



**Addis Ababa University
College of Business and Economics
School of Commerce**

**Effect of Transformational Leadership on Employee Engagement
A Case of Selected Primary Schools in Addis Ababa**

**By
Lanchiyderu Gebeyaw**

**A Project Work Submitted to the School of Graduate Studies, Addis
Ababa University in Partial Fulfillment of the Requirements for the
Degree of Masters in Business Leadership (MBL)**

Advisor: Solomon Markos (PhD)

**June 2024
Addis Ababa, Ethiopia**

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DECLARATION

I, the undersigned, declare that this research project entitled “Effect of Transformational Leadership on Employee Engagement: A case of selected primary schools in Addis Ababa” is my original work and has not been presented for any degree in any other University and that all the sources of materials used for the thesis have been properly acknowledged.

Declared by: Lanchiyderu Gebeyaw

Signature: _____

Date: _____

STATEMENT OF CERTIFICATION

This is to certify that Lanchiyderu Gebeyaw has done a study on the topic “Effects of Transformational Leadership on Employee Engagement: A case of selected schools in Addis Ababa” under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of degree of Masters in Business Leadership.

Solomon Markos (PhD)

Signature _____

Date _____

Addis Ababa University
College of Business and Economics
School of Commerce

This is to certify that the thesis prepared by Lanchiyderu Gebeyaw entitled “Effect of Transformational Leadership on Employee Engagement: A case of selected primary schools in Addis Ababa” which is submitted in partial fulfillment of the requirement of the Degree of Masters in Business Leadership (MBL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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External Examiner

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LIST OF ACRONYMS AND ABBREVIATIONS

A-Absorption

ANOVA-Analysis of variance

D- Dedication

EE- Employee Engagement

IC- Inspirational Communication

IS- Intellectual Stimulation

JD-R M- Job, Demand and Reward Model

TL- Transformational Leadership

PR-Personal Recognition

SL- supportive Leadership

SPSS-Statistical Package for the Social Sciences

Abstract

The main objective of this study was to examine the relationship between employee engagement and transformational leadership style in selected schools. A mixed-methods approach was employed, combining both quantitative and qualitative research methods. The study used a census of 372 employees from three schools in Addis Ababa, Ethiopia, ensuring representativeness and generalizability of the findings. The study found that transformational leadership style has a significant positive impact on employee engagement. The results showed that employees who work under transformational leaders reported higher levels of vigor, dedication, absorption, and affective commitment compared to those who work under transactional leaders. The study also found that inspirational communication, intellectual stimulation, supportive leadership, and personal recognition are important components of transformational leadership that contribute to employee engagement. The results suggest that leaders who demonstrate these characteristics are more likely to foster a sense of purpose, motivation, and commitment among their employees. The study's findings have implications for school leaders and administrators who seek to improve employee engagement and overall organizational performance. The results suggest that transformational leadership style is an important factor in promoting employee engagement and that leaders should prioritize developing their skills in inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Overall, this study contributes to the body of knowledge on transformational leadership and its effects on employee engagement in educational settings. The findings provide insights into the importance of transformational leadership in promoting employee engagement and suggest strategies for school leaders to improve their leadership styles.

Keywords: *transformational leadership, employee engagement, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition*

CHAPTER ONE

INTRODUCTION

This chapter discusses about the preliminary parts of the research which includes the background of the study, statement of the problem, significance of the study, delimitation of the study, research questions: general and specific, objectives of the study, data collection methods, research design and methodology, and data organization.

1.1. Background of the Study

Leadership is the foundation of big accomplishments in service and product-based institutions. It serves in shaping the outcome of different system, including educational institutions. The leadership style directly or indirectly affects the environment and the people who are involved, which includes students and teachers, in this case. Therefore, its effect has to be studied and the issues that come with it also has to be addressed. The approach taken by the leader in dealing with the environment has a huge impact in the effectiveness, motivation and engagement of the followers. There are different types of leadership, to name some authoritarian leadership, democratic, bureaucratic, transactional, laissez faire and transformational leadership. In this study transformational leadership is explored in light of its effect in employee engagement on the selected schools. It is believed that leadership has a direct or indirect effect on employee engagement. According to past studies, the positive influence that a transformational leaders have in employees is inevitable, however, there needs to be a study how this style of leadership affects the engagement of employees in school setting. Transformational leadership is known for its visionary leaders who motivates and nurtures followers in a creative and empowering manner. Employee engagement is the driving force for organization's success and the indication of high employee motivation. According to previous studies the two factors goes hand in hand for the success of any organization.

