and muster commitment to the vision, Concentrate on long-term goals, Inspire followers to transcend their own interest to pursue higher order goals, Change the organization to accommodate their vision rather than work within the existing one, mentor followers to take greater responsibility for their own development and that of others. As a result, Followers become leaders and leaders become change agents, and ultimately transform the organization.

In educational settings, according to (Owens 2004), increasingly different literatures describe the behavior of people in high performing schools as being consistent with transformational leadership. Similarly, (Bass and Steidlmeier 1999) argue that transformational leadership is more suitable for educational institution than any other institutions. In addition, transformational leaders transform the personal values of followers to support the vision and the goals of the organization by fostering an environment where relationship can be formed by establishing a climate of trust in which visions can be shared (Bass, 1985). Moreover, according to Burns, (1987) and Leithwood, (1999), transformational leader is not being the only leader in the school; rather, she or he facilitates the development leadership abilities

with all staff. She or he does this by identifying and articulating vision for the school, conveying expectation for high level of performance, and providing both intellectual stimulation and individual support.

According to (Aidan 2005), "across the world, research findings indicate that school principals are one of the most powerful single determinants of the overall quality and effectiveness of schools. Moreover, the importance of the role of school leader is continued to expand as schools are increasingly expected to deal with a range of social and economic issues (Daresh, 1998). Moreover, Harris (2005) stated that there has been a renewed emphasis upon leadership capacity and capability in the drive towards higher standards. Furthermore, Dimmock (1993) states that the visionary and creative leadership and effective management in education require conscious attempt at integration of the qualitative and quantitative concerns of schooling, the linking of substance and process, and integration of an external and internal views, and integration of a strategic and an operational perspective simultaneously.

Leadership can be addressed to the extent that a shaped vision for the school could be given expression, and that vision is seen as an important responsibility of leaders is emphasized in managing schools because by this time, schools and school systems are in the midst of sweeping change and being able to set, articulate and support a vision is more important than ever (Cold Well and Spin 1998). In relation to this, (Brundrett and Robert 2003) suggested that successful school leaders influence students' achievement in several important ways, and centrality to school improvement. Thus, to have an excellent school leadership, principals should develop mutual authority, shared decision making, a collaborative culture of a learning community, and manage and resolve conflict in schools because leadership is the property of the organization to build a shared commitment and leadership team rather than of the individual. Accordingly, Ogawa and Bossert (1995) contended that leadership is a quality of school organizations, which flows broadly through social networks and roles.

On the contrary, Burndrett *et al.*, (2003) indicated in their findings that leaders' limitations in educational leadership competence or lack of appropriate training, knowledge, abilities and skills of principals are engaging in the leading role of school for teaching and learning process,

and executing different leadership roles and activities for better achievement of the designed goal is so difficult. According to (Adensina 1990), inadequate leadership at school level is one that adversely affects the process of education because success in any educational institution depends significantly on effective and sound leadership. In other words, the forces affecting the school systems likely not any is more important than the school leaders who have the responsibility for recommending change in educational activities and facilitating learning.

Moreover, review of the Ethiopian Education and Training policy and its implementation, (MoE, 2008) explained that leadership in secondary education was to be less satisfactory in the areas of performing technical management, building school culture and attractive school environment instituting participatory decision making and school management for teachers and students being skillful in human relation, and communicating with different stakeholders. It also indicated that the appointment of secondary school leaders is very much based on experience and there is lack of qualified leadership in the sector. Also in relation to this, SNNPR in an annual report (2011) disclosed that many school principals have a problem of skill in order to provide strong leadership in the region's secondary schools. Thus, in fact, any defect in leadership would result in poor performance and achievement; however, the above defects of leadership clearly depict that school leaders lack experiences in practicing transformational leadership, which enables leaders to challenge the process, inspire a shared vision, model the way, help others act and encourage the heart. Therefore, still there are wide gaps in practices of implementing transformational leadership in almost all Secondary schools of Ethiopia. The same is true in SNNPR state secondary schools.

The main objective of this study is to improve the practices, the concepts of transformational leadership, Dimensions of transformational leadership and minimize its challenges to raise the result of learning outcomes. Generally this study might identify the practice and challenges in exercising transformational leadership and indicate alternative solution in the research area.

In the view of the fact that transformational leadership plays in providing the

performance of schools, and its suitability for educational institutions, the research is needed to examine the extent to which it is practiced in secondary schools of Guraghe zone. This is particularly important when one examines the leadership problems prevalent in Ethiopian secondary schools. The purpose of this study is, therefore to what type of school leadership goals, purposes, decisions, activities, responsibilities; problems, etc provide themselves to call for using transformational leadership in schools.

1.2. Statement of the Problem

Transformational leader, according to Bennis and Nanus (1985), is one who commits people to action, who converts followers into leaders, and whom may convert leaders into agents of change. Thus, the followers are energized by 'the transformational leaders so that they follow because they want to'. Bass (1985) affirmed that transformational leaders are people able to articulate a compelling vision of the future; communicate the importance of having a collective mission and sense of purpose, and talk optimistically about the organization attaining their goals. They can engender trust and respect from their followers and instill pride in them. They talk about their most important values and beliefs and consider the moral and ethical consequences of decisions. They seek different perspectives when solving problems and get followers to challenge old assumption. They spend time coaching and teaching. They also consider each individual follower's needs, abilities and aspirations as well as being compassionate, appreciate and responsive toward them.

The advocates of transformational approaches to leadership (e.g. Leithwood and Jantzi, 1997; Liethwood, Jantzi and Steinbach, 1999; Silins, 1994) have cited empirical evidence suggesting that transformational leadership contributes to arrangement of organizational outcomes including motivation, commitment, and capacity of teachers to develop new approaches to education. It actually leads to changes in teaching, learning and school organization, and results in enhanced student learning outcome. Increasingly, principals have to be engaged to adopt transformational approaches to leadership that are seen to be appropriate to schools faced with demands for reform. Moreover, the advocates of transformational approaches to leadership (e.g., Liethwood, *et al.*, 1999, Leithwood and Jantzi, 1997; Silins, 1994) have cited empirical

evidence suggesting that transformational leadership contributes to a range of organizational outcomes including motivation, commitment, and capacity of teachers to develop new approaches to education. It actually leads to changes in teaching, learning, and school organization and results in enhanced student learning outcomes.

Transformational leader, according to Bennis and Nanus (1985), "is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. Thus, the followers are energized by the transformational leader so that they follow because they want to. Furthermore, transformational leadership attempts to rally the members around a vision in order to empower them to realize themselves.

Gurage Zone is one of the emerging Zones in the SNNPR. The Zonal government has committed itself to the provision of quality, relevant, accessible and equitable education for citizens of the Zone (Regional Education Bureau Report, 2009). However, there are a lot of challenges such as low participation of local people, shortage of skilled educational leaders and teachers that hinder achievement of the regional goals. On top of these, the document suggests that the nationally set education sector development programs are not adequately responding to the local needs particularly in the areas of school leadership. The report of the Regional Education Bureau (Ibid) has also shown that there are: a) knowledge gap among school principals which may result into low level of executing the jurisdiction and devolution of power, b) shortage of resources to achieve the intended educational objectives, c) challenges from the living situation due to sparse population and backward economy; poor means of communication network such as transportation, telecommunication, and d) low capacity to plan, manage and monitor the performance of the education system.

In contrast with the above points the current situation of implementing the practices and dimensions of transformational leadership in the study area is not satisfactory as expected and the problem is still prevailing and also the fact that there is no known research that leads to conduct on the practice and challenges in transformational school leadership in selective secondary school of Gurage Zone.

In relation to this, in its section of sector analysis, a strategic plan of Gurage zone prepared in view of 2010- 2015 identified some problems of educational leadership in education sectors such as leadership competence, qualification in area, commitment to school objectives and accommodate vision to change . Thus, on the basis of these realities, it seems to be very reasonable and timely to assess the contemporary school leadership practices in secondary schools of the zone in order to forward remedial solutions to be taken to tackle the existing problem of effectiveness of school principals in leadership. Besides, though Tesfaw (2014), Yemer (2009), and Berhanu Belayneh, (2016) studied transformational leadership, the methodology, variable and context that they used were different from this study. While Tesfaw (2014:903) focused on the relationship between transformational leadership of principals and teachers' job satisfaction in public secondary schools, Yemer (2009: 32) looked at whether transformational leadership could be successfully implemented in Ethiopia, as a country. Tesfaw (2014: 909) used Multifactor Leadership Questionnaire Form 5X (MLQ-Form 5X) as a data collection tool, whereas Yemer employed qualitative case study using semi-structured interviews and Berhanu Belayneh, (2016) studied transformational leadership roles of principals at Ethiopian secondary schools (Berhanu ,2016). but this study focus on practices and challenges of transformational school leadership mainly on 4Is.

Therefore, the gap that was mentioned above and the search for effective leaders warrants investigating how transformational leadership is characterized and implemented in secondary schools of South Nations, Nationalities and Peoples' Regional State (SNNPRS), Ethiopia. The presence of this research gap and the above practices gap was initiated the researcher to conduct the present study in the study area. Therefore, this study is aimed to answer the following basic research questions to answer the objectives of the study.

- 1) To what extent the dimensions of transformational leadership have been executed by secondary school principals in the secondary schools?
- 2) What challenges do school principals encounter in practicing transformational leadership approach in school organization?

1.3. Objectives of the study

1.3.1. General Objective: The objective of this study was to assess the current practices and challenges in exercising transformational leadership in secondary schools of Gurage zone.

1.3.2. Specific Objectives: - The present study has the following specific objectives;

- To identify the transformational leadership dimensions which have been practiced by secondary school principals in the schools
- To identify the challenges that school principals' face in exercising transformational leadership in secondary schools.

1.4. Significance of the study

Identifying the prevailing practices and challenges of transformational leadership in secondary schools, the researcher was come up with sound recommendations that can play their own role in its effective utilization by school principals. Thus, the results of the study are assumed to be significant in the following ways:

- 1) It helps educational stakeholders at school level to understand the concept of transformational leadership in relation to school improvement.
- 2) It gives awareness to school principals to fully utilize their management skills and potential to empower followers so as to achieve the desired school's visions and goals.
- 3) It provides what type of leadership responsibilities, activities, or problems calls for principals increased use of transformational leadership approach.
- 4) It may increase awareness and attention of stakeholders towards the important roles of qualified school principals to achieve education sector development programs; and
- 5) It may help to identify the gaps which may press Regional Education Bureau in general and the Woreda Education Offices in particular to pay due attention to design capacity building training programs that are relevant to transform the necessary knowledge and skills of school principals.

1.5 Delimitation of the study

In Guraghe Zone, there are thirteen woredas and two town administrations that manage 85 government secondary schools. This is conducted to investigate the extent to which challenges to practices of exercising transformational school leadership is currently implements; in the 15 governmental secondary schools of Gurage Zone. The focus is only 11-12 grade level.

The scope of the study is also delimited to assessing current situation of leadership practices, challenges, dimensions(4Is) and the concept of understanding school leadership in creating/exercising the school environment transformational.

Therefore, the researcher developed the following variables as strategies in which teachers principals, Supervisors and PTA how exercising, how to implement dimensions of transformational Leadership and, how to minimize challenges of implementing transformational Leadership activities were treated.

1.6. Limitation of the Study

For several reasons, the researcher could not have employed the recorder or any electronic devices while gathering data. So, it was believed that few points which were quite helpful as inputs of the research findings might have missed. Also, obtaining all distributed questionnaires on time from all respondents were other constraints in the study. Apart from this, the scope of the study was restricted only in one zone due to lack of time and other resources limitations. The problem was alleviated using telephone in case of few interviews and arranging meetings after working hours.

1.7. Operational Definition of Key Terms

Principal: The administration head and professional leader in charge of secondary schools (Good, 1973)

Secondary schools: - The school division following primary schools in education system of Ethiopia comprising of general secondary education i.e. grade 9 and 10, and preparatory education if grade 11 and 12 (MOE, 2002)

Transformational Leadership: - is leadership behavior that centers on the development of followers by raising their individual needs to a higher level and seeking to meet those higher

needs. In this study, transformational leadership dimensions include the four constructs of Idealized Influence, Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration (Bass and Riggio, 2006: 5).

Transformational school leadership: - is a model developed by Leithwood, *et al.*, (1999;2006) to measure transformational leadership behaviors based on three categories (Setting direction, helping people and redesigning the organization) and six dimensions, namely: building collaborative structure and strengthening school culture, sharing school vision and building consensus and modeling behavior, high performance expectation, intellectual stimulations and individualized support (Leithwood and Jantiz, 2007:179).

Woreda: - is, in South Nations Nationalities and Peoples' Regional State, the lowest administrative level where all government offices are located.

Zone: - an intermediate administrative level between the region and woreda.

1.8. Organization of the study

The research report was organized in to five chapters. Chapter one incorporates the introduction (preliminary) parts of the study: the background, the statement, objectives, significance, delimitation, limitation of the study, definition of terms, and organization of the study. Chapter two was related with literature review on the practices and challenges of transformational school leadership. Chapter three were provide research design, and methodology related issues, and Data presentation, analysis and interpretation were addressed in the fourth chapter. Finally, the fifth chapter provided summary of major findings, conclusion and recommendations.

CHAPTER TWO

2. Review of the Related Literature

2.1 Introduction

Leadership, which is inherent in all humankind, is a means by which organizational objective is achieved. Transformational leadership is one that is an encompassing approach to describe a wide range of leadership from very specific attempts to influence followers on a one- to-one level to very broad attempts to influence whole organizations, and even entire culture (Bass and Riggio, 2006). Additionally, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the followers sense of identity and self to the mission and collective identity of the organization, being a role model for followers that inspires them, challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader align followers with tasks that optimize their performance. School administrators must focus their attention on using facilitative power to make second order –changes in their school. “Transformational leadership” provides such a focus. As Robert (1985) explains:

“The collective action that transforming leadership generates empowers those who participate in the process. There is hope, there is optimism, and there is energy. In essence, transforming leadership is a leadership that facilitates the redefinition of a people’s mission and vision, a renewal of their commitment, and the restructuring of their system for goal accomplishment.”

Thus, this study tried to investigate the practices and challenges of exercising transformational school leadership in government secondary schools by presenting related literature review. Accordingly, this chapter reviews the concept and definition of leadership, concepts of transformational leadership behavior, the major components (dimensions) of transformational leadership, challenges that impede principals’ transformational leadership practices, effects (impacts) of the principals’ transformational leadership practices on teachers’ efficacy, job satisfaction, and organizational commitments and countries educational leadership experiences in secondary schools.

2.2 The Concept of Leadership

Leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power to affect change in others (Northouse, 2013:5).

Work effectiveness of the school system requires an atmosphere of mutual trust, understanding and cooperation between the school head and the subordinate. Similarly leadership is an important aspect of an organization. This is due to the fact that the degree of accomplishment of organizational goals by and large lies on the degree of effectiveness of its leadership (Bolden, 2003). Effective leader results in higher performance where as ineffective leadership results in cripple organization. This is the reason that when the leaders are effective, the subordinates are motivated and do up to their best to achieve their organizational objectives. Hallinger and Heck (1998) argue that educational leadership has a 13 substantial effect on educational organization. It is the heart and soul of an educational institution and crucial for well achievements of an organizational objectives. Theories on Leadership Weindling, (2004, p.9) argue that “many theories have been advanced over the years to explain how leaders lead, whether in schools or elsewhere.” Bush and Glover build on the work of Leithwood, *et al.*, (1999) to develop a typology of leadership consisting of eight broad theories.(Bush and Glover, 2003, pp11–22).

Thus, from the above literature, leadership may be considered a process of influencing and leading followers and situations. It is impossible to provide detailed summary on leadership in this chapter considering the voluminous literature available. However, since the focus of this study is on leadership practice of secondary school principals, it is logical to examine the evolution of principal leadership spanning from trait theory to the current model of transformational leadership.

2.3. Concepts of Transformational Leadership

The concept of transformational leadership was first developed by James MC Gregory Burns (1978) and argued that,” transforming leadership occurs when one or more persons engage with other in a such way that leaders and followers raise one another to higher levels of motivation and morality” (North house,2007).

According to North house (2007), “as its name implies Transformational leadership is the process that changes and transforms people”. It is concerned with emotion, values, ethics, standard and long-term goals, and includes assessing followers motives, satisfying their needs and treating them as full human beings. Transformational leadership is mutually reinforcing process between leaders and followers to level of morality and motivation higher. It is not only directly and top-down (from top to bottom), but also can be observed indirectly, from bottom to top (bottom up), and horizontally (North house, 20004).

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.... Background James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns (1978), transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership was mutually exclusive styles. Transactional leaders

usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture. Development of concept another researcher, Bernard M. Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance.

The extent, to which a leader is transformational, is measured first Transformational leadership

1. Individualized Consideration – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.
2. Intellectual Stimulation: – The degree, to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.
3. Inspirational Motivation – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand.

Transformational leadership has been proposed by Avolio, Bass, *et al.*, (1999) who defined transformational leadership as being charismatic and influential in their ability to make employees do more than what was expected of them at work (Ritu ,2008).

According to Liethwood (1995), transformational leadership has arisen from a broadening of the intuitional leadership concept to overcome its inherent deficiencies and that transformational leadership in particular relevant to the current climate of school education which is characterized by change, it goes to support the positions of Burns (1978) when he posits that school leaders act less directly and more collaboratively with teachers, and regards this as transformational

leadership. To apply the concept of transformational leadership in schools, leaders should be in pursuit of three major goals: helping staff members develop and maintain a collaborative, professional school environment; fostering teacher development, and helping teachers solve problems more effectively (Leithwood , 1992).

Transformational leadership is thought to provide a more powerful way for thinking about school leadership than competing approaches because it leads to an investigation of all workplace conditions that contribute to all school outcomes, not just instructional strategies. The essence of transformational leadership is the growth of staff and enhancing their commitment by elevating their goals. The roots of transformational leadership can be attributed to Burn's (1978) Pulitzer-winning book entitled simply *Leadership*. Burns argued for leadership that engaged with others to raise intrinsic motivation, rather than the more common view of the day which involved an exchange relationship (transactional leadership) based on followers' individual, typically monetary, extrinsic interests. Following Burns' lead, Bass' (1998) formulation and survey-based measure of transformational leadership became the focus of attention over several decades. For Bass, transformational leadership consisted of the four dimensions of charisma, inspirational motivation, individualized consideration and intellectual stimulation. Building on this historical generic leadership base, Leithwood (Leithwood, in press; Leithwood, *et al.*, 2004-2006 Leithwood and Jantzi, 2000, 2005; Leithwood and Riehl, 2003) has done the most to conceptualize and collect research evidence on transformational leadership in schools. Leithwood's early conceptualization in the area (Leithwood, *et al.*, 1999) identified six dimensions of transformational leadership: - vision and goals, culture, structure, intellectual stimulation, individual support, performance expectation. In recent times, Leithwood (in press) has redesigned his work to include four major dimensions of transformational leadership in schools, each of which includes three or four more specific sets of practices as follows. The Leadership Challenge: Improving learning in schools :- Setting directions – Building a shared vision – Fostering acceptance of group goals – High performance expectations , Developing people – Providing individual support and consideration – Intellectual stimulation – Providing an appropriate model – Redesigning the organization, Building collaborative cultures – Restructuring – Building productive relationships with families and communities – Connecting the school to its wider environment – Managing the instructional program , Staffing the program – Providing instructional support – Monitoring school activity – Buffering staff from distractions

to their work. (Leithwood, in press) Research by Leithwood and by others based on Leithwood's work has demonstrated that transformational leadership contributes to valued teacher and student outcomes.

In contrast to instructional leadership, transformational leadership seeks to generate second-order effects. It seeks to increase the capacity of others in the school to produce first-order effects on learning. For example, teachers in schools characterized by transformational principal behavior are more likely than teachers in other schools to express satisfaction with their principal, to report that they exert extra effort and are more committed to the school and to improving it (Leithwood *et al.*, 1999).

Thus, in this study the transformational school leadership model is constructed by three categories and four dimensions. It is widely believed that the more the transformational leader employs these dimensions, the more likely the school becomes efficient and effective (Gulbin, 2008: 34). Leithwood and Jantzi (2007:190) in their review of transformational leadership research found that this type of leadership had positive relationship with the concept of school effectiveness.

2.4. Components of Transformational Leadership

The major components of Transformational leadership were Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation. Besides of the above components in this section deals about different models of transformational leadership like The Full Range of Leadership Model, Fully Developed Transformational Leadership Model for School Leadership, and leithwood and Colleague's Model of Transformational Leadership.

2.4.1. The Major Components of Transformational Leadership

There are four major factors /skills that make up transformational leadership, and these factors can work together or independently. Transformational leaders believe in ways to achieve superior results employing one or more of the four core components of it rather than set up simple exchange or agreements.

Bass and Riggo (2006) described that components of transformational leadership as they had been identified by Avolio, *et al.*, (1997) are: Idealized influence (II) /charisma, Inspirational

motivation (IM), Intellectual stimulation (IS), Individualized consideration (IC) **In Idealized Influence:** The transformational leader becomes a role model for the followers, facilitates the acceptance of group goals, and encourages them to upgrade their organizational goals. Idealized Influence is the degree to which leaders behave in charismatic ways, causing followers to identify with them. The followers transcend their self-interest for the sake of the organization and develop a collective sense of mission and purpose.

In Intellectual Stimulation: The leader's behavior helps the followers to identify new approaches when faced with difficult challenges. Intellectual stimulation is the degree to which leaders challenge assumptions, take risks, and solicit followers' ideas. Here the transformational leaders question the status quo, appeal to followers' intellect, stimulate them to question their assumption, and invite innovative and creative solutions to problems. **In Individualized Consideration:** Transformational leader provides the followers with helpful advice relevant to each individual. It is the degree to which leaders attend to followers' needs, act as mentors or coaches, enabling them to develop and self-actualize, and listen to follower' concerns.

In Inspirational Motivation: -refers to the way in which transformational leaders energize their followers by articulating a compelling vision of the future. The leader communicates high expectations to followers, inspiring them through motivation to become committed and a part of the organization's shared vision.

Thus, transformational leadership gives more attention to the charismatic and emotional basics of leadership. Northouse (2010: 187-191) also explains transformational leadership as a process where an individual engages with another person and creates a correlation that raises the level of inspiration and goodness in both the leader and the follower. Such leaders also set demanding goals of the future that inculcate dedication, favor the materialization of empowerment in work groups, and enhance results closely related to adaptive performance such as ingenuity and organizational modernization. Transformational leadership also encourages independence and demanding work, became increasingly important to followers' job satisfaction (Bass, 2010: 10; Charbonnier, *et al.*, 2010: 700-702; Chi and Huang, 2014: 302; Goodnow and Wayman, 2009: 4-5; Munoz, 2003:37; Tekleab, *et a l*, and Cox, 2008: 187).

The fundamental job of transformational leaders is to increase the responsiveness and consciousness of their subordinates to higher levels of behavior and goodness. The final

measurement for actual transformational leaders is their role in promoting employees higher ethical maturity and they move followers to go beyond their self-interests for the benefit of their team, organization, or society (Mulla and Krishnan, 2012: 86).

Tekleab, *et al.*, (2008: 186-187) maintain that transformational leadership focuses on educating followers' loyalty to governmental goals and shaping the culture in ways consistent with the organizational plan. According to these authors, transformational leadership helps to focus followers' efforts on lasting targets. To achieve these objectives, they concentrate on setting goals and stimulating followers' desire for success. Bass (2010:10) also emphasizes that transformational leadership goes beyond one's self interest for the wellbeing of the society and that personal interests and values of employees are also aligned with that of the organization. Furthermore, transformational leadership inspires alterations or alignment of structures in the service of a new vision rather than functioning within existing systems to maintain the status quo. Zagorsek, *et al.*, (2009:145) also portrays the potential role of the transformational leadership as one of the essential ways of creating learning institutions.

According to these authors, some behaviors of leadership such as helping and empowering of employees that are the features of transformational leadership positively affect organizational learning. Transformational leadership also influences employees and practices by encouraging flexibility and exchange of views and creating an environment for learning. This also creates a condition for improvement and employees develop the culture of taking initiatives, exploring and developing new ideas, actions, and products out of which organizations can benefit.

As the main action of transformational leadership involves stimulating followers to widen their horizon and see challenges from various perspectives, it also assists subordinates to grow and get to higher performance, and inspires them through a demanding goal. Such actions should be facilitated when the work group has created cultures and values that stimulate individual initiatives, new views, and innovative ideas (Charbonnier, *et al.*, 2010: 700).

Transformational leaders constantly examine and review their environment to satisfy the changing needs of organizations. Transformational leaders also integrate the resources of the organizations and direct all efforts towards the common goal and make the organization open to change. In transformational leadership, accountability and responsibility are increased and transformational leaders constantly share the vision of the organization to all the members of the

organizations. If organizations want to plan and implement change, they need to have transformational leadership practitioners. Transformational leadership also focuses more on the charismatic and emotional elements of leadership (Munoz, 2003: 37). Therefore, prioritizing the organizations interest in the place of individual interest is sine-qua-non.

Transformational leadership goes well with the needs of today's team-based organizations which can be effective when they are motivated and empowered to succeed in times of uncertainty. Charbonnier, *et al.*, (2010: 700) also state that transformational leadership behavior helps to set a common objective and vision of the future, encourage subordinates emotionally and show personal selflessness to employees. Transformational leadership is also certainly related to work group performance outputs. Chi and Huang (2014: 302-303) assert that transformational leadership influences performance of team in organizations by determining shared targets within work groups.

Moreover, Bass and Riggio (2006:7) posit that transformational leaders ensure productivity by enabling the employees translate vision into action by inculcating inspirational culture across the institution that can create congenial working environment and to promote intellectual stimulation among the school community. Thus, the role of transformational leadership is reflected in the attributes of a principal who transforms the values and needs of teachers, motivates them to achieve goals beyond their expectation, and provides leadership and support through carefully conceived change stages, acting as a role model (Kim, 2012: 876).

Today, there is widely accepted conceptualization that leadership in a school setting is a shared process, rather than a one-way process in which only leaders influence others. The introduction of mutual influence process in leadership study has brought a paradigm shift in educational leadership understandings. Principals now need active involvement from their staff members to achieve their schools' goals. Leadership theories that closely link with this concept are known as transformational leadership. Transformational leadership is a type of shared or distributed leadership. Principals who exercise transformational leadership models focus on bottom-up approaches to incite change in schools (Hallinger, 2003:338).

The present study, based on the Transformational School Leadership model (TSL) (Leithwood, *et al.*, 1999; 2001; 2006), adopts the three categories (setting directions, developing people, and redesigning the organization) and six dimensions (sharing school vision and building consensus, high performance expectation, individualized support, intellectual stimulation and modeling

behavior, building collaborative structure and strengthening school culture) of transformational school leadership.

Leithwood, *et al.*, (1999; 2001; 2006) model incorporates the Bass and Avolio dimensions of transformational leadership that are idealized influence, intellectual stimulation, individualized consideration, inspirational motivation and contingent reward. They have done more than 34 large studies using transformational school leadership model. Among these 22 of the studies focused on principals. After such extensive research Leithwood, *et al.*, determined that Transformational School Leadership is the best starting point to develop a model for making schools effective (Gulbin, 2008: 31)

2.4.2. The Full Range of Leadership Model

Transformational leadership integrates the full range of Leadership model, which includes several components of transactional leadership characteristics since transformational leadership provides an expended picture of leadership that includes not only the exchange of rewards but also leader's attention to the needs and growth of followers (Avolio, 1999, Bass, 1985). In supporting this position, Bass (1990) noted that transformational leadership is actually an extension of transactional leadership –emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. With respect to the traditional transactional, or managerial, perspectives of leadership, Bass identified three characteristics:

I). Contingent reward (Reward-and –Punishment/Carrot-and –Stick leadership):-It explains the leader's exhibit when they “contract exchange of reward for effort, promises rewards for good performance, and recognizes accomplishment (Bass, 1990). **II) Management by-exception (active)**, which is when a leader “watches and searches for deviation from rules and standards, and take corrective action (Bass, 1990). **Management by-exception (passive)**, which is when a leader ‘intervenes if standards are not met (Bass, 1990).

III).Laissez-faire, which is when a leader ‘abdicates responsibility toward his /her followers, and avoids making decision (Bass, 1990). There is no exchange with followers or attempt to help them grow (North house, 2007). Moreover, according to Bass and Riggio (2006), laissez-faire is most inactive, responsibility of leaders are ignored, and authority remains unused. To this end, transformational leadership can be accessed through use of MLQ, which measures a leader's

behavior in seven areas: idealized influence (charisma), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception, and laissez-faire behavior. The most widely used measure of transformational leadership is MLQ (Bass, 1985; Bass and Riggio, 2006).

2.4.3. Fully Developed Transformational Leadership Model for School

Leadership

Transformational leadership in an education world (context) can be meant as efforts of school principals to motivate teachers and administration staffs to consistently gain the mission set by the school (Bass and Riggio, 2006). Building on the work of Bass and Avolio (1994), Liethwood (1994), Bass (1985), and Burns (1978), introduced an eight dimension paradigm of transformational leadership as a model for school leadership. To date, this model has been described as the most fully developed transformational leadership model for school leaders (Liethwood, *et al.*, 1999). This paradigm incorporates the following dimensions:

Identifying and articulating vision: - Behavior on the part of the leaders aimed at identifying new opportunities for their school, and developing, articulating, and inspiring others with a vision of the future (Jantzi and Liethwood, 1996). **Fostering the acceptance of group goals (establishing schools goals):** - Behavior on the part of the leader aimed at promising cooperation among staff and assisting them to work toward common goals (Jantzi and Liethwood, 1996).

Offering individualized support: - Behavior on the part of leader that indicates respect for individual members of staff and concern about their personal feelings and needs (Jantzi and Liethwood, 1996). **Providing intellectual stimulation:** Behavior on the part of leader that challenges the staff to re-examine some of the assumptions about their work and to rethink how it can be performed (Jantzi and Liethwood, 1996). **Modeling best practice and important organizational values:** Behavior on the part of the leader that sets an example for staff members to follow consistent with the values the leader espouses (Jantzi and Liethwood, 1996).

Demonstrating high-performance expectations: - Behavior that demonstrates the leader's expectations for excellence, quality, and high-performance on the part of staff (Jantzi and Liethwood, 1996). Transformational leadership is seen when leaders stimulate others to view their work from new perspectives, generate an awareness of the mission or vision of the

organization, develop colleagues and followers to higher levels of ability potential, job satisfaction motivate them to look beyond their own interests toward those that will benefit the group more. In this understanding, transformational leaders set challenging goals to achieve higher performance (Bass, 1985).

Creating a productive school culture (Strengthening school culture):- Behavioral that demonstrate the leader's expectation for staff participation, the sharing of power and responsibility of others, promotes an atmosphere of caring and trust among staff, frequent and direct communication, clarification for school's vision and norms of excellence (Liethwood, 1994). Deal and Peterson (1999) defined "school culture" as complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments. Furthermore, Evans (1996) defined 'school culture' as a system of attitudes, actions and artifacts that endures over time and produces among its members a relatively unique common psychology. Heckman (1988) 'stated school culture' consists of the commonly held beliefs of teachers, students, and principals that guide such characteristic behavior as learning activities, grouping practices, and the way that teachers talk each other and evaluate student achievement.

In supporting this opinion, Cunningham and Gresso (1993) asserted that schools as an organization must recognize that their structure, behavior, and performance, all flow from the culture the school. Fullan and Hargreaves (1991) concluded that the effective type of 'school culture' that promotes student achievement is collaborative. It includes the following dimensions: collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support and learning partnership. Additionally, Deal and Peterson (1999) contended that positive and collaborative school culture strongly affects school performance by fostering school productivity and effectiveness, improving collaboration, collegiality, communication and problem solving, engendering successful change and improvement efforts, building staff, student, and administrator commitment and identification, amplifying staff, student and community motivation, energy and vitality, and increasing the focus on what is important and valued in daily behavior.

Building collaborative structure (developing a structure foster participation in school decisions):-Transformational leadership behavior that demonstrates the willingness of the leaders

to share in responsibility, power, and decision making, mostly it includes staff's opinions when making decisions. In addition, the leader ensures effective group problem solving, provides autonomy for teachers in their decisions, and others working conditions to ensure that staff have collaborative planning times (Liethwood, 1994). The leader promotes organizational systems and structures that allow of the "ongoing refinement" of administrative operations in order to foster continuous improvement efforts. To this end, the Liethwood, *et al.*, (1994) noted that effective leaders build collaborative structures that (1) provide teachers the frequent and routine time and opportunities to share specific teaching techniques (2) provide teachers with a going classroom observations and feedback (3) incorporate collaborative planning and evaluation time for instructional lessons. In relation to this position, Cunningham and Gresso (1993) claimed that principals in collaborative schools are actively involved in observing and evaluating teachers and in working with teachers on curriculum and scheduling than are principals in schools where teachers traditionally are isolated in their classroom.

To wind up the fully developed transformational leadership mode for school leaders, Liethwood (2004) identified the factors that made up transformational leadership in schools as being the building of school vision, the establishment of school goals, demonstrating high performance expectations, providing intellectual stimulation, offering individual support, modeling best practice and important goals, creating a productive school culture, and developing communication system to encourage participation in the school decision making process.

2.4.4. Lethwood and Colleague's Model of Transformational Leadership

This model of transformational leadership provides a set of leadership practices that are specific to schools and the key elements (components) of Burn's theory and builds on the work of Bass and Avolio (Liethwood and Jantzi, 2005). The model centers on four categories of leadership practices.

I) Setting directions: This category encompasses the fundamental principles of transformational leadership practices that entail identifying and articulating a common vision, setting group goals, and demonstrating expectations for high performance (Liethwood and Jantzi, 2006). Transformation leaders who address the need to clarity and prioritized a set shared vision, collaborative goal –setting and collaborative priority setting are effective in improving school

conditions (Liethwood and Jantzi, 2006). Moreover, transformational leaders who account for developing the shared vision, goals, plans, and expectations are effective relative to higher order change efforts (Liethwood, *et. al.*, 1994; Liethwood and Jantzi, 1990).