In this project, the following schools have been studied, School of Mali number of employees 62, Fitawrari H/ Giorgis School, number of employees 200, the third school is Progress Academy, number of employees 110. All the schools are located in Kolfe Keranyo sub city.

School of Mali is named after using an acronym for the owner's family members first letter of their names. It is established in 1996E.C. located around Asko, founded and managed by W/ro Asnakech Ayele.

Fitawrari H/Giorgis primary public school is established in 1955E.C. managed by Ato Kassaye Chala, around asko and it is a public school located in Kolfe keranyo sub-city.

Progress Academy is located around Iyasu Tsebel Asko, same sub-city, but a private school established in 1997E.C. by Mrs. Ludmila Denisova and managed by Ato Yehualashet Tefera.

Successful school leaders are those who explore ways to deliver quality services to the school community. Encouraging efficiency and effectiveness in the system of delivering quality education is what most schools are striving for which leads us to the type of leadership that they employ. Leaders deal with the whole system of an organization whether it is service giving or product oriented. In this case, school is where the new generations are being made as a productive part of the community which makes it an important issue to be addressed. As a former president of South Africa, Nelson Mandela stated, *"Education is the most powerful weapon which you can use to change the world."* *Washington post, December 5, 2013: an article by Valerie Strauss.* Therefore, it is important to encourage and inspire the workers in school for a quality service. Accordingly, the researcher is interested in studying the effect of the transformational leadership in employee engagement which is important for the positive outcome in school.

1.2. Statement of the Problem

Employee engagement is the human resource concept which describes the level of enthusiasm, dedication, commitment, motivation, and connectedness of the employee to their work and organization. It is the key factor for organizational success as engaged employees tend to perform better and stay longer in an organization. Examining the effect of transformational leadership in elementary school can have numerous benefits for both school children, employees and educators. Understanding and executing transformational leadership principles in elementary schools can develop important skills such as critical thinking, problem-solving, and effective communication in the school community including motivating employees. As we all understand no work place gives hundred percent satisfying work environment, however, with the right

leadership style it is believed that one can make the engagement level high. It is not only the employee engagement with transformational leadership on the play, there are variety of factors such as the communication style and the motive of employees also affect the performance of the school community. The technology advancement, the rapid change in the teaching learning process and more dynamic change forces educational institutions to be adaptive and proactive which leaves the leaders in school no choice that being proactive in every move they make. Consequently, employee engagement is greatly helpful in guiding the force to a better and successful future of the succeeding generation. The sooner the leading start the better is to be successful in achieving the success of the students in the long run. This is one of the reasons the researcher is driven to this specific topic. Additionally, leadership is one of the elements of employee engagement which provides open and authentic communication between the employees to create genuine interest and belief in the organization and between teams. In today's educational environment schools are in a very competitive situation unless the leaders act proactively. The success of the students and the choices of the parents to make their children effectively reach their educational goal depends on the performance of the educational institutions. Furthermore, educators who practice transformational leadership in the classroom can create a positive and empowering learning environment that fosters creativity, relationship, and growth among students. Eventually, studying transformational leadership in elementary school can contribute to the overall academic and personal development of students, preparing them for success in the future. According to the preliminary interview the leaders insinuated that a practical definition of the problem could be the challenge the elementary schools face in effectively implementing transformational leadership practices to enhance employee engagement levels. This may involve issues such as aligning leadership behaviors with the needs and expectations of employees, fostering a culture of trust and empowerment, and overcoming resistance to change.