Regarding vision, Nanus states that “There is no more powerful engine driving on organization word excellence and long-range success than an attractive worthwhile common vision of the future” (Graham, 2001, p.3). Additionally, Bryman (1992) identified vision as being the primary source of charisma. It is the development and articulation of that vision that inspires and motivates others.

In a school context, Novak (2002) stated the construction of a shared hopeful vision, an ability to articulate that vision , and an enrolling of participants in extending that vision as vital leadership skills if schools are to progress. Furthermore, Day *et al.*, (2000) affirmed that the vision and practices of the school principals are underpinned by a number of core personal values. These values centered up on the modeling and promotion of respect for individuals. There is a strong feeling of the need for fairness and equality: for caring for students and staff and ensuring their development. Supporting this position, Barnett and Mc Cormack (2003) concluded that visionary leadership as two-stage process. One is the development of the vision, and secondly is the communication of it.

As Aden stated the effective leader is able to manipulate the goal setting process and asserts that school leaders need to exert influence by using latent strategies to legitimize the organizational goals. The principal is similar to a political leader and uses the political scene as stage to shape consistency needs and expectations. To this end they are using a mixture of transformational and transactional leadership behaviors (Aden, 1998).

ii) **Developing people**:-Organizational improvement comes from the improvement of people who are members of the organization (Leithwood, *et al.*, 1999). Developing people, as cited in Hallinger (2003), encompasses the notion that followers are encouraged to question their own assumption and beliefs, as well as the leaders. The principal’s efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instrumental practices (Avolio, and Bass, 2004). Developing people operates from the frame work that teachers and staff are intrinsically motivated to implement instructional practices not only

because of their shared commitment to the attaining the collective goal, but also because of the leaders' supportive capacity building. For this reason, transformational leaders engage in activities that are geared to nurturing and cultivating the follower rather than managing the implementation of instructional program (Liethwood and Jantzi, 2006). To this effect, Liethwood and Jantzi (2006) delineated the dimensions of this category as: -providing intellectual stimulation, offering individualized support, and, modeling desirable professional practices and values.

In conformity with, Gregory W. Mess (2008) added that it is duty of transformational leader to create and share knowledge so individuals in a school are developed. A final means to develop people within an organization through modeling of behavior allows the principal to set an example for the staff by demonstrating how one should act in order to facilitate the accomplishment of school vision and goals.

iii) Redesigning the organization:-To successful redesign the organization, the effective leader needs to modify the school's organizational culture, build collaborative process, and build productive relations with the parents and other community stakeholders. According to Gregory W. Mess (2008), connecting to the wider environment allows the school to use new ideas from the community and helps resources flow in to the school, and it is no longer possible for schools to ignore the impact the family and community have on the school. Hence, schools must build relationship with outside stakeholders to ensure school change. For Liethwood and Jantzi (2005), transformational leadership contributes to arrange of organizational out comes including motivation, commitment and capacity of teachers to develop new approaches to education. In other words, it accounts for leadership practices that are geared toward attaining second order change effects through establishment of organizational routines, systems and structures that enhance collaborative culture and collective learning. Consequently, transformational leadership actually leads to change in teaching, learning and school organization and results in enhanced student learning out comes.

To this end, Leithwood and Jantzi, (2006) present the dimension of redesigning the organization as:-developing a collaborative school culture, creating structures to faster participation in school decisions, and creating productive community relationship. It is worthwhile to note that leaders who effectively promote collaborative cultures, the essence of Redesigning the organization and

implement transformational strategies can serve “multiple purposes” to the improvement of school conditions and organizational outcomes, thereby indirectly effecting student achievement (Liethwood, *et al.*, 1994). Furthermore, Liethwood and Jantzi (2006), and Liethwood and Jantzi (2005) stated that broadly delegating power and authority through a range of stakeholders while developing their leadership capacity enhances the transformation of the school into a learning organization, which facilitates the learning of all its members and continuously transforms itself.

iv. Managing instructional programs:- This category of transactional leadership approach accounts for more managerial dimension (contingent-reward) of school leadership such as providing the instructional support, monitoring school activity, and buffering staff from distractions to their work, and is added as a response to criticisms regarding the initial emphasis solely transformational leadership practices (Liethwood and Jantzi, 2006). In relation to this, Ubben and Ughes (1977) stated that transactional leadership is solely status-quo oriented and assumes a highly stable environment. It is a bargaining basement approach offering to followers specified external duties and responsibilities outlined by the organization. Developing school structures focuses on distributing the responsibility and power for leadership widely throughout the school; Sharing decision-making power with staff, Taking staff opinion into account when making decisions; Providing autonomy for teachers (groups, individuals) in their decisions, altering working conditions that helps staff have collaborative planning time and creating opportunities for staff development. Though this category (redesigning the organization) has two dimensions, the researcher merged them to one dimension-building collaborative structure and strengthening school culture.

Thus, in this study the transformational school leadership model is constructed by four categories. It is widely believed that the more the transformational leader employs these dimensions, the more likely the school becomes efficient and effective (Gulbin, 2008: 34). Leithwood and Jantzi (2007:190) in their review of transformational leadership research found that this type of leadership had positive relationship with the concept of school effectiveness.

2.5. Transformational school organizational Culture

According to Bass (2002) organizations that are ready, able and willing to change are more transformational than transactional in terms of the new paradigm of leadership. Transformational leaders raise awareness of their constituencies about what are important, increase concerns for

achievement, self-actualization and ideals. They move followers to go beyond their own self-interests for the good of their group, organization or community, country or society as a whole (Bernard M. Bass, 2006). Strong school cultures also help ease the adjustment between practices and future goals, which is essential for good achievement. The school culture plays a part in the ability of the transformational leadership to set the direction (Gregory *et al.*, 2008). “As Morrow (1983) proposed, transformational leader will help to promote employees work, abilities, organizational involvement, self-determination, delegation, and self-achievement. If leaders and followers can trust and help each other, it will engender a higher recognition to organizational goals and values, and the followers will make their best efforts to the organization and hope to keep a good relation with other” (Dr. Hsin Kuaung cri *et al.*, 2007).

2.6. Challenges of Transformational School Leadership Behavior in School

Organization

Major factors that determine a secondary school was in challenging circumstance could be associated with: Poor management, budget deficit, pupils with low average level of prior attainment, poor motivation and self-esteem, above average rate of all theorized absence, unsatisfactory building, staffing problems, and low levels of parent involvement. Regarding the challenges, Gray *et al.*, (1999) in outlining challenging circumstance considered that these schools have been characterized by low staff morale, general development apathy, and low levels of pupil performance. Furthermore, according to Bulcha, *et al.*, (1997) , most visible mistakes school principals fall into poor human relation skills, lack of vision, favoritism to lead, lack of knowledge about instruction, a control orientation, lack of ethics, inconsistency, showing favoritism to failure to hold staff accountable and interrupting instruction with public system announcement. School leader face challenges in their endeavor(effort) to facilitate teacher learning, due to lack of finical and human resources, insufficient times, large school, teachers' negative experience ,teachers' relocation(moving away from their husbands/wives, or families , and the school location (urban, sub urban or rural).

By supporting these view points, Diammantas (2004) declared that primary challenges confronted by school principals are the every expanding number of duties that require a tremendous investment of time and effort. To realize these duties or responsibilities, lack of

training, inadequate resources, personal quality of principals, imposition of other duties from outside the school and problem of limited acceptance of change are some of challenges that principals encounter. Harris (2003), Fullan(2003) and Surgiouani (2001) added that most significant challenges of leadership are to build and sustain an organization culture that focuses in sustainable improvement of educational programs, teacher's capabilities and skills, and students learning. The school administrators, primary instructional leaders, are insufficient to meet those challengers, and as a result, several experts advocate the dispersal/thinning out of leadership authority in a school.

In relation to this, MC Ewan (2003) identified the most common challenges of school principal as follows: lack of skills, training, teach co-operation, vision good will, and shortage of time are common impediments to school principals. Moreover, Caldwell (2004) commented that the challenges faced by school leaders in the 21st century are to lead the transformation of learning. This transformation is change that is significant, systematic and sustained. He considers the result of this transformation to be higher level of success of students that, in turn, lead to more positive contributions to the nation as a whole.

The woreda education officials capture the attention of principals because of the dependence it creates and mandates it makes on both principals and schools. They have power to help or hinder principals' leadership activities, but often the demands and assistance of education office is inconsistency with the vision and the objectives of school principals have for their school (Hoy and Miskel, 2003). Inconformity to this, Hallinger and Murphy (1987) pointed out that the informal cultures in the schools which emphasized administrative activities and political stability than instructional management/leadership constrains the school leaders' effort in the achievement of school improvement program. As cited in Dadey and Harber (1991), the ineffectiveness of school leadership is often reinforced by the mechanism for the selection of school principals. The dominant tradition has been to recruit from within the teaching profession, often as a reward for good performance, long years of service, ideological compatibility with the existing political orientation of government, or more likely to favor males (gender imbalance) for leadership (Aidan, 2005).

As Sergiovanni(1995)suggested, school principals are expected to have the role of "human engineer" focusing on human relations and motivational techniques. Without having this appropriate human skills and abilities of leadership, it is hard to the principals to imagine the

appropriate leadership roles for their schools. In connection to this, Leithwood, *et al.*, (1990) stated that the principals' challenges are connected with leadership and managerial skills deficiencies due to inadequate training for the role, and socialization process prior to assuming to leadership. They also described that the challenges presented to principals by teachers include: lack of knowledge and skill about new practices, uneven professional training, and lack of motivation to change, lack of effective follow up in in-service training and lack of collaboration planning. In other words, the attitude, belief, capacity and sense of responsibility of a teacher can affect the school reform and the leadership practices. Moreover, In order to the conceptual knowledge of education such as to diagnosis educational problems, to successfully plan and organize work to evaluate educational programs, to work with and lead others, to perceive the needs and concerns to other, and withstand and perform under varieties of pressure, school leaders need to be professionally qualified. School leaders' professional development impacts quality of school administration in terms of school quality and student learning (Adesina, 1990).

Glickman, *et al.*, (2005) suggest that it is important that parents and other community members to be involved in planning, implementing, assessing school improvement to facilitate the effective leadership in the schools. Thus, for successful achievement of the missions and goals of the schools, the strong collaboration between school administration and parents has invaluable importance. However, many parents are unable to visit schools on a regular basis because of work schedules, transportation problem, anxiety based on past negative experiences with school, and other factors.

Furthermore, School leaders face daily and continuous challenges in their effort to establish and maintain safe and orderly classroom environment where teachers can teach and students can learn. One of these challenges is students' misbehaviors that are characterized by violence, absentees, less motivation and others, particularly in secondary schools (Martella and Marchand, 2003). Thus, the primary challenges confronted, especially by secondary school principals are associated with poor management system, excessive administrative work, low parental involvement, budget deficit, pressure of internal forces and external forces. Hence, transformational leadership practices could be a bench mark for secondary school principals who wish to mobilize staff and resources in their schools to achieve a shared vision with stakeholders

through fostering appropriate values, working together in collaboration, raising each other to higher levels of morality and motivation to achieve a desired change in their schools.

2.7. Countries Experience in Educational Leadership in secondary schools.

The term educational leadership and management came into popularity in the twentieth century as a result of growing complexity of education systems and concomitant expansion of the role of school leaders, giving rise to demands and expectations that necessitated a move from the prevailing school culture of status quo maintenance to transformational leadership for improvement, reforms, exhibition of practice, production of best results and accountability.

The need for training in educational leadership and management has thus been widely recognized in the 21st century (Commonwealth Secretariat, 1996) as crucial for effective leadership and management and successful functioning of educational systems, for building effective institutions and the production of best results. Bush (2008) states that among pioneers in the preparation of school principals were Canada, Singapore and U.S.A. But there were also notable early starters in Europe, Some Asia Pacific countries, Australia, New Zealand and Hong Kong. Today these countries have evolved fairly well developed systems for the professional preparation and development of educational leaders and managers. A 1991 study of Africa showed only three countries with comprehensive programs. The focus of pre service teacher education, the pool from which educational leaders are drawn is on preparing instructional professionals and subject specialists hence the need for training in leadership and management. Examples that follow of initiatives over the past two decades show the general trend:

In South Africa, Bush (2008) observes so many instances that head teachers come to the headship without the preparation for the new principal ship. The lack of preparation is further compound by the post – Apartheid shift to self-managing schools which imposed additional responsibilities on the school heads. In South Africa prior to the introduction of the Advanced Certificate in Education: School leadership (ACE) in 2007, recognition of the importance of trained leadership and management in education was initially responded to through principals attending short in - service events lasting a few days, organized by the Department of Education.

The introduction of ACE ushered in a planned, purposeful, and systematic approach to the challenge. Like South Africa, there has been in Tanzania, long standing recognition of the need

for trained leadership and management in education. This was initially responded to through in – service ad hoc short courses, seminars and workshops for leadership and school improvement. The landscape of educational leadership and management development in Tanzania was transformed with the opening of the Agency for the Development of Educational Management. The purpose of ADEM is to train current and future leaders, managers and administrators in the entire Tanzania Education system. EDEM offers a two – years Diploma in Educational Management and Administration (DEMA) and several short courses. In Kenya the recognition of the importance of providing training in educational leadership and management to those in charge of education was for many years following independence in 1963, responded to through In-service Education and Training (INSET) short courses, seminars, workshops, and on the job advice, all done under the Ministry of Education some in partnership with donors. Much of the in – service education and training focused on pedagogical and subject mastery improvement. At the primary school level, the Teacher Education Professional Development (TEPD) 2007 – 2013 a USAID supported initiative of the Ministry of Education was implemented to ensure that quality of education improved even as quarterly increased following the introduction of free primary education Kitavi and Van Der Westhuizen (1997). In Nigeria among the recent studies on educational leadership and management Arikewuyo (2009:4) states that training of Secondary school principals in Nigeria is a neglected area in education.

As in other African countries, school heads in Nigeria are drawn from the teaching force. Their appointment is based on teacher qualification and teaching experience of ten years and above (Arikewuyo 2009) However, this basic requirement is not always up held. Udey *et al.*, (2009) warns against political favoritism that education administrators have progressively moved from generating and defending knowledge into a political arena where they have become centers of political system. 25 In Ghana Education System during the first decade of independence described by the World Bank as one of the best in Africa began to decline. The Institute of Education Planning and Administration (IEPA) of the Faculty of education, University of Cape Coast was established in 1975 through a joint agreement between the Government of Ghana, UNESCO and the United Nations Development Program (UNDP) to train officials and other personnel of the Ministry of Education and the Ghana Education service (GES) in order to improve the quality of education. The Institute offers Master and M. Phil Program in educational

administration and planning and is involved in several consultancy activities related to leadership education.

The In - service Education and Training (INSET) Unit of IEPA mandated inter alia with strengthening the leadership for learning capacity of primary school head teachers, runs in - service training workshops for the purpose. Like in several African countries, there is need for legal and financial empowerment and focus to bring educational leadership and management development on board, as this is crucial in achieving quality education. Ethiopia has expanded access to education dramatically, but the quantitative achievement has contributed to declining quality. Prior to 1990, among interventions government put in place to improve quality was professional development of school teachers and principals through centrally organized in - service workshops. Workshops are still mounted occasionally a study of this intervention strategy by Tekleselassie (2002 in Bush 2008) reported that principals attended a one - month in - service courses on school management. Limitation of the training included curriculum unresponsiveness to the training needs of principals, short duration of training, and ill preparedness of trainee and incompetence of trainers, disconnect between the training and the vision of the Ministry of Education and the training did not reach all teachers and principals. Hence the impact of the training for quality, through teachers or principals was negligible.

The Continuous Professional Development for primary and secondary schools Teachers, leaders and supervisors (CPD) mounted between 2005 and 2008 whose overall aim is to raise the achievement level of students in Ethiopia, is expected to deliver better. According to national and state policies, it is intended to be ongoing, comprehensive and compulsory.

Research on the updating strategy showed little cognitive learning and use of high order thinking skills, but there were many examples of supportive relationship between teachers and students, suggesting CPD support of the affective rather than cognitive dimension (Asgedom *et al.*, 2006:5). The impact of CPD intervention on raising the achievement level of students and promoting professional development of principals and other leaders in education in management skills is negligible. But like other initiatives, there is need for longitudinal studies to assess the long – term impact on professional standards and the quality of education.

2.7.1. Educational Leadership Experience in the Context of Ethiopia.

One of the influential administrative positions in the success of school plans is school principal ship. Authorities give their own argument with respect to the historical back ground of principal ship. Knezevich (cited in Ahmed, 2006), the origin of principal ship can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teachers with few administrative duties to principal teacher and then to supervising principal. Principal ship traces its origin to the introduction of Christianity during the ruling era of Ezana of Aksumite Empire; around the 4th Century A.D. Ethiopia for a long time had found schools for children of their adherents (Teshome, cited in Ahmed, 2006). However, the Western type of educational system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School.

According to Ahmed (2006) the history of principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, Expatriate from different European countries were assigned as school principals. Late in 1941, after the restoration of independence education was given high priority which resulted in opening of schools in different parts of the country. At that time most of the principals and teachers were from foreign countries (ICDR, 1999). Prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930s and 1940s (MoE, 2002). During this time, the principal ship position were given to Indians because their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. This new chapter of principal ship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located (Teshome cited in Ahmed, 2006). Among candidates, the Ethiopian school heads were directly assigned in elementary schools without competition. After 1960 it was a time that Ethiopians who were graduated with B.A/B.sc degree in any field were assigned as principals by senior officials of the MoE.

The major criteria to select them were educational level and work experience (MoE, 2002). However, in the first few decades of 1960's graduates of B.A degree in pedagogy were directly assigned in secondary schools. On the other hand, career structure promotion advertisements which were issued from 1973 – 1976 showed that secondary school principals were those who held first degree, preferably in educational administration field. In addition to these teachers who

had experiences as a unit leader or department head were candidates for principal ship. Lately, the job description issued by the Ministry of Education in 1989 indicated that secondary school principals should have a first degree in school administration and supervision with sufficient working experience. (Dessalegn Assefa, 2014).

CHAPTER THREE

3. Research Design and Methodology

3.1 Introduction

The purpose of this chapter was to provide an overview of the research design and the method that was employed to conduct this study. The overview of this chapter included the research design, the research method, types and sources of data, population, sample size and sampling technique, instruments of data collection, ethical consideration, and procedures of data collection and methods of data analysis.

3.2 The Research Design

The objective of this study was to assess the current practices and challenges of transformational school leadership in secondary schools of Gurage Zone. To achieve this objective, descriptive survey research design was used. This is because this design is relatively inexpensive and takes little time to conduct. Moreover, it is recommended when gathering data about respondents' perceptions, beliefs, opinion scores, and outcomes (Creswell, 2003). Cohen, *et al.*, (2007) also asserted that many scientific disciplines, especially social science and education, use cross-sectional descriptive survey design. According to Creswell (2003), such design also used to obtain general overview of the subject, and to generalize study findings from sample to population. Descriptive design is also a method that describes the study systematically, factually and accurately utilizing facts, behaviors and relationships between the phenomena being studied as they are (Santoshet, 2007).

3.3 Research Method

This study mainly tried to examine the practices and challenges of exercising transformational schools leadership in secondary schools of Gurage Zone. Thus, the study employed mixed method through collecting and analyzing both qualitative and quantitative data. The researcher used quantitative method through survey questionnaires, while semi-structured interviews to substantiate the qualitative data. The study used a mixed method that is, specifically, a concurrent embedded strategy of data collection and interpretation procedures. Such a design, according to Skordoulis(2004) helps to minimize the risks of validity, reliability and subjective

issues. By doing so, the study could give equal emphasis to both quantitative and qualitative inquiry. There are some rationales to use mixed method approach for this study. First, using this method is advantageous to examine the same phenomenon from multiple perspectives and also to allow new or deeper dimensions to emerge (Cohen *et al.*, 2007; Creswell, 2003). Second, mixed method approach has benefits that could not be provided by either the quantitative or qualitative approaches when used separately (Creswell, 2003). Furthermore, descriptive research includes survey and fact-finding enquires of different kinds of data. The major purpose of mixed research method is describing the state of affairs as they exist. The main characteristics of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening (Kothari, 2004).

However, based on the type of data collected both quantitative and qualitative (mixed) research method was used. Quantitative research method was used with generalization of data in quantitative form. It involves study of data which can be quantitatively expressed in a formal and rigid fashion. Qualitative research approach also involves study of non-quantitative data i.e. characteristics or attributes, attitudes, opinions, or behaviors. In this case, the research is a function of researcher's insights and impressions.

3.4 Sources of Data

In this study both primary and secondary data were used.

3.4.1 Primary sources of data

The primary data was gathered from principals, teachers, supervisors and, parent teacher associations (PTAs). These sources helped the researcher to acquire firsthand information and strengthen the study. The approach for primary data collection was survey research approach because this type of approach best suited for gathering descriptive information about people's knowledge, attitudes and preferences that can be understood by asking them directly.

3.4.2 Secondary sources of data

Secondary data were collected from Zone Education department, woreda Education offices and other related documents. Furthermore, analysis of documents like, annual reports, magazines and related articles, books, internet websites, were taken in to consideration and used for collecting

data as secondary sources. It was considered that through the analysis of such documents, challenges were highlighted to provide evidence based on findings for designing improved and strengthened strategies for better transformational school leadership.

3.5 Population, Sample size and Sampling Techniques

The target population of the study was secondary school teachers, principals, supervisors and PTAs. In this study the researcher thought that they were the right sources of information on the issue under investigation. Currently there are 85 secondary and preparatory schools in 13 woredas and 2 Administrative towns of Gurage Zone. Of the secondary school principals, supervisors, teachers, and, parent- teacher associations (PTAs), are population of the study. It might be unmanageable to include all the schools in the study. As a result, it is necessary to determine and identify the number of schools that was served as representative sample to generalize the findings of the study.

Out of 85 secondary and Preparatory schools, the researcher selected 37(42.52%) of secondary and preparatory school. They were selected by using simple random sampling method. The reason behind employing simple random sampling was that, it allowed researcher to use statistical method and to analyze sample results. It also helped to give equal opportunity for samples to be selected in comparison to other sampling techniques.

In the selected woredas 37 secondary schools were taken. Of these schools, 15 schools were selected by using simple random sampling method. This accounts 40.54 % of schools in the selected areas. In the selected schools, there were 936 teachers and 15 school principals. Out of these, 21.58 % (202) of the teachers, and 100% (15) of the school principals were selected to be the participants of this study. Moreover, 8(100%) secondary school supervisors, and, 15 (100%) PTA members were included in the study. In order to select samples from target population, the researcher was used stratified sampling for teachers, while availability sampling technique for school principals, supervisors, and PTA chair persons.

Since the target, population is 974 Principals, Teachers, Supervisors and PTAs. The researcher selected 240(202 teachers, 15 principals, 8 supervisors, and 15 PTAs) samples to represent the total population. As to the sample size determination, from different methods, one which was developed by Carvalho (1984) is used as follows.

Among different methods of sample size determination, the one that has developed by Carvalho (1984), as cited by Tamrat (2007) was used. Table 3.1 below shows the employed method.

Table 3.1 Sample Size Determination

Population size	Sample size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10,000	80	200	315
10,001-35000	125	315	500
35001-150,000	240	500	974

As indicated above the population size of the study was 974 which ranges between 35001-150,000. according to Carvalho's sample size determination indicated. Thus, taking in to account a small population size variance and the cost of taking samples and time consuming for large sample size, medium sample size found between these two extremes . It was reduce the polarity problems that was applied in accordance with the given population size. Therefore, the sample sizes selected for the study under consideration were 240, which is above the lowest and below the highest possible sample sizes (table 3.1).

Finally, by implementing Probability Proportional to Size Sampling Technique,

$$N_i = P_i \times \frac{n}{N}$$

Where, N_i = each respondent sample size,

P_i = Number of members of each respondent,

N = total sample size in this case 240

N = total population (members)

Table 3.2 Sample Size

No	Woreda	No. of Secondary schools	No. of Sample Secondary schools	Respondent s	No. of members(Pi)			Sample Size (ni= Pi x n/N)	Sampling technique
					M	F	Total	Total%	
1	Abeshge	3 schools	1 schools	Principals	1	-	1	1	Stratified Availability
				Teachers	62	25	87	17	
				Supervisors	1	-	1	1	
				PTAs	1	-	1	1	
2	EnemorenaEn er	12 schools	5 schools	Principals	5	-	5	5	Simple random sampling for schools
				Teachers	236	72	308	55	
				Supervisors	2	-	2	2	
				PTAs	5	-	5	5	
3	Endegagn	3 schools	1 schools	Principals	2	-	2	2	
				Teachers	58	19	77	14	
				Supervisors	1	-	1	1	
				PTAs	2	-	2	2	
4	Getta	5 schools	2 schools	Principals	2	-	2	2	
				Teachers	92	37	129	26	
				Supervisors	1	-	1	1	
				PTAs	2	-	2	2	
5	Cheha	9 schools	4 schools	Principals	4	-	4	4	
				Teachers	156	75	231	50	
				Supervisors	2	-	2	2	
				PTAs	4		4	4	
6	Wolkite Town	5 schools	2 schools	Principals	-	1	1	1	
				Teachers	79	25	104	40	
				Supervisors	1	-	1	1	
				PTAs	1	-	1	1	
Total		37	15		720	254	974	240	

3.6 Instruments of Data Collection

To gather relevant information for the study, three types of data gathering instruments; questionnaires with closed-ended and open-ended items, semi-structured interview, and document analyses which involve both quantitative and qualitative data were used.

3.6.1 Questionnaire

The primary data was collected through multifactor leadership questionnaire (MLQ). It provided a relative simple and straight forward approach to the study of value, attitude, beliefs, and motives, and adaptation to collect common information from almost any human population (Robson, 2002). In particular, the most popular scale type known as the liker scale including multifactor leadership questionnaire (MLQ) would be used through questionnaire because it provides their ideas and opinions freely (Best and Kahn, 2003). It is an appropriate source, to obtain necessary information about the current transformational schools leadership situation and problems from relatively large sample with in short period of time. The questionnaires would include 9 open ended and 48 close ended items which were basically aimed at exploring the challenges, practices, dimensions and concepts of transformational leadership in secondary schools of the Gurage Zone. The close ended items were formulated in five point liker scale (very low = 1, low =2, moderate=3, high=4 and very high=5 or strongly agree=5, agree=4, Undecided=3, Disagree=2, and Strongly disagree=1) by which the researcher has the chance to get a greater uniformity of responses of the respondents. It would be helpful to make it easy to be processed. The open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the first part of questionnaires describes the respondents' background information,(categories include: gender, age, level of qualification, length of service and location of school). The second part contained the whole number of both close-ended and open-ended questions (items) that address the basic questions of the study that was relevant to the issue under investigation. The questionnaires first were prepared in English and then translated into local language (Amharic) for practical field work. The questionnaires were pre-tested before actual administration with 20 respondents out of 240 representative samples and presented for the selected principals, supervisors, PTAs and teachers. To make the data collection procedures smart and cleared from confusions, the respondent who was oriented about the data collection procedures by the researcher.

3.6.2 Interview

Interview is one of the primary data collecting methods which can be classified in to structured, semi-structured, and unstructured ones. Interview gives an opportunity for the researcher to get relevant information from respondents in the actual setting. The researcher also prepared semi-

structured interview to gather additional information from supervisors and each school's PTA chairpersons. Thus, the researcher prepared semi-structured interview to collect factual information on issues related to the practices and challenges in exercising transformational school leadership in secondary schools of Gurage Zone. The presence of interview encouraged respondents' participation and involvements; it clarifies questions; it is flexible and adaptable way of findings (Robson, 2002). The supervisors were mainly selected to assess the activities of the principals and performance of the schools located in their respective Woredas. The interview took approximately 50 minutes each. The questions were open-ended and focused on principal transformational leadership practices. The data were collected from interview coded based on the four dimensions of transformational school leadership. Hence, semi-structured interview questions were prepared in Amharic for supervisors and, PTA chairpersons of each sampled school. Then the interview responses were translated in to English.

3.6.3 Document Analysis

The Secondary data were collected from the necessary information about transformational school leadership practices and challenges concerning secondary schools. Documents provide valuable validation and other measures, either in support or disconfirmation of them. Furthermore, it encourages ingenuity and creativity to the part of the enquirer (Robson, 2002). Accordingly, the researcher used annual statistical reports, abstracts, and other materials like magazines, articles, and books etc... which were found to be relevant for the study.

3.7 Ethical Considerations

Taking the severity of the ethical considerations in mind, this study was doing with highest importance place on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents were emphasized to protect their privacy and the dignity (Cohen *et al.*, 2007). Thus, on the cover page of the survey questionnaire, the student researcher clearly presented how to protect confidentiality and anonymity of the participants; informing them that involvement in the study is voluntary; the involvement is free of any intended risk; and their names and the names of their schools were kept anonymous.

3.8 Procedures of Data Collection

To answer the research questions raised, the researcher has gone through series of data gathering procedures. First both questionnaires and interview questions were prepared and submitted to the advisor for comment. After including all comments to the survey questions, the researcher receives the authorized official cooperation letters from Addis Ababa University and education department of Guraghe zone. Then, after getting a permission letter from Guraghe zone education desk, to conduct a study in schools of the zone, the researcher made contact with concerned education officials at woreda level to inform them about the purpose of the study for the participants and to get their permission to distribute the questionnaires to selected secondary schools in their respective woreda's. Then, pilot testing was held on 20 respondents who were randomly selected from dinkula secondary and preparatory school school and depending on feedback of respondents' responses, amendments were made for clarity. Then, after the necessary amendments were made, the researcher personally distributed the questionnaire for the sample respondents.

Finally, the completed questionnaires were sent back to the researcher through each sample. Regarding the qualitative data collection procedure, the researcher interviewed and administered in their work place. Finally, document analysis was made on those concepts of understanding, practices, and, challenges of exercising transformational school leadership by reviewing several literatures. Then, after the process of data collection, data were analyzed and interpreted.

3.8.1 Validity of the Instruments

Validity answers the question of whether an instrument prepared for a study truly measures what is expected to measure, and whether scores from such an instrument has meaning or utility for its respondents (Cohen *et al.*, 2007). In this study the researcher used content validity which was used to analyze the extent to which a measuring instrument provided adequate coverage of the topic under study survey items, and the items about the background information were reviewed for content and clarity by experts in the field. For example, three faculty members from Educational Planning and Management department of Addis Ababa University reviewed those survey questionnaires to ensure that the instruments comprehensively cover the domain or items that were aimed to cover. Feedbacks on the instruments were solicited from the researcher's

advisor. Finally, all accepted comments and feedbacks were included in the final version of the instruments.

3.8.2 Reliability of the Instruments

To ensure its reliability, the researcher pre- tested all the survey questions designed for this study. The researcher used equivalence aspect reliability to consider how much error may get introduced by different investigators or different samples of the items being studied. A good way to test for the equivalence of measurements by two investigators is to compare their observations of the same events.

The pilot test was conducted in Dinkula secondary and preparatory school in Endegagn woreda. 20 questionnaires were administered for 10 teachers who were randomly selected from the school. They were excluded from the actual sample of the study. Ensuring their confidentiality and anonymity, the researcher asked the pilot study participants to complete the questionnaires and to provide feedback thereafter. Using the data collected for the pilot study, the researcher checked the reliability of the instruments by using the Cronbach's alpha. The coefficient alpha for the 48 items was found to be 0.82, indicating homogeneity within the items, and also demonstrating that each item contributes to the measurement of a single construct (Cohen *et al.*, 2007). According to Cohen *et al.*, (2007), Cronbach's alpha reliability coefficient of 0.70 or higher is acceptable in social science research.

Table3.3. Reliability Test Results with Cronbach's Alpha

Detail description of the title of questionnaire	Number of items	Reliability coefficient
The levels of understanding about the concept of transformational school leadership	4	0.845
The Extent of transformational leadership roles has been practiced by secondary school principals in the secondary schools	24	0.92
The perceptions of teachers and principals dimensions of transformational leaders styles exercised by school principals.	14	0.79
The Challenges that Impede the Principals' Transformational Leadership Practices	6	0.7283
Average reliability	48	0.8208

3.9. Method of Data Analysis

The data were collected through various tools. They were analyzed and interpreted in quantitative and qualitative ways. In this study, the collected data were analyzed and summarized by using different statistics taking the nature of research questions and data collected. This was because to have chance of censoriously investigate the selected schools current situation in relations to practices and challenges of transformational school leadership and to forward the possible recommendations based on the findings. In order to analyze the collected data, the questionnaires were tailed and categorized. Following that the arranged data were analyzed using simple distribution table and percentage with the help of computer software known as statistical package for social scientist (SPSS).

Then, the results of the data were presented in the form of tables via SPSS. In this study the quantitative data were analyzed as follows; Descriptive statistic like percentage were used to show respondents' demographic characteristics, qualification, filed of specialized, age, experience and class size. Mean and the standard deviation scores used to answer questions deals

with description such those ask about status. Scholars (Cohen *et al.*, 2007) suggested the use of descriptive statistics to describe or assess how respondents view certain issues within a given context.

T-test for independent sample was employed to analyze and determine the significance difference between the responses of respondents for their leadership. Furthermore, it was employed to analyze the mean difference of school leadership. Lastly, correlation and regression were employed to analyze the measure of the extent and direction of relationship between the two variables and estimation of the values(s) of one variable from the given values of another variable when the two variables are linearly related respectively. As a result, total items correlations that showed above 0.95 were selected for analysis. Quantitative means and standard deviations were used to measure and analyze the magnitude of respondents' opinion and assumptions against each statement. The qualitative data that was collected through interview, and open-ended questions, were summarized and paraphrased qualitatively. That was used to strengthen the analysis of results obtained through statistical analysis. Open ended questions allow for greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Closed- ended questions are easy to analyze statistically, but seriously limited the responses that participants can give. Many researchers prefer to use a likert-type scale because it's very easy to analyze statistically (Juckson, 2009, p.89).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

As indicated in the previous chapters, the objective of the study was to assess the practice and challenges of exercising transformational leadership in secondary schools of Guraghe zone. Therefore, this chapter deals with Presentation Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview, and document observation review) to search for appropriate solutions to the basic questions of the study. The data collected through close-ended questions from teachers and school principals were presented in tables and analyzed using percentages, frequency counts and mean score and t-test. The qualitative data obtained through interview and observation was presented and analyzed in descriptive form together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the collected data on (put the issue under investigation).