Therefore, transformational leadership is believed to narrow the gap that the continuously changing educational environment brings to the industry making it challenging to stay effective. One of the competitive advantages that put a given school in an advantageous place is the staff engagement and their alignment with the vision and mission of the school. In this study, the researcher explored the effectiveness of the transformational leadership on the employee

engagement. In this research the effect of transformational leadership on employee engagement has been studied in the three selected schools.

On this research there are three concrete problems existed in the selected schools addressed. Employee engagement in one way or another is related to the engagement of students in a school context which also be related to the style of the leadership. The researcher investigated the transformational leadership behaviors exhibited by the selected school leaders and its effect on their employees. In other words, how the behavior of the leaders affects the motivation, engagement and aspiration of employees have been investigated.

On a theoretical level, the problem could be outlined as the gap between the theoretical principles of transformational leadership, which underlines inspiring and motivating followers towards a common vision, and the actual impact of these practices on employee engagement outcomes. This could involve exploring the mechanisms through which transformational leadership influences employee engagement, identifying potential barriers or limitations to its effectiveness, and examining the contextual factors that may influence the relationship between leadership style and employee engagement levels situations which directly or indirectly supports job satisfaction.

Evaluating the practical and contextual aspect of the transformational leadership and its effect on the employee engagement along with the related variable, job satisfaction is the main aim of the researcher. In the school industry there is not much research done which makes it more explorable idea for the researcher.

1.3. Research Questions

1. How does transformational leadership affect employee engagement in the selected schools?
2. What are the characteristics of transformational leaders enhancing the employee engagement in the selected schools?
3. To what extent does the transformational leadership style affect the employee engagement in the selected schools?

1.4. Objective of the Study

1.4.1 General Objective of the Study

The general objective of this study is to examine the relationship between employee engagement and transformational leadership style in the selected schools.

1.4.2 Specific Objective of the Study

There are two specific objectives on this research those are:

1. Identifying the dimensions of transformational leadership that are: Idealized influence, inspirational motivation, intellectual simulation, and individualized consideration; effect on enhancing the level of employee engagement.

2. Evaluating the impact of transformational leadership on employee and how that is related to the employee engagement.

1.5. Significance of the Study

This research is significant in providing valuable understandings into the implication of the transformational leadership on employee engagement in these schools. Furthermore, the significance of studying the effects of transformational leadership on employee engagement is to shade a light on how important it is the type of leadership in encouraging employee engagement. Employee engagement is a crucial indicator of productivity, job satisfaction, and organizational performance. Studying how the leadership style affect the engagement of employee on their job helps the management adjust their strategies accordingly.

In other words, studying the effects of transformational leadership on employee engagement in elementary school settings is important for several reasons. Primarily, considering transformational leadership practices' effect on employee engagement among educators can lead to a more positive and supportive work environment. This, in turn, can enhance job satisfaction, motivation, and overall well-being among teachers, ultimately benefiting the students they teach and help them grow mentally, socially and emotionally. Secondly, studying this relationship can help recognize effective leadership strategies that can be applied to enhance employee engagement and performance in elementary schools. Besides, on this research the behaviors and

characteristics of the transformational leaders that contribute to employee engagement will be identified which is helpful to improve the leading practices in educational institutions which directly or indirectly supports job satisfaction. Additionally, this research is expected to provide insight for educational institutions on enhancing their employees' engagement through transformational leadership. Providing a comprehensive understanding of the transformational leadership effect on employee engagement is the main significance of the research. Finally, exploring and creating insight on the existing gap of the topic on the educational environment for the industry leaders for better serve the students, community and employees (teachers) is the core intention of the study.

1.6. Scope of the Study

The study is limited geographically; covers only the selected schools located only in Kolfe Keranio Sub city branches and the result cannot be generalized to the all schools in Addis. In this study there are only two variables; transformational leadership and employee engagement, with their dimensions. The dimensions of transformational leadership included in this project are; vision, inspirational communication, intellectual stimulation, supportive leadership and personal recognition. On the other hand, the employee engagement dimensions vigor, dedication and absorption are also included. Though, the study excludes other many variables which might affect the result if they were involved.