4.2 Description of the Study Participants

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following four tables show the general characteristics (sex, age). In this study, the total of 240 respondents were selected and invited to complete the questionnaires. From this number 240 of them were properly completed and submitted usable questions, thereby generating a return rate of 100%percent.

Table 4.1 the Respondents Characteristics

Variables		P		T		PTA		S	
1.Gender		No	%	No.	%	No	%	No	%
	Male	14	93.33	134	66.336	15	100	8	100
	Female	1	6.66	68	33.66	-	-	-	-
	Total	15	100	202	100	15	100	8	100
2. Age	21-25	-	-	15	7.4	-	-	-	-
	26-30	4	26.67	52	25.74	-	-	-	-
	31-35	7	46.67	97	48.019	3	20	2	25
	36-40	3	20	28	13.86	5	33.33	2	25
	>40	1	6.67	10	4.95	7	46.67	4	50
3.Educational Qualification	Diploma	-	-	12	5.94			-	
	B.A degree	10	66.67	172	85.14			6	75
	M.A degree	5	33.33	18	8.9			2	25
4.Major field of study	EDPM	6	40	-	-			5	62.5
	Teaching subject	9	60	202	100			3	37.5
5.Total services in current position	1-5	4	26.67	27	13.36	9	60	3	37.5
	6-10	7	46.67	58	28.71	4	26.67	4	50
	11-15	4	26.67	64	31.68	2	13.33	1	12.5
	16-20	-	-	35	17.32			-	
	>20	-	-	18	8.9			-	
	Total	15	100	202	100	15	100	8	100

Key: *T=Teachers P=Principals PTA = parent teacher association S=Supervisor*

As can be seen from Table 4.1 item 1, 14(93.33%) of the principals were males and 1(6.66%) of them were females. This indicates that the majority of the principals in the selected secondary schools of Guraghe zone are male. Table 4.1, item1 also indicates the age structure of the respondents in which, none of principals were in the age category of 21-25 years, 4(26.67%) of them were between 26-30 years old; 7(46.67%) of them were between 31-35 years old; 3(20%)

of them were between 36-40 years, and only 1(6.67%) them were above 40 years old. This shows that majority of principals is in a young age group.

As depicted in item 3 of table4. 2 regarding qualification 10(66.67%) of school principals were first degree holders, and 5 of them (33.33%) were second degree holders. The others 15(100%) of PTAs non educated and 12(5.9%) of teachers were diploma, 172(85%) of teachers were first degree, and 18(8.9%) of teachers were second degree holders. This indicates that the majority of the teachers in the selected secondary schools of Gurage zone are first degree holders. . Similarly, 6(75%) of supervisors were first degree holders, and only 2(25%) of supervisors was second degree holder. The result shows that majority of supervisors were first degree holders. This shows that particularly, almost all school principals and supervisors were do not meet the minimum requirements for the post set by the MOE (2008).

Regarding field of specialization in item 4 of table 4.2, 9(60%) of the principals studied in teaching, and the remaining of them 6(40%) of principals are specialized in educational leadership and management, and in other field of study respectively. Likewise, 5 (62.5%) of the supervisors studied educational planning and management for their first degree, and the remaining others 3(37.5%) Of them studied non-leadership and management fields. But, all of the teachers 202 (100%) studied in teaching subjects. Thus, from the result, most of the principals might lack appropriate management skills and leadership competencies to fully implement leadership functions.

The fifth item in table4.2 shows that the respondents' serves years as a teacher. 4 (26.67%) of principals, 3 (37.5%) of the supervisors, 27 (13.36%) of teachers had 1-5 years of teaching experience. The second most respondents, 7 (46.67%) of principals, 4 (50%) of the supervisors, and 58 (28.71%) of the teachers had 6-10 years of teaching experience .Next, 4 (26.67%) of principals, 1 (12.5%) of the supervisors, and 64 (31.68%) of the teachers had 11-15 years of teaching experience. The remaining 1 (5.6%) of the principals, 3 (12.5 %) of the supervisors, and 35 (17.32%) of teachers had 16-20 and 18(8.9%) of them are above 20 years of teaching experience respectively. Similarly 9(60%) of PTAs had 1-5 years' experience, 4(26.67%) of school PTAs had 6-10years experience and, 2(13.33%) of school PTAs had 11-15 years experiences. This result reveals that most of respondents had similar experience. However, it is

possible to say that they can share their accumulated experiences equally among experienced ones, and more for less experienced teachers.

With regarding to total years of experience in current position of the respondents, the majority of school principals 7(46.67%) and 4(50%) of supervisors had 6-10 year experiences, and majority of 9(60%) PTA chair persons had 1-5 years of experience in their current position. Conversely, almost a large number of them 64(31.68%) from the teachers had more than 11-15 years of experience. The result implies that unlike teachers, almost all respondents were categorized in minimal range of experience in their current positions. For this reason, they may face the problem of management knowledge and skills that should be expected from the positions they are.

Lastly, principals were requested how they did come to the leadership position. The views of questionnaire respondents, interviewees and document analysis confirmed that principals for leadership position were recruited and selected by competition through considering the pre-requirements such as qualification, experience, performance evaluation and ideological compatibility with existing political orientation of the government. Thus, from their views, it is possible to understand that most of the principal selection for the leadership position was held under minimum requirement of educational qualification, as well as without considering human relation skills of candidate principals.

4.3 Levels of understanding on the concepts of transformational leadership

The first purpose of this study was to assess principals and teachers' level of understanding about the concept of transformational school leadership in secondary schools. This section deals with the items related to the levels of understanding about concepts of transformational school leadership by secondary school teachers, principals, supervisors and PTAs. Each item is analyzed based on the data obtained through questionnaires responded by teachers and principals and further backed by the data obtained from interview by supervisors and PTAs and document analysis. The major indicators of the issues were selected and presented to respondents to be rated on a five-point rating scale from very high 5 to very low 1. For analysis purpose the mean were interpreted as: Mean 4.5 and greater was very highly practiced; mean 3.5 to 4.49 was highly practiced; mean 2.5 to 3.49 was moderately practiced; mean 1.5 to 2.49 was low , and mean less than 1.5 was very low. Moreover, and independent T-test was used to check whether

there was statistically significant difference between mean scores of principals and teachers due to respondents' position as a teacher and as a principals. In the analysis, the calculated t-value was compared using a two-tailed at $\alpha=0.05$ significance level with given degrees of freedom. Accordingly; the four items are interpreted as indicated in the table below.

Table 4.2 Levels of understanding on the concepts of transformational leadership

N o	Item	Resp onde nts	N	Response rate					M	SD	T	D F	Sig . (2- tail d)
				1	2	3	4	5					
1	The methods of evaluating the concepts of understanding about transformational leadership	T	202	52	68	34	29	19	1.52	1.274	1.7823	215	0.763
		P	15	5	7	2	1	-	2.07	0.884			
2	Transformational school leadership helps teachers in developing instructional goals and objectives	T	202	61	72	27	18	24	1.63	1.317	1.874	215	0.894
		P	15	4	6	2	1	2	1.60	1.352			
3	The constitutes that transformational leadership role of school principals in school	T	202	68	78	25	20	11	1.85	1.154	1.893	215	0.893
		P	15	3	6	2	2	2	1.40	1.352			
4	Transformational leaders play a role in facilitating the availability of instructional materials and encouraging teachers to use them appropriately.	T	202	72	81	18	17	14	1.89	1.184	1.869	215	0.83
		P	15	6	5	3	1	-	2.07	0.961			
	Average mean			1.75375									

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As can be observed in item 1 of Table 4.2, respondents were asked to indicate the methods of evaluating the levels of understanding about the concepts of transformational leadership is employed by teachers and principals. In this regard, 19(9.4%) of teacher respondents was responded very high on concepts of transformational leadership, 29(14.35%) of teacher respondents was responded high on the issue while 34(16.83%) of teachers were responded moderate on the concepts of transformational school leadership, 68(33.66%) of teachers were responded low, and 52(25.72%) of teachers was responded very low. Also, none of principals respondents responded that the methods of evaluating the concepts of transformational school leadership was responded very high. While 1(6.66%) principal respondents, was responded high. 2(13.33%) of principals respondents was responded moderate, 7(46.66%) of principal respondents was responded low, and 5(33.33%) of principal respondent on the methods of evaluating about the concepts of understanding about transformational school leadership was responded very low. On the other hand, the calculated mean values of teachers (Mean= 1.52, SD=1.27) and that of principals (Mean=2.07, SD=1.31) indicates the methods of evaluating the concepts of understanding about transformational school leadership level is low. This means that, the concepts of understanding about transformational school leadership is low. In addition, the data gathered from PTAs and secondary supervisors through interview were confirmed that the concepts of transformational school leadership were less employed by teachers and principals. The significance level ($p=0.763$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals.

As indicated in table 4.2, item 2 the total of 24(11.88%), teachers as transformational school leaders help teachers in developing instructional goals and objectives were responded very high, and 18(8.9%) of them were responded low. On the other hand, 27(13.36%), 72(35.64%), and 61(30.19%) of respondents reacted moderate, low, and very low respectively. Also, 2(13.33%) 1(6.66%), and, 2(13.33%) of principal respondents was responded on developing concepts of transformational school leadership helps for teachers in developing instructional goals and objectives were very high, high and moderately respectively. while 6(40%), and 4(26.67%) of principals responded that developing levels about the concepts of transformational school leadership helps for teachers in developing instructional goals and objectives were low, and very

low respectively. On the other hand, the calculated mean values of teachers (Mean= 1.63, SD=1.874) and that of principals (Mean=1.60, SD=1.352). This indicates that creating awareness about advantages of transformational school leadership for teachers in developing instructional goals and objectives is low. This means that, the concepts of understanding about transformational school leadership is low. From the data it can be stated that the attempt on levels of understanding about the concepts of Transformational school principals to help teachers in developing instructional goals and objectives was low and their standard deviation also very low. Additionally the interview that made with secondary school supervisors and PTAs revealed that transformational school principals were very important for teachers in developing instructional goals and objectives. but they show understanding levels about concepts of transformational school leadership in helping teachers in developing instructional goals and objective gap is found .The significance level ($p=0.894$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals.

While responding to item 3 in the same table 4.2, 11(5.4%) and 20(9.9%) respondent teachers were responded very high and highly respectively. while 25(12.37%), and 78(38.61%), of respondents revealed as moderate, and low, respectively. But, 68(33.66) of respondents responded as understanding levels of transformational school leadership role of school principals in school is very low. Also 2(13.33%), 2(13.33%), and 2(13.33%) of principals was responded very high, high, and moderate respectively. While 6(40%), and 4(26.67%) of respondents were responded low, and very low respectively. This means constitutes of transformational school leadership role of school principals in school is low. On the other hand, the calculated mean score of teachers (Mean= 1.85, SD=1.154) and that of principals (Mean=1.40, SD=1.352).This indicates that understanding the concepts of Transformational school leadership about constitutes of Transformational school leadership in school is low. This reveals that there is a gap on understanding about constituents of school transformational leadership. The significance level ($p=0.893$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals.

The fourth item in table 4.2 14(6.9%), 17(8.4%), and 18(8.9%) of respondents of teachers were responded very high, high, and moderate respectively, on the other hands 81(40.09%), and

72(35.64%) of respondents in regards of levels of understanding roles of transformational leadership in facilitating the availability of instructional materials and encouraging teachers to use them appropriately was responded low and very low respectively. Also 1(6.667%), 3(20%), and 5(33.33%) of principals were responded high, moderate, and low respectively. But 6(40%) of principals were responded very low. That means understanding levels of teachers and principals about role of transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them appropriately is low. On the other hand, the calculated mean score of teachers (Mean= 1.89, SD=1.184) and that of principals (Mean=2.07, SD=0.961). This indicates that the Concepts of understanding about the role of transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them were low. This reveals that there is a gap about the concepts of role transformational school leadership. The significance level ($p=0.83$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals.

In addition, the data gathered from PTAs and secondary school supervisors through interview were confirmed that the concepts of transformational school leadership role facilitating the availability of instructional materials and encouraging teachers to use the appropriately were less employed by teachers and principals. Leadership is as an act or behavior, or change in a group that we observe as a consequence of leadership initiatives, Munoz (2013: 6-7), Bonaros (2006: 14), and Stone and Patterson (2005: 1) find leadership as an instrument in facilitating the followers achieve their goals. It is nothing but enabling their followers translate their vision into reality.

4.4. The Extent of transformational leadership roles has been practiced by secondary school principals in the secondary schools

The second purpose of this study was to assess the extent of school principals' adoption of transformational leadership behavior. Thus, this part deals with the data that were gathered from respondents on principals' transformational leadership practices. According to Leithwood and Jantzi(2005a), the model of transformational leadership practices/characteristics centers on four major categories of leadership practices. These are: **Setting directions** (articulating a shared vision, fostering acceptance of a common goals, and demonstrating high performance

expectation), **Developing people** (providing an appropriate role model, intellectual stimulation, and individualized consideration), **Redesigning the organization** (strengthening school culture, building collaborative school structure, and creating a productive community relationship), and **Managing instructional programs** (establishing effective staffing practices, providing instructional supports, monitoring school activities , and buffering staff from excessive and distracting external demands).

4.4.1. Principals' Transformational Leadership Practices in Setting Directions

Setting direction is an essential task for leaders. Transformational leaders seek to accomplish these tasks in ways which clarify the direction of the school and give each teacher the motivation to progress toward those of its dimensions, namely: articulating a shared vision, fostering acceptance common goals, and high performance expectations. Accordingly, in Table3a-c respondents were requested to rate too extent the secondary school principals practice these dimensions in their schools.

Table 4.3a: Repones on Principals' Articulating a Shared Vision

N o	Item	Respondent s	N	Response rate					M	SD	T	DF	Sig. (2- taild)
				1	2	3	4	5					
1	Articulating a clear attractive vision	T	202	52	85	25	20	20	1.8182	1.1054	-1.84	215	0.069
		P	15	4	8	2	1	-	2.214	0.8705			
2	Expressing confidence, decisiveness, and optimism about vision	T	202	85	92	15	10	-	2.1818	0.7555	1.539	215	0.127
		P	15	4	6	2	2	1	1.881	1.0407			
3	Inspiring staff, students, parents and other school communities to be committed with the school vision and mission	T	202	82	98	15	5	2	2.2727	0.6943	-0.082	215	0.935
		P	15	6	7	1	1	-	2.2857	0.7742			
	Average mean								2.10895				

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ *P-value-calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level*

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As indicated in Table 3a for items of articulating a shared vision, the result suggests that the highest means scores 2.27 and 2.18 for items3 and 2, while the lowest means scores 1.88 and

1.81 for items2 and 1 were reported by principals and teachers respectively. In connection to these, the reported average means score of the groups respondents was 2.10895. The results reveal that the principals' transformational practices in articulating a shared vision were low. Apart these means scores, the computed t-taste results with p-value1.840 and the critical t-value 0.69 for item1 show that there was no statistically significant opinion difference between the school principals and teachers. Similarly, the computed t-test results ($t=1.539$, $df (215)$, $p>0.127$ for item2 indicate that there was no statistically significant opinion difference between the groups of respondents. Whereas, for item3 the t-test results ($t=0.082$, $df (215)$, $p<0.935$ suggest that there was statistically significant opinion difference between the groups of .respondents.

The interviewed informants also informed that the articulating shared vision did not support principals in exercising transformational leadership in schools and in using supportive materials. Besides, the information obtained from interviewed informants through interview revealed that these activities were the only tasks that were left for an individual principals . In addition, the interviewees assured that the transformational principals was not capable enough to shoulder his responsibilities in assisting the day to day instructional activities of supervisors in the schools. This was due to time constraints and lack of skilled principals and supervisors based on articulating shared vision in the schools.

Regarding this issue (MOE, 2002) stated that transformational principals are not engaged in solving school problems, because they went to school only to collect information from the hands of school principals. But they do not give necessary support for the school personnel. As Singhal *et al.*, cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that principals have not had adequate, well informed to help, understand and implement new practice.

Generally the research finding indicated that the transformational principals didn't apply different teaching methods and didn't assist teachers to improve their limitations. As a result the teachers had not got enough professional support to improve the day to day classroom instruction and instructional skills. Hence, it might reduce the effectiveness of students, teacher's initiation and achieving the school goals.

Concerning articulating vision, Barnett and McCormick (2003) stated that if the vision must not reflect the needs, interests and the values of the whole school community, it may be viewed as wishful thinking.

Table 4.3.b: Responses on principals' Fostering Acceptance of Common Goal

No.	Item	Respondents	N	Response rate					M	SD	T	D.F	Sig. (2-tailed)
				1	2	3	4	5					
4	Involving all members of the school community in the process of developing goals, priorities, and plans	T	202	79	90	13	11	9					
		P	15	5	6	2	2	-	2.000	0.8627	0.100	215	1.000
5	Making ongoing discussion with individual teachers about their professional growth goals	T	202	67	75	20	20	20					
		P	15	-	1	1	9	4	1.9762	1.1367	0.302	215	0.763
6	Assisting staff in developing consistency between school visions and both group and individual goals	T	202	85	92	7	10	5	1.0455	0.9872			
		P	15	4	6	2	2	1					
	Average								1.99136				

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As shown in Table 3b for items of fostering acceptance of common goals, the results suggest that items4 and 5 had highest means 2.00 and 2.04 for principals and teachers respectively. But

items 6 and 1 showed the lowest means 1.88 and 2.00 for principals and teachers respectively. Moreover, the average means score reported for the items by groups of respondents was 1.991367. The results in Table 3b, in general it is suggested that the principals' transformational leadership practices in fostering acceptance of common/group goals were low. In conformity with this, the t-test results ($t=0.0110$, $df(215)$, $p<1.001$) for item 4 showed that there was statistically opinion difference between the groups of respondents. Similarly, the computed t-test results ($t=0.302$, $df(215)$, $p<0.763$) for item 5 reveal that there was statistically opinion difference between the respondents. But, the computed t-test results ($t=0.735$, $df(215)$, $p>0.464$) depict that there was no statistically opinion difference between the groups of respondents. As the interviewed respondents explained, schools in the studied area faced different challenges that Fostering Acceptance of Common Goal.

However, these problems were not solved timely and effectively because of the Involving all members of the school community in the process of developing goals, priorities, and plans is very low. The informants also added that the school principals and the supervisors made little effort in involving all members of the school community in the process of developing goals, priorities, and plans. Transformational supervisors and principals have to recognize where and when problems exist in the schools and identify it correctly. Then they are expected to solve those problems. A poor culture of problem solving ability in teaching learning process leads to poor students result. This would decrease the interest of teachers, students, parents and the school. This evidence indicates that supervisors and principals must have the ability to solve problems timely and effectively. They have to create a link between the schools and the schools community and the stakeholders. The school community must know what is actually going on in the school. Transformational supervisors have to facilitate and initiate school principals to prepare instructional reports to school community. However, Leithwood *et al.*, (2004) who suggested that the setting of goals that the group found challenging but achievable, it helped them to make sense of their work. With the same goal to be aimed at, it gave the group a sense of identity with their work place.

Table4.3.c: Reponses on Principals’ Practices in High Performance Expectation

N o.	Item	Re sp on de nts	N	Response rate					M	SD	T	DF	Sig. (2ta ild)
				1	2	3	4	5					
7	Insisting on only the best (excellent, and high) performance on the part of staff	T	202	63	72	25	27	15	1.818	1.1054	-0.48	215	0.632
		P	15	5	7	2	1	-	1.929	1.0215			
8	Making high expectations for staff to be innovative, and hard working	T	202	60	76	32	10	24	1.932	0.925	-0.204	215	0.839
		P	15	3	6	3	1	2	1.976	1.093			
9	Establishing flexible bounders for what people do	T	202	72	82	30	10	8	1.886	1.0391	1.198	215	0.234
		P	15	5	6	2	1	1	1.595	1.2109			
10	Demonstrating unflagging commitment to welfare of students	T	202	63	75	27	19	18	1.886	0.9697	-0.395	215	0.694
		P	15	4	7	2	1	1	1.976	1.1367			
	Average mean								1.8748				

❖ **Key:-Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high**

❖ **P-value-calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level**

❖ **0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness**

❖ **1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness**

❖ **2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100**

As it was indicated in table 3c for items of demonstrating high performance expectation by school principals, the computed highest mean score of teachers was 1.93, and the educational leaders’ mean score was 1.97. The lowest mean scores were 1.59 and 1.81 for educational

leaders and teachers respectively. On the items the average means score was 1.874875 for groups of the respondents. Thus, the results suggest that the principals' transformational leadership practices in high performance expectations in their schools were found in the low level.

In connection with mean scores, the t-test results ($t=0.480$, $df(215)$, $p<0.632$) for item.7, and the results ($t=0.204$, $df(215)$, $p<0.839$) for item8 suggested that there was statistically significant opinion difference between educational leaders and teachers. Similarly, the computed t-test results ($t=0.395$, $df(215)$, $p<0.694$) for item10 showed that there was statistically significant opinion difference between educational leaders and teachers. Whereas, the computed t-test results ($t=1.198$, $df(215)$, $p>0.234$) indicated that was no statistically significant opinion difference between principals and teachers. As the interviewed informants explained the Transformational principals was Practices in Performance high Expectation is very low that could affect the teaching learning process and effectiveness of the school. Although the activity of Making high expectations for staff to be innovative, and hard working, Establishing flexible boundaries for what people do, and Demonstrating unflagging commitment to welfare of students is very essential, low participation of stakeholder and poor implementation of a plan makes the school ineffective. Regarding principals' high performance expectation, Leithwood, *et al.*, (1996) affirmed that creating high performance expectations is an essential component to setting the direction of a school because the focus is on the processes and outcomes. The communication of these expectations would enhance the teacher's perception of the gap that exists between what the school is currently accomplishing and what it aspires to achieve.

4.4.2. Principals' Transformational Leadership Practices in Developing People

Developing people, the second category of transformational leadership, is primarily focused on leader practices that "contribute directly or indirectly to the development of teachers" dispositions, motivations, bodies of knowledge and skills, which are required to establish and pursue the shared directions of the school. The dimensions of this category are individualized consideration, intellectual stimulation and modeling important values and practices (Leithwood, 1990). Accordingly, in the Table 4a-c, the respondents were requested to rate to what extent the school principals practice the dimensions in their school.

Table 4.4.a: Responses on Principals’ Practices in Providing Appropriate Model

N o.	Item	Resp onde nts	N	Response rate					M	SD	T	DF	Sig. (2- taild)
				1	2	3	4	5					
11	Showing strong role model (leads by ‘doing rather than by telling’)	T	202	74	82	17	15	14	2.022 7	0.952	1.03 8	21 5	0.302
		P	15	4	6	2	2	1	1.785 7	1.159			
12	Demonstrating willingness to change one’s practices in the light of new understanding	T	202	51	102	18	20	11	1.954 5	0.963	0.42 0	21 5	0.676
		P	15	4	7	2	1	1	1.857 1	1.181			
13	Deeply respecting, admiring and trusting by staff	T	202	80	92	17	8	5	1.886 4	1.039	0.12 4	21 5	0.901
		P	15	5	7	1	1	1	1.857 1	1.138			
14	Being counted on to do the right things	T	202	61	74	32	13	22	1.863 6	1.069	1.20 9	21 5	0.23
		P	15	4	6	2	2	1	1.571 4	1.172			
Average mean									1.849813				

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

Concerning principals’ practices in providing an appropriate model in Table 4a, the results suggest that items 12 and 11 had the highest means(1.85) and (2.02), while items 14 and 14 had the lowest mean scores (1.57) and(1.86) for educational leaders and teachers respectively. The average mean score was also 1.84 for both educational leaders and teachers, and it showed the principals’ transformational leadership practices in providing appropriate model was low. For item 11, the computed t-test results (t= 1.038, df(215), p> 0.302) It indicates that there is no statistically significant opinion difference between the groups of respondents. The t-test result (t=

o.420,df(215), $p < 0.676$) for item shows that there is statistically significant opinion difference between the groups of the respondents. Similarly, for item13, the computed t-test results ($t=0.124$, $df(215)$, $p < 0.901$) also indicates that there is no statistically significant opinion difference between leaders and teachers. The t-test result ($t= 1.209$, $df(215)$, $p > 0.230$)for item 14 shows that there is no statistically significant opinion difference between the groups of the respondents.

Finally, the Table 4a items results disclosed that most of the principals in secondary schools lack ability to inculcate school members' (like teachers, students and administrative staff) with a sense of a shared mission-one which depends on exceptional level of performance to succeed. Thus, regarding the constructs of TSL, the interview results of supervisors largely coincide with what principals said in the quantitative survey. Similar to principals, supervisors ranked building collaborative structures and strengthening school culture, sharing vision and building consensus, modeling behavior, intellectual stimulation, performance expectation and individualized support, respectively. A possible reason for this similarity between principals and supervisors could be their familiarity with activities of school management. However, in the interviews and document analysis, teachers' priorities were slightly different from those of principals and supervisors. The teachers gave high value to offering individualized support and providing intellectual stimulation, then Modeling Behavior of the principal, Building Collaborative Structures and Strengthening the School Culture, Building School Vision and Establishing the School Goals, respectively. Teachers argued that an organization is defined by its staff. To be effective, its staff should be well treated and managed. Thus, to teachers a transformational leader was more of someone who works with his/her staff and supports them to deliver their best (Northouse, 2010, Leithwood and Jantiz, 2006; Bass and Avolio, 2004 ;).

Regarding this, Bass (1990) explains when a leader provides vision and sense of mission; she/he instills pride, and gains respect and trust. Bromely, *et al.*, (2007) also defined a leader modeling as a leader who “considers followers’ needs over his/her own needs,” and “behaves in a manner consistent to articulated ethics, principles and values”

Table 4.4.b: Responses on Principals' Practices in Intellectual Stimulation

No	Item	R es po nd en ts	N	Response rate					M	SD	T	DF	Sig. (2- taild)	
				1	2	3	4	5						
15	Challenging the staff to re-examine some of the assumptions about their work and re-think how it can be performed	T	202	71	86	17	11	17	1.93 18	1.02 07	-	0.4 17	215	0.67 8
		P	15	5	7	2	-	1	2.02 38	1.02 38				
16	Seeking out new ideas by visiting other schools, attending conferences, and passing on these new ideas to staff	T	202	8	12	26	81	75	2.04 55	0.96 34	1.2 20	215	0.22 6	
		P	15	1	-	1	8	5	1.76 19	1.18 55				
17	Promoting intelligence, rationality, and careful problem solving in the school organization	T	202	73	89	25	6	9	1.79 55	1.04 73	0.7 31	215	0.46 7	
		P	15	4	7	2	1	1	1.61 9	1.18 84				
18	Encouraging and stimulates teachers to visit each other's class to provide each other with feed back	T	202	80	89	10	17	6	1.90 91	1.07 44	0.6 28	215	0.53 2	
		P	15	4	6	3	1	1	1.76 19	1.10 01				
19	Providing workshops to teacher to encourage them	T	202	74	83	17	17	11	2.04 55	0.93 89	0.5 46	215	.586	
		P	15	4	5	2	3	1	1.92 86	1.04 52				
	Average mean								1.88226					

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As it was indicated in table 4b, items that measure a principal's practices in intellectual stimulation were requested. The mean scores clearly suggest that the highest means 1.9286 for item 19 and 2.04 for item 17 by the teachers and educational leaders respectively. Whereas, the lowest means were 3.68 and 3.71 for items 17 and 16 by teachers and leaders respectively. Moreover, the average mean score was 1.88 for both respondents. The results suggested that the principals' transformational leadership practices in the items were low in most schools. In connection to this, the calculated t-test results ($t=0.417$, $df(215)$, $p<0.678$) for item 15 indicates that there is no statistically significant opinion difference between the groups of respondents. Similarly, the t-test result ($t= 1.220$, $df(215)$, $p>0.226$) ($t=0.731$, $df(215)$, $p>0.467$) and ($t=0.628$, $df(215)$, $p>0.532$) for items 16,17 and 18 respectively show that there is no statistically significant opinion difference between groups of respondents. Concerning item 19, the computed t-test result with p-value 0.546 and the t-critical value 0.586 points out that there is statistically significant opinion difference between the groups of respondents.

Totally, Table 4b results suggest that the principals' practices regarding intellectual stimulation were low. In other words, it was likely that the secondary school principals were not able to stimulate creativity, innovation and critical thinking of school members. Thus, it may be concluded that principals were Practices in Intellectual Stimulation of at low level so it needs encouragement and initiation from concerned body. The investigation is also supported by interviews so the one who dreams quality education in order to achieve high students score it points remedial. Document analysis: the Transformational school leadership analysis is related with the activity to select and address the learning or development needs of individual principals, group of individuals or of an institution (MOE, 2009).Bromely, *et al.*, (2007) added that intellectual stimulation exists in leaders who "seek out new ideas and creative solutions to organizational problems from their followers, and encourage new approaches for performing task."

Table 4.4.c: Responses on Principals' Practices in Individualized Consideration

N o	Item	Respo ndent s	N	Response rate					M	SD	T	DF	Sig. (2- taild)
				1	2	3	4	5					
20	Prioritizing the needs of the teachers to supportively build capacity, or their full potential	T	202	72	83	25	11	11	1.9318	0.9976	1.161	215	0.249
		P	15	3	7	4	1	-	1.6667	1.1189			
21	Genuinely caring about and treating organization members	T	202	65	85	22	26	4	1.6364	1.183	-0.500	215	0.618
		P	15	4	8	2	-	1	1.7619	1.1436			
22	Offering personal encouragements to individuals for good performance	T	202	61	76	37	10	18	1.9773	0.9273	0.995	215	0.323
		P	15	4	6	3	2	-	1.7619	1.0777			
23	Listening carefully to other's view points, and not intolerant of opposing view points	T	202	68	80	25	19	10	1.8864	0.9697	0.835	215	0.406
		P	15	4	8	1	2	-	1.6905	1.1994			
24	Providing money for professional development and other needing resources in support of changes	T	202	52	63	30	34	23	1.8864	1.0613	-1.364	215	0.176
		P	15	5	6	2	2	-	1.1667	0.8239			
	Average mean								1.8366				

❖ **Key:-** Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

In item 20 of Table 4c, teachers with mean value 1.93 and principals with mean value 1.85 revealed that the extent of the principals' practices in prioritizing the needs of teachers to supportively build capacity and their full potential was low. The t-test result ($t= 1.161$, $df(215)$, $p> 0.249$) shows that there is no statistically significant opinion difference between the groups of respondents.

In Table 4c of item21, the respondents reported to what extent the principals genuinely cares about and treats organization members like brothers with mean values 1.63 by teachers and 1.76 by educational leaders. The t-test result ($t= 0.500$, $df(215)$, $p< 0.618$) also reveals that there is statistically significant opinion difference between the groups of respondents.

In Table 4c of item22, teachers and principals were asked to rate to what extent the principals offer personal encouragement for good performance. In doing so, the mean values 1.97 and 1.76 were rated by teachers and educational leaders respectively indicate that the principals' practices for the item were low. The result of t-test ($t=0.995$, $df(215)$, $p > 0.323$) suggests that there is no statistically significant opinion difference between the groups of respondents.

In Table 4c, the item23 calculated mean scores were 1.88 for teachers and 1.69 for leaders. The results suggest that the principals' practices in listening carefully to other's viewpoints without intolerant of opposing viewpoints were almost low. The t-test result ($t= 0.835$, $df(215)$, $p > 0.406$) indicates that there is no statistically significant opinion difference between the groups of respondents.

With regard to item24 of Table 4c, the mean score of the teachers' was 1.88 and the educational leaders' 2.16. The results suggest that the principals' practices in providing money for professional development and other needed resources in supporting of changes were low. In conformity with this, the t-test result ($t= 1.364$, $df(215)$, $p>and 0.176$) depicts that there is no statistically significant opinion difference between the groups of respondents.

To sum up, the results of items in Table 4c disclosed that the principals' practices in individualized consideration such as trainers, teachers, and advisors to other school members as well as communicating effectively were low. In addition to this, all respondents confirmed that,

interviews made with the, PTAs and supervisors and data of interview that obtained from conducted with that the supervisor was not regular and frequent. All the participants were agreed that the PTAs visit at secondary schools with a maximum of twice in a semester (at the beginning and end of the semester). In view of that, the supervisory process was related with Practices in Individualized Consideration of principals but not directly connected with the practices of Transformational leadership. Therefore it is possible to conclude that PTAs for secondary schools understudy were ineffective in supporting and facilitating the actual implementation and practices of Transformational school leadership. Regarding this, Bromely *et al.*, (2007) described that ‘what is valuable in upholding the individualized consideration is communicating effectively to subordinates. Communicating effectively described as leaders who listen attentively, paying special attention to their followers’ achievements and growth requirements.”

Finally, Leithwood (1990) states that individualized consideration, intellectual stimulation and modeling are interpersonal practices that transformational leaders exercise and engage to shape or influence followers. The intent of these practices is to develop a rapport and relationship with followers that will foster a culture open to change and growth.