1.7. Limitations of the Study

Despite the significance of this study, there are some limitations that should be acknowledged. Firstly, the survey size was limited to specific group of school and employees, which may not be representative of the whole school population. Future studies should aim to include a more diverse population and consider using multiple methods of data collection to increase the validity of the findings.

Another limitation of this study is the scales used, which have been widely accepted and validated in previous researches. However, they may not capture all of the aspects of constructs. Additionally, the study only focused on three dimensions of employee engagement, (vigor, dedication, and absorption), while other studies can include additional dimensions.

Future studies should consider using more comprehensive measures of transformational leadership and employee engagement to provide a more delicate understanding of their relationship.

1.8. Organization of the Study

This study is organized in five chapters. Chapter one presented the introduction and background of the study including the statement of the problems, research questions, and objective of the study. The second chapter included the literature review, which briefly discussed previous works related to the topic. The third chapter explains about research design and methodology, including all the methods and materials used. Chapter four consisted of the result analysis and discussion. Lastly, chapter five presents, the results from the analysis of the collected data, summarized and concluded, also recommendation provided for future improvements.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL OVERVIEW OF LEADERSHIP

2.1.1. Definitions of Leadership: According to Marriam Webster's Collegiate Dictionary Leadership is the act or an instance of leading or a capacity to read. On the other hand, Oxford Advanced Learner's Dictionary defined Leadership as: being a leader, the contest for the leadership of the labor party, the ability to be a leader; show the qualities of leadership necessary in a team; have leadership potential. As different scholars in different time tried to explore the idea of leadership, it is essential ingredient in an organization to inspire employees and achieve the aimed goal. The most common definition of leadership is a process of influencing another being to accomplish an objective with the most effective way possible. Leadership is a learned process which can be influenced by the leader's character, experience, knowledge, skills and beliefs. The process of influencing relevant others to pursue official organizational objectives is called formal leadership.

2.1.2. Characteristics of a Good Leader: Good leaders have certain physical, charisma, intellectual and personal qualifications or characteristics that set them apart from the other people. Some of the traits and skills leaders display according to social psychologist *James Neill* are as follows:

- A. Authenticity:** it implies integrity which is doing and saying the right thing no matter what the place and situation they are in. Good leaders have a quality of being real person and sticking to their promises and commitments and they work hard to make their promise come true.
- B. Character:** Organizational and political success correlates significantly with fitness of character. Real leaders act with ethics, morality, and values that drive their decisions.
- C. Visionary:** good leaders are known for their visionary demeanor where they look ahead to a better place for their organization and show their followers different reality. Leaders who are well connected with their team could see the issues affecting their team better which makes problem solving easier. It also helps them to create solid actionable goals which leads their team to success.

- D. Will and Attitude:** good leaders exhibit commitment and courage to take risk and perseverance to get there. Also, they are willing to delegate to others which encourages confidence and optimistic attitude through the team. Good leaders have optimistic attitude towards any seemingly futility situations which affects a given team positively.
- E. Wisdom:** wisdom is one of the characteristics of a good leader. The ability to understand the complexity of the world and demonstrating common sense spiced up with a sense of humor is one of the beautiful features of a good leader. They are wise enough not only to find solution, but also to laugh off over unfavorable situations while they thinking about the possible solutions.
- F. Inspire and Grow People Around:** good leaders share their knowledge with the team that give them the opportunity to achieve their professional and personal goals. They create empowered team which plans, controls, and improves their own work. Empowered team often creates their own schedule and reviews their performance as a group and organize their own budget and co-ordinate their work with other departments. Most importantly they are responsible for their own service and work quality and they up-to-date themselves to achieve their best performance.

2.1.3 Evolution of Leadership Theory: The scientific study of leadership idea can be traced back in the time of *Max Weber (1864-1920)*; a father of sociology, when he set questions of authority, status, and legitimacy in the context of religion and politics. *Ann M. Maslanka: unpublished (2004: p.6)* explained different leadership theories that were evolved through time.

- A. **The Great Man Theory:** it is a theory around the 19th century in 1840s, which states that only great man characterized by a leader, assumed to be a leader. Also, leadership is assumed to be intrinsic, meaning, “leaders are born not they are made.” This theory was popularized by Thomas Carlyle, a writer and a teacher. Furthermore, this theorist believes that leaders will grow when confronted with the appropriate situation. “On Heroes and Hero Worship and the Heroic in History, FQ Books *Thomas Carlyle*” (2010).
- B. **Behavioral Theories of Leadership:** in 1940s to 1950s there arises the theory of leadership offering a new perspective, which focuses on the behavior of the leaders differing to their mental, physical, or social characteristics’. In this theory,

researchers were able to measure the cause and effect of the leadership of specific human behavior from leaders where the idea of leaders are born being weaken.

- C. **Contingency Theory of Leadership:** in the 1960s there comes a theory which states that leaders are situational. It is an extension of the trait theory which focuses on the leadership exercise of the leader which depends on the situation the leaders are in. The main believe of this theory is leaders are more likely to express their leadership where there are responsive followers.
- D. **Transactional Leadership:** in 1970s this theory started to show up, which is characterized by a transaction made between the leaders and the followers with a positive and mutually beneficial relationship. In order to be effective in this theory, the leader has to punish or reward the subordinates depending on the performance. As human naturally seek maximum pleasurable experiences and minimize un-pleasant situations, transactional theorists believe that adding up the strength of the followers as leaders would create positive results.
- E. **Transformational Leadership Theory:** in 1970s this leadership theory begins having the idea of transforming their followers through their inspiring and charismatic personality. This theory is first introduced by *James V. Downton*, and further developed by the leadership expert and presidential biographer *James MacGregor Burns*. Transformational leaders inspire their subordinates to use their very best potentials by changing their perception, expectation, and motivation towards the common goal of the organization. Transformational leadership is the most recent type of leadership.

2.2. CONCEPT OF TRANSFORMATIONAL LEADERSHIP

2.2.1. Transformational Leadership: is a leadership style that encourages openness and transparency in a team which helps to bring positive energy and motivate team members. The communication style in this type of leadership is in all directions which enhances trust and inspiration of the employees to do their best because they will feel a sense of belongingness.

2.2.2. Key Components of Transformational Leadership: According to Burns transformational leadership offers followers something more than just working for a salary, rather it provides an inspiring vision and mission. The leaders are driven by a duty that focuses

on shared goals and objectives. They encourage their followers to look beyond self-interests to a common goal that promotes cooperation and harmony and uses persuasive appeal-based reason. They provide individual coaching and mentoring and they allow subordinates freedom of choice. Transformational leadership has four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. These components play an important role in determining the leadership style and driving the success of transformational leaders.

i. Idealized Influence: it is a component of transformational leadership where the leader serves as a role model to followers by living the same principle that a follower is expected to live. In other words, leaders would never ask their followers to do what he/she would not do.

ii. Inspirational Motivation: it is the extent to which a leader articulates an appealing vision that inspire and motivates others to perform beyond expectations. Transformational leaders have high standards and expectations for their followers.

iii. Intellectual Stimulation: this component of transformational leadership demands that leaders motivate and stretch people to think critically, creatively, and independently.

iv. Individual Consideration: in this component of leadership keeping the lines of communication open, attending to the individual needs of employees, mentoring them and recognizing each person's unique contribution is important. Here is a good example of considering individual character when assigning employees. According to Kahn W.A. (1990) psychological condition of personnel engagement and disengagement at work, people can use physical, emotional and cognitive parts of themselves to work the more their role matches their personality the more they are content and engaged in their work.

2.3. THEORETICAL CONCEPT OF EMPLOYEE ENGAGEMENT

2.3.1. Definition of Employee Engagement: it is a psychological, mental and emotional commitment or dedication of employees for a given job, organization and its vision and mission. Employee engagement is an important aspect of organizational success which is daunting to measure, yet a must to secure. Employee engagement could be characterized by different factors

such as: employee motivation, job satisfaction, good performance, low employee turnover rate, and improved productivity.

2.3.2. Significance of Employee Engagement in an Organization: According to Employee Engagement: The Concept and Its Benefit for an Organization: by *Tripathy L.K.: (2018):118* “Employee engagement is the extent to which employees put discretionary effort into their work beyond the minimum to get the job done, in the form of extra time, brain power or energy. Engagement is driven by an employee’s immediate experience of the organization. The factors that build or destroy engagement are driven by the unique situation of each organization and the combinations of factors needed to boost engagement are therefore different between organizations.”

Engaged employees are dedicated to their work and the given task which eventually brings the best result in an organizations performance.

There are three levels of Employee Engagement:

A. Engaged: Employees who feel connected to the organizations profoundly and dedicated to the organization’s goals and do their job with passion.

B. Not Engaged: Employees who participate in their jobs basically, but they do not put passion and dedication. They treat their job as a source of income they come to work they do what they are supposed to do and go home.

C. Disengaged: Employees who are unhappy in their job and act out their misery in their work.

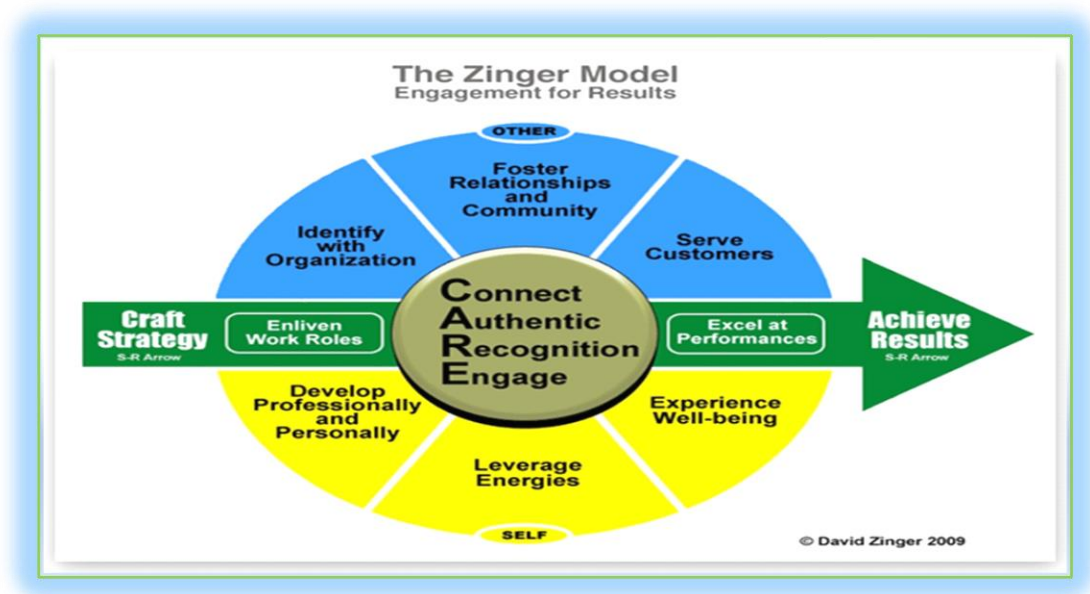
An alert and conscious work is needed from the top of the organization to bring employee engagement in to play which is one of the main pillars of the success of any organization. Besides, there are factors that indicate an employee engagement levels in a given organization such as: job satisfaction, organizational commitment, psychological empowerment, and job involvement.

2.3.3. Models of Employee Engagement

Organizations should not focus only on profitability rather they should focus on sustainability, and having employees who are satisfied and fulfilled. There are seven well known models of employee engagement.

- A. The Zinger Model:** It is an employee engagement model which was created by a Canadian management expert and consultant *David Zinger*. The model provides organizations with 12 keys that a manager must follow to achieve significant results in employee engagement.

Figure 1 The Zinger Model of Employee Engagement



Source: Management Study Guide Team (2008).

David Zinger model of employee engagement considers all important aspects that could impact the involvement, engagement, and dedication of employees. The model tries to touch every aspect of the employee engagement factors to keep the given employees engaged for the success of an organization.

- B. The Gallup