Table 4.5b: Responses on Principals’ and teachers perception on Practices of principals in Building Collaborative School Structure

No	Item	Res p o n d e n t s	N	Response rate					M	SD	T	DF	Sig. (2-tail d)
				1	2	3	4	5					
29	Demonstrating willingness to share in responsibility, power, and decision making with staff	T	202	73	78	26	13	2	1.7273	1.246	0.233	215	0.816
		P	15	5	7	2	1	-	1.6667	1.162			
30	Supporting an effective committee structure for decision making	T	202	73	81	26	12	10	1.9318	1.021	0.417	215	0.678
		P	15	5	6	3	-	1	1.8333	1.167			
31	Altering working conditions to ensure that staff have collaborative planning times	T	202	70	81	16	23	10	1.7273	1.086	-0.044	215	0.965
		P	15	4	7	4	1	-	1.7381	1.191			
32	Providing an appropriate level of autonomy for teachers in their own decision making	T	202	71	81	25	13	12	1.8182	1.04	-0.161	215	0.872
		P	15	3	5	2	3	2	1.8571	1.201			
	Average								1.787475				

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As shown items of Table5b, the results suggest that the highest mean values 1.85 and 1.93 were reported for items 32 and 30, while the lowest mean values 1.66 and 1.72 were also reported for item29 by principals and teachers respectively. Additionally, the average mean 1.78 was reported for both educational leaders and teachers. The results show that the perceptions of teachers in the principals' practices in building collaborative school structure were low. Moreover, the items 29 and 30 t-test results ($t= 0.233$, $df(215)$, $p<0.816$) and ($t= 0.417$, $df(215)$, $p< 0.678$) respectively suggest that there is statistically significant opinion difference between groups of respondents. Similarly, the t-test results ($t=0.044$, $df(215)$, $p<0.965$), and ($t= 0.161$, $df(215)$, $p<0.872$) for items 31 and 32 respectively indicate that there is statistically significant opinion difference between the groups of the respondents. The interviewed respondents also revealed that principals was not Demonstrating willingness to share in responsibility, power, and decision making with staff. This indicated that the community stakeholders did not actively participated and shared responsibilities to solve problems that could affect the teaching learning in the schools. It is impossible to solve all the problems that hinder delivery of quality education without active participation of school stakeholders. Thus the school principals are expected to link the school with different school stake holders. In this regard respondents were asked whether principals create a link between schools to get material and financial support.

Regarding building collaborative school structure, Leithwood (1990) suggested that this dimension of transformational leadership refers to the formal and informal opportunities for school staff to give their professional input for the purpose of making decisions. These opportunities empower teachers to utilize their expertise in matters which affect the school. When teachers feel engaged in making significant decisions, they develop new beliefs in their capacity to not only make a difference in the classroom, but across the whole school as well.

Table 4.5c: Responses on Principals’ and teachers perception on the Practices of principals in Creating a Productive Community Relationship

N o	Item	Resp onde nts	N	Response rate					M	SD	T	DF	Sig.(2- tailed)
				1	2	3	4	5					
33	Creating strong and developed links with local communities	T	202	62	71	36	23	10	1.8636	1.048	-0.694	215	0.49
		P	15	4	8	2	1	-	2.0238	1.093			
34	Providing regular program of parental involvement in the school	T	202	65	71	30	25	11	2.0682	0.95	-0.016	215	0.987
		P	15	6	5	3	-	1	2.0714	0.921			
	Average								2.00675				

❖ **Key:-**Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high

❖ **P-value-**calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level

❖ 0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness

❖ 1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness

❖ 2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100

As shown Table 5c Of item33, the mean value 1.86 for both teachers and principals revealed that the teachers perception in the principals’ practices in creating strong and developed links with local communities or community representatives were low. The t-test result (t= 0.694, df(215), p< 0.906 depicts that there is statistically significant opinion difference between the groups of the respondents.

As it was also indicated in item34 of Table 5c, the teachers’ mean score (2.06) and the principals mean score (2.07) show that the principals’ practices in the item were low, or the community

involvement in their schools was not effective. The t-test result ($t=0.016$, $df(215)$, $p< 0.987$) suggests that there is statistically significant opinion difference between the groups of respondents. Besides to those results, the average mean value (2.006) for both principals and teachers perceptions on principals' practices in creating productive community relationship shows there were low. The interviewed respondents also revealed that there was not sufficient linkage between the schools and the school community. This indicated that the community stakeholders did not actively participated and shared responsibilities to solve problems that could affect the teaching learning in the schools. It is impossible to solve all the problems that hinder delivery of quality education without active participation of school stakeholders. Thus the Principals' Practices in Creating a Productive Community Relationship with the school principals are expected to link the school with different NGOs and school stakeholders. In this regard respondents were asked whether principals create a link between schools and NGOs. In order to galvanize the organization around clear purpose, stakeholders must share the same understanding of the practices that propel the work. Schools are also increasingly expected to develop links with local communities. Parental involvement may be seen as a mechanism to increase attendance, a means of raising additional income, or as a means of creating accountability for school management (condy, 1998).

4.5.1 Perceptions of teachers and principals on Principals' Practices in Managing Instructional Programs on dimensions of transformational school leadership.

Managing Instructional Programs accounts for transactional leadership approaches, added as a response to criticism regarding the model's initial emphasis on solely transformational leadership practices (Leithwood and Jantzi, 2005a). This dimension includes establishing effective staffing practices, providing instructional supports, monitoring school activities, and buffering staff from excessive and distracting external demands. In light of this, in Table6 respondents were requested to rate to what the principals practice the dimension in their schools.

Table4. 6: Responses on perceptions of principals and teachers on Principals' Practices in Managing Instructional Programs

No .	Item	Respo ndents	N	Response rate					M	SD	T	DF	Sig. (2- taild)
				1	2	3	4	5					
35	Establishes effective staffing practices	T	202	62	73	35	19	13	1.9091	1.053	0.118	215	0.906
		P	15	5	6	1	2	1	1.8812	1.152			
36	Provides instructional supports	T	202	73	80	25	13	11	1.8636	1.091	-1.248	215	0.215
		P	15	4	6	3	2	-	2.1192	0.772			
37	Monitors school activities	T	202	72	80	23	15	12	1.7955	1.112	-1.022	215	0.31
		P	15	4	7	3	-	1	2.0238	0.95			
38	Buffers staff from excessive and distracting external demands	T	202	76	82	24	10	10	2.1591	0.861	1.425	215	0.158
		P	15	3	5	3	1	3	1.8571	1.095			
	Average								1.951025				

❖ *Key:- Response rate: 1=very low,2= low,3=moderate, 4=high, 5= very high*

❖ *P-value-calculated independent t-test result df= degree freedom , M= mean, SD=standard deviation , Sig=significance level*

❖ *0-1.49 – very low level effectiveness 3.50-4.49 – high effectiveness*

❖ *1.50-2.49 – low level effectiveness 4.50-5.00 – very high effectiveness*

❖ *2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100*

As indicated in item35 of Table6, teachers and principals with mean values 1.90 and 1.88 respectively revealed that the extent of principals' practices in establishing effective staffing practices were low. The t-test ($t=0.118$, $df(215)$, $p<0.906$) indicates that there is statistically significant opinion difference between the groups of respondents.

In the item36 of Table6 the extent of teachers' perception in the principals' practices in providing instructional supports was low as reported with mean values 1.86 and 2.11 by the teachers and educational leaders respectively. The t-test result ($t=1.248$, $df(215)$, $p < 0.215$) shows that there is statistically significant opinion difference between teachers and leaders.

As shown in Table6 of item37, the principals' practices in monitoring school activities were reported with mean values of 1.79 by the teachers and 2.02 by principals. The results suggest that the perceptions of teachers and principals in the principals' practices in the item were low. The t-test result ($t=1.022$, $df(215)$, $p< 0.310$) reveals that there is statistically significant opinion difference between the groups of the respondents.

In Table6 of item38, the calculated mean scores 2.15 and 1.85 for teachers and principals respectively revealed that the perceptions of teachers on the principals' practices in buffering from excessive and distracting external demands were almost low. In connection to this, the computed t-test result ($t= 1.425$, $df(215)$, $p< 0.158$) shows that there is statistically significant opinions difference between the respondents. Furthermore, the average mean score (1.95) of respondents on managing instructional programs shows that the principals' practices were low. According to the interviewed informants, the perceptions of teachers and principals in the Principals' Practices in Managing Instructional Programs were low. This may affect the teaching learning process and its effectiveness of school. However, as majority of respondents explained teachers got insufficient support regarding teaching methodology in the studied area. This will highly affect the teaching learning process and achieving the school goal. This will be crucial problem that needs special attention.

4.7. Major Challenges that Impede the Principals' Transformational Leadership Practices

The fourth purpose of this study attempted to identify the challenges that impede principals' transformational leadership, which focuses on second-order changes to build and sustain a school

culture that focuses on sustainable improvements of educational programs, teachers' capabilities and skills, and students' learning. Accordingly, in Table7 the respondents' responses show that to what extent the problems affect the principals' practices in their schools

Table4.7 Responses on Challenges that Impede the Principals' Transformational Leadership Practices

N o.	Item	Res pon dent s	N	Response rate					M	SD	T	DF	Sig. (2- taild)
				1	2	3	4	5					
39	Poor management system of the principals	T	202	76	81	34	11	-	1.8636	0.852	0.032	215	0.974
		P	15	5	6	2	1	1	1.8571	1.002			
40	Excessive(overload) administrative work to principals	T	202	76	83	32	11	-	1.8636	0.955	-0.08	215	0.937
		P	15	5	4	3	2	1	1.881	1.064			
41	Pressure of internal forces	T	202	67	68	36	21	10	1.9091	0.96	-1.83	215	0.71
		P	15	4	6	2	2	1	2.3333	1.183			
42	Low level of parent(community) involvement	T	202	76	88	16	10	12	2.00	1.057	-0.544	215	0.588
		P	15	5	6	3	1	-	2.119	0.968			
43	Lack of Budget	T	202	76	76	25	25	3	2.1136	1.166	0.482	215	0.631
		T	15	4	5	3	1	2	2.0001	1.012			
44	pressure of external forces	P	202	73	80	15	23	11	2.2045	1.231	2.172	215	0.53
		T	15	6	7	1	1	-	1.7381	0.665			

❖ *Key:- Response rate: 1=very high,2= high,3=moderate, 4=low, 5= very low*

❖ *P-value-calculated independent t-test result df= degree freedom, M= mean, SD=standard deviation.*

❖ *0-1.49 – very low effectiveness 3.50-4.49 – high level effectiveness*

❖ *1.50-2.49 – low effectiveness 4.50-5.00 – very high level effectiveness*

❖ *2.50-3.49–moderate level effectiveness Fr = Frequency Total % = 100*

As shown in Table7 of item 39, teachers and principals reported mean scores were 1.86 and 1.85 respectively. The result suggests that the poor management system of principals were high. In conformity with this, the t-test result ($t= 0.032, df(215), p < 0.974$) indicates that there is statistically significant opinion difference between the groups of the respondents. In the same way, the data obtained from the interview of supervisors and PTAs and document analysis information confirmed that most of the secondary school principals were not that much competent, and they face management skills and leadership competencies deficiency to run effective school leadership.

With regard to item40 in Table7, both groups of respondents that were teachers and school leaders replied that the excessive /overload administrative work of principals with mean scores 1.86 and 1.88 by teachers' and principals' respectively show that the problem was high. Apart this, the t-test result ($t= 0.080, df(215), p < 0.937$) for item found that there is statistically opinion difference between the respondents. Moreover, the data obtained from interviewees and document analysis affirmed that the principals' overload administrative work was highly affecting by making the principals become too busy. Concerning this view, Tekleselassie (2006) mentioned that "overload" affecting principals' task in Ethiopia. It impedes effectiveness of principals' leadership because principal is one person in a school who oversees the entire activities and holds great responsibility of his/ her respective school.

In Table7 of item41, the mean values were 1.90 and 2.33 for teachers and educational leaders respectively. The results suggest that the problem of pressure of internal forces such as lack of school facilities, lack of staff morale towards team-spirit and new teaching approaches, students' disciplinary problems, etc were high. The t-test result ($t=1.830, df(215), p> 0.71$) for item indicates that there is no statistically significant opinion difference between the groups of the respondents.

As it was shown in Table7 of item42, the teachers' mean score was 2.00 and the educational leaders' mean score was also 2.00. The results suggest that the parental involvement problem was high. Similarly, the t-test result ($t=0.544, df(215), p < 0.588$) for item suggests that there is relatively statistically significant opinion difference between the groups of the respondents. Regarding parental involvement, Condy (1998) stated that developing good community relations

is an additional burden on school leaders; particularly as the communities have “no idea of what is needed in teaching” and rely on the principal to explain the issues to them.

As it was shown in Table7 of item43, the mean values 2.11 and 2.00 that were reported by the teachers and educational leaders respectively revealed that the budget deficit problem was high. In connection to this, the t-test result ($t= 0.482$, $df(215)$, $p > 0.631$) for item43 indicates that there is statistically significant opinion difference between the groups of the respondents. Concerning this, secondary school principals may face a series of financial pressures because of the school principals ranked school fees and money matters as their principal concerns (condy, 1998).

As it was depicted in Table7 of item44, teachers and principals reported the mean values 2.20 and 1.73 respectively. The results show that the problem of pressure of external forces was highly affecting the principals’ transformational leadership practices. In conjunction with mean values, the t-test result ($t=2.172$, $df(215)$, $p > 0.53$) for item44 suggests that there is no statistically significant opinion difference between the groups of the respondents. Regarding the issue raised, majority of interviewed informants revealed that the Transformational principals were Poor management system of the principals, Excessive (overload) administrative work to principals, Pressure of internal forces, Low level of parent (community) involvement, Budget deficit, and pressure of external forces are the major challenges of transformational school leadership. When the transformational school leadership planed a visiting program to share experiences from other schools of Guraghe Zone, its implementation was dependent on the willingness of education office managers since the Transformational leaders had no authority to decide to budgetary issues. Besides, when there was a reward program for the effective performance of educators, the decision could be made by the district managers. It means the reward to whom given and what would be the reward was taken decisions by managers.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary of the Findings

This study focused on the principal's role in providing practice and challenges of exercising transformational school leadership as defined by Leithwood and Jantiz (2006; 1999). The study was conducted in the selected secondary schools of Gurage Zone. This study used mixed research methods to examine the practice, challenges, and perceptions of teachers towards transformational school leadership as defined by Burn and Bass (2006) and operational zed by Leithwood and Jantiz (2006; 1999).

The study was designed to establish the extent to which the principal's transformational school leadership practice, challenges and its concepts The Nature of School Leadership (NSL) (Leithwood and Jantiz, 2006) scores were used to measure transformational school leadership (TSL). Secondary schools in Gurage Zone whose principals had been the incumbent for three or more years in studied schools were selected purposively. A total of 57 items survey questions were distributed to as many school principals and 202 survey questionnaires to teachers in identified schools. 15 school principals and 202 teachers returned the surveys representing 100% and 100% return rate for principals and teachers, respectively. Interviews and document analysis were conducted with supervisors and PTAs who worked with the principals. Participants were informed of the objectives of the study and assured of confidentiality in formal letters and clarified issues in person. The study tried to identify understanding levels about concepts, the dimensions, the practices and challenges of exercising transformational school leadership in the studied area. This study sets out to address the following objectives

1. To assess principals and teachers' level of understanding about the concept of transformational school leadership in secondary schools.
2. To identify the transformational leadership roles which have been practiced by secondary school principals in the schools
3. To identify the challenges that school principals' face in exercising transformational leadership in secondary schools.

1. Analysis of the data the principals' demographic data demonstrated that majority of them were male; had less than ten years of experience in both the school leadership and the teaching profession; and only a few of them had second degree in different subject areas including educational leadership.

2) To what extent school principals and teachers to understand the concept of transformational school leadership?

That understanding levels about the concepts of transformational school leadership of teachers , principals, supervisors, and PTAS about transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them appropriately , the methods of evaluating the concepts of understanding about Transformational leadership, the constituents that transformational leadership roles, and the impact of Transformational leadership in developing instructional goals and objectives for teachers were low. On the other hand, the calculated mean score of teachers (Mean= 1.722, SD=1.231) and that of principals (Mean=1.785, SD=1.2437). This indicates that the Concepts of understanding about the role of transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them were low. This reveals that there is a gap about the concepts of role transformational school leadership. The significance level ($p=0.845$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and principals. This means that, the concepts of understanding about transformational school leadership is low. From the data it can be stated that the attempt on levels of understanding about the concepts of Transformational school leadership was low. This implies that there were a gap about the concepts of understanding about Transformational school leadership in secondary school principals, teachers', supervisors, and PTAs in the study area.

3) To what extent has transformational leadership roles has been practiced by secondary school principals in the secondary schools?

As the findings of the study, all items which were tested scored more than 1.00. Under category of setting directions, the average means score of the items for principals' practices in articulating a shared vision was 2.10; in setting common goals was 1.99, and in high- performance expectations was 1.87 for groups of respondents. Moreover, the computed t-test result ($t= 0.568$,

df(215), $p > 0.42$) for items articulating a shared vision indicated that there were no statistically significant opinion differences between the groups of the respondents. Thus, the results suggested that the level of principals' transformational leadership practices in setting directions were low.

Regarding to principals' practices in developing people, all the means of the items were more than 1.00. The average means score of items concerning principals' practices in providing an appropriate model was 3.84, and in intellectual stimulation was 1.88. Similarly, the mean of items for principals' practices in individualized consideration was 1.83. Apart this, the computed t-test result ($t = 0.788$, df(215), $p > 0.455$) for items of developing people revealed that there were no statistically significant opinion differences between the groups of the respondents. To sum up, the results suggested that the level of principals' transformational leadership practices in developing people were also low.

Concerning the principals' practices in redesigning the organization were also rated more than 1.00 for all of its items. The principals' practices in strengthening collaborative school culture were scored the average means score 1.95, and in building collaborative school structures was 1.78 by the groups of the respondents. Meanwhile, the mean of items concerning principals' practices creating productive community relationships was 2.00. In conformity with this, the computed t-test result ($t = 0.356$, df(215), $p > 0.725$) for items revealed that there were no statistically significant opinion differences between the groups of the respondents. Based on these results, the study implies that the level of principals' transformational leadership practices in redesigning the organizations were low.

The study has clearly revealed that the extent of principals' practices in managing instructional programs in secondary schools was low. The results suggested that the average means score of items was 1.94 for the group of the respondents, and it affirmed that the principals' transformational leadership practices in managing instructional programs was exercised in low level. In conjunction with this, the computed t-test result ($t = 0.947$, df(215), $p > 0.392$) for items indicated that there was no statistically significant opinion difference between the groups of the respondents. Finally there were a practice gap on transformational school leadership role in secondary school principals, teachers, supervisors, and PTAs in the study area.

4).Challenges Impede Principals' Transformational Leadership Practices

The study has shown that among the main barriers of school leadership poor management systems of principals (1.85), which associated with lack of qualified principals' recruitment and selection, lack of appropriate training in leadership and management, lack of using appropriate leadership competencies and motivation mechanism in leading, and others; overload administrative work to principals(1.87), which also accompanied with preparing and responding reports, monitoring students' and teachers' disciplinary problems and others non-instructional activities; low parental/community involvement(2.05); budget deficit(2.05); pressures of internal forces(1.96), and pressures of external forces(1.96). As their weighted means scores indicated they were recognized as burning challenges that impeded the effectiveness of principals' transformational leadership practices in the government secondary schools of Gurage Zone. Thus, the results suggest that there were no significantly different perspectives between school principals and teachers on the stated challenges that to hinder principals' transformational leadership practices.

5) Relationship between Means Scores of principals and Teachers' on practice of principals' in setting direction, developing people, and Organizational Commitments.

The results reveal that the relationship between the means scores of the principals and teachers' regarding the effects of principals' transformational leadership practices on setting direction were almost average, that is the means' score of teachers' on the items was 1.86 and the principals' was 1.83. However, the results suggested that the principals' transformational leadership practices to make impact on setting direction were low. Apart this, the computed Pearson coefficient correlation results ($p=0.105<0.301$) indicate that there was no statistically significant opinion relationship between the groups of the respondents. In other words, the result showed that there was no positive relationship between principals' transformational leadership practices on setting direction in most schools.

The study points out that the relationship between means' scores of principals and teachers' concerning effects of principals' transformational leadership practices on developing people

were not average/ the same. In other words, the means' score of the teachers' on the items was 2.01; whereas, the principals was 1.74. Furthermore, the computed Pearson coefficient correlation results ($p=0.091<0.388$) reveal that there was no statistically significant opinion relationship between the groups of the respondents. Thus, the results show that there was no positive relationship between the principals' transformational leadership practices and developing people, as the principals' transformational leadership practices were low. .

Finally, the study concludes that different results/ means scores were reported by the principals and teachers' regarding the principals' transformational leadership practices to make impact on teachers' organizational commitments. On the items of organizational commitments, 2.01 score of means was reported by teachers', while 1.85 score of means was also reported by leaders'. Moreover, the computed Pearson coefficient correlation results ($p=0.112<0.312$) show that there was no statistically significant opinion relationship between the groups of the respondents. On conjunction with opinion and means scores variation, the results suggest that there was no positive relationship between the principals' transformational leadership practices and teachers' organizational commitments due to principals' transformational leadership practices in their schools were understood in low level by their teachers. Even though principals rated themselves high with strong transformational behaviors, including in Sharing School Vision and Building Consensus, Building High Performance Expectation, Modeling Positive Behavior, Providing Intellectual Stimulation, and Building Collaborative Structure and School Culture; the evidence collected in the interviews and document analysis did not fully support the principals' claims. The qualitative data analysis revealed that principals in secondary schools of Gurage Zone practiced a blend of leadership styles. While most principals practiced autocratic styles, others swung from autocratic to laissez-faire and some were of course transformational.

Research studies (Munoz, 2013; Bass and Avolio, 2004; Bolton, 2010) support these findings. While Munoz's (2013:90) study reported that principals rate themselves high with strong transformational leadership characteristics, Bass and Avolio (2004) stated that leaders tend to rate themselves higher on transformational leadership than their followers rated them. Bolton (2010:51) revealed that principals look at their transformational leadership styles in an exaggerated way.

5.3 Conclusion

Based on the major findings of the study, the following conclusions were drawn:

1. In the review of literature, particularly it is believed that school principals to be transformational. The reason is that transformational leadership focuses more on change, and inspires followers to commit to a shared vision and goals for the schools, challenges them to be innovative problem solvers, and develops followers' leadership capacity through coaching, mentoring and provision of both challenge and support. As a result, transformational leadership is important and a powerful tool for fostering group goals and evoking positive change in the educational field. However, the findings of study revealed that most of secondary school principals in the Zone inclined/more focused on using out-dated leadership practices like first-order change tasks, or leadership styles. Thus, this clearly shows the school principals lack clear awareness/adoption of the new leadership paradigm, transformational leadership. As a result, the teachers' perceptions about the existence of the principals' transformational leadership practices in their schools were low.

2. The study identified major challenges that impede principals' transformational leadership practices, namely: poor management system of principals, dominance of routine administrative work to principals, low parental/community involvement, budget deficit(inadequacy), pressures of internal and external forces. Therefore, this implies that those afro-mentioned challenges were highly affecting the principals' transformational leadership practices.

3. Transformational leadership of this study comprises four dimensions, as earlier mentioned in the section of conceptual framework of the study. Those dimensions of it have positive relationship to school effectiveness and organizational commitments. However, the results of the study revealed that the principals' transformational leadership practices did not show the level of expected relationship. In other words, the computed means scores and the Pearson coefficient correlation results indicated that the principals' transformational leadership practices to make impact setting directions, developing people, and organizational commitments were not effective. For that, the positive relationship between principals' transformational leadership practices on setting direction, developing people and organizational commitments was low. The effective selection and placement of principals by reminding overall leadership competencies are

crucial for the excellence of the school leadership. However, the research findings revealed that most of secondary school principals had no minimum requirement of qualification and professional preparedness related with school leadership and management, or in other fields. Even if they are old enough, they had little experience (1-5 years) in leading position.

As a result, according to findings of the study, most of the principals' extent of effectiveness in their leadership skills was not that much to the level of expectation. Thus, many school principals have a problem of proficiency in order to provide strong leadership in the selected secondary schools of Gurage Zone. Thus, in fact, any defect in leadership was resulted in poor performance and achievement; however, the above defects of leadership clearly depict that school leaders lack experiences in practicing transformational leadership, which enables leaders to challenge the process, inspire a shared vision, model the way, help others act and encourage the heart. Therefore, there are wide gaps in practices of implementing transformational leadership in Guraghe Zone secondary schools. Thus, on the basis of findings obtained it is possible to conclude that in the sampled secondary schools in Zone the schools had almost a poor transformational leadership practices. However, there are a lot of challenges such as low participation of local people, shortage of skilled educational leaders and teachers that hinder achievement of the Zonal Goals. On top of these, this study conclude that the Zone Education Department was not adequately responding to the local needs particularly in the areas of school leadership. Besides, to this the study was obtained there were: knowledge gap among school principals which may result into low level of executing the jurisdiction and devolution of power, shortage of resources to achieve the intended educational objectives, challenges from the poor management system of principals and backward economy; poor means of communication network such as transportation, telecommunication, and low capacity to plan, manage and monitor the performance of the education system. Overall conclusion was drawn from this study; Transformational school leadership was non- existed in the study area.

5.4. Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded:

1). This study has shown that most of the secondary school principals in the Gurage Zone did not have adequate awareness about the transformational school leadership roles/practices, as well as earlier knowledge and skills in school leadership and management. As a result, as evidenced by the study, they were ineffective in using transformational leadership practices. In order to fill this gap, it is recommended that secondary school principals need to be provided leadership and management training either in short or in long programs by considering the transformational leadership characteristics. A better understanding of how transformational leadership practiced may help the school leadership fine tune skills as a leader. Moreover, it is suggested that it is necessary to give due attention to human relation skills of candidate principals together with educational qualification with related field to leadership and management during selection or placement of principals.

2). The study found that most secondary school principals spent most of their leadership practices on first-order changes close monitoring of students' and teachers' classroom activities, and routine administrative tasks. Therefore, it is recommended that they have to give ample time/exercise for second-order changes motivating team-spirit, effective communication, shared decision making, delegated responsibilities and powers, collaborative school culture, and so on that easily galvanize followers in to effective changes or innovations through indirectly affecting the performance of teachers such as setting direction, developing people, strengthening school culture, building collaborative school culture, creating productive community relations, and organizational commitments of teachers, as well as student achievement

3). Overall findings from this study suggest that the principals' transformational leadership practices should play important roles in tackling those challenges particularly related to overload administrative work, budget deficit, parental involvement and pressures of internal forces through mobilizing community, engaging self-incoming generating activities, wisely using funds, providing school base training, and counseling and guidance.

4) The researcher recommends to Regional Educational Bureau, Zone Education Department and woreda Education Offices regarding to Transformational school leadership practices in the studied area. Thus, the Zonal Education Department should facilitate a training program for the principals and teachers in order to improve the effectiveness of the schools. Besides, they must facilitate instructional materials and necessary access for leadership activity. In addition the supervisors and the school principals are under qualified and unfit for the position. Thus, Zonal Education Department should assign persons or a person who has/have MA degree in educational leadership and management or any other related field of study since the principal and the supervisory position requires it (MOE, 2000). The results suggest that if transformational leadership styles were implemented in schools, schools as a whole, teachers and students in particular will be positively impacted. A winning culture will prevail and positive attitudes emanating from school community will produce happier and productive teacher and consequently, student achievement will improve. Such transformation in few schools can create model schools there by carving the way for mainstreaming school effectiveness widely. It means the education and training programmes of educational/school leadership would be revisited. It means that the ways school leaders are trained were reshaped towards participatory and transformational leadership approaches.

5).Finally, the present study suggests that a more detailed and comprehensive study has to be explored on the practices and challenges of exercising transformational school leadership in secondary schools so as to complement the deficiencies observed in the study. The researcher recommends further studies in other Zones and related topics to enhance principals' leadership quality and enhanced school effectiveness and student achievement.

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A questionnaire to be filled by principals and teachers

The purpose of this questionnaire is to collect relevant data for the study titled “the practice and challenges of exercising transformational school leadership in secondary school in Gurage zone”. Your response will be used only for this research purpose. So, you are kindly requested to provide genuine responses being as honest and as accurate as possible.

Please, read the following instructions carefully

- You don't have to write your name.
- Provide your responses by putting the mark (✓) in the space provide
- You can write additional information in the spaces provided
- Please, do not level any question unanswered if the question addresses you.
- If you want to elaborate on any issues, please write your comments in the margins or on the back of any of the pages

Thank you in advance

Part I: Bio- Data and General Information

- 1) Name of your wordea (town) _____, and your school _____
- 2) Current position: A. Teacher ☐ B. Chief Principal ☐ C. Vice Principal ☐ D. Unit leader ☐
E. Department head ☐
- 3) Sex : A. Male ☐ B. Female ☐
- 4) Age: A. under 34 ☐ B. 35-45 ☐ C. over 46 ☐ D. Not response ☐
- 5) Qualification : A. Certificate ☐ B. College diploma ☐ C. 1st Degree ☐ D. 2nd Degree (Master) ☐
E. PHD ☐
Other of any _____
- 6) Field of specialization _____
- 7) Teaching experience: A. 0-5 ☐ B. 6-10 ☐ C. 11-15 ☐
D 16-20 years ☐ E. Over 20 Years ☐
- 8) Total years of service in current position
A. 1-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 16-20 ☐
E. over 20 years ☐
- 9) How did you come to leadership position ?(only for principals)
A. By placement ☐ B. By competition ☐
C. By promotion ☐ D. Others if any _____
- 10) Have you taken any leadership course of training so far?
A. Yes ☐ B. No ☐
- 11) If 'Yes' what kind of training program? And how was it contributed for your work?

Part II: Multifactor Leadership Questionnaire (MLQ)

The following statements are assumed to be the descriptions that reflect the overall characteristics of transformational leadership style of school principals. Please, rate on a five point weight the extent to which the principals' work time in your school spent on each of the following characteristics.

(Strongly disagree=1, Disagree=2, Undecided=3, Agree=4, and strongly agree=5)

No	School Principal's Idealized Influence (Charisma)	SA 5	A 4	UN 3	DA 2	SDA 1
1.1	Shows strong role model (leads by 'doing' rather than simple by 'telling')					
1.2	Deeply respected, admired and trusted by staff					
1.3	Can be counted on to the right thing					
1.4	Demonstrates high standard of ethical and moral conduct					
1.5	Provides the staff with a collective sense of mission					
1.6	Displays the most important school's beliefs and values					
	2.School principal's inspirational Motivation					
2.1	Articulates a clear and attractive vision of future					
2.2	Expresses confidence, decisiveness and optimism about the vision and its implementation					
2.3	Achieves their vision properly					
2.4	Sets an enviable examples others to follow					
2.5	Demonstrates high personal standards					
2.6	Motivates the team spirit					
2.7	Inspires the staff or other stakeholders to follow their vision					
2.8	Facilitates effective communication among staff					

No	1 School principal's Intellectual stimulation					
3.1	Asks questions to test other's thinking					
3.2	Critically re-examines assumption to questions					
3.3	Encourages other to challenge the status quo					
3.4	Seeks different ideas from staff when solving problems					
3.5	Shows ability to sell the benefit of new ideas					
3.6	Provides tasks that are stretching but achievable					
3.7	Helps individuals to look problems to different angles					
3.8	Encourages staff to work to their best potential					
	4. school principal's individual consideration					
4.1	Treats staff as unique individuals					
4.2	Tries to understand the other person's view points					
4.3	Listens carefully to others and not intolerant of opposing view points					
4.4	Recognizes the different capabilities of individuals					
4.5	Changes his/her style and approach according to who is dealing with					
4.6	Takes time as a mentor of coach to the teachers					
4.7	Establishes a climate of trust and fosters co-operative relationship with immediate colleagues					
4.8	Helps teachers develop their own leadership potential					
4.9	Delegates tasks and monitors the delegated tasks to determine the followers need additional direction or support to assess progress					

2.Challenges of school principal are in transformational leadership style practices in the school organization.

The following statements are assumed to be the major challenges that may hinder the effectiveness of transformational leadership style of school principals in the school. Please, rate each problem at a five-point weight the extent to which it affects transformational school principal leadership practices.

Key: 5= Very high (VH) 3= Moderate (M) 1=Very Low (VL)

4= High (H) 2= Low (L)

No	Item	VH 5	H 4	M 3	L 2	VL 1
1	Principals being non-qualified in leadership and management (poor and management system)					
2	Lack of effective training concerning leadership and management to principals					
3	Lack of adequate professional support from immediate superiors (stakeholders)					
4	Principals are reluctant to provide a shared leadership in the school					
5	Excessive (overload) administrative work to principals					
6	Lack of open and effective communication in the school					
7	Lack of appropriate motivation mechanism					
8	Lack of school facilities					
9	Low level of parent (community) involvement					
10	Budget deficit					
11	Pressure of external forces (like political duties) outside the school					
12	Poor motivation and self-esteem of staff					
13	Low staff morale to ward team-spirit					
14	Low commitment of teachers to develop new approaches to education					
15	Students disciplinary problems					

1. Levels of understanding on the concepts of transformational leadership

a. How would you evaluate your understanding about transformational leadership

- A. it is very high B. it is high D. it is low
C. it is moderate E. it is very low.

b. if your response to Question No 1 is 'high' what is transformational leadership?

c. What other factors constitutes the transformational leadership role of school principals in your school?

Please comment on the reasons for the above mentioned constitutes?

d.. Please explain your positive experience as a principal? (Relate and give examples)

e. Please explain your negative experience as a principal? (Relate and give examples)

N o	Item	VH 5	H 4	M 3	L 2	VL 1
1	The methods of evaluating the concepts of understanding about transformational leadership					
2	Transformational school leadership helps teachers in developing instructional goals and objectives					
3	The constitutes that transformational leadership role of school principals in school					
4	Transformational leaders play a role in facilitating the availability of instructional materials and encouraging teachers to use them appropriately.					

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Interview questions for supervisors

- 1) What do you understand by transformational leadership?
- 2) Do you think 'X' secondary school culture is positive, caring, and collaborative? If 'Yes', what are your justifications?
- 3) Would you believe there is positive, trusting and respectful climate in the school? How do you understand?
- 4) Is there effective leadership toward excellence in teaching and learning? How?
- 5) Do you think teachers are committed to the personal and academic success of each every student? How?
- 6) Would you think the school effectively uses assessment strategies and data to improve instruction and achievement for each and every student? How?
- 7) Do you think there is a great attention to foster teacher's professional development in the school? How?
- 8) Do you think there is any problem that the school principal may encounter when she/he practices transformational leadership style in the school? If 'yes', what are they?
- 9) Would you think school principal's human relation skills (personal qualities) are considered when she/he is recruited and selected to leadership position like experience and educational qualification? If no, would you expect any problem associated with this?
- 10) Do you think the dominant support that made during recruitment and selection for candidates of long years of service and ideological compatibility with existing political orientation of government affect the effectiveness of leadership? How?
- 11) Would you have any suggestion concerning the overall the school leadership effectiveness of the school principal regarding to changing and transforming followers to effective change in the school?

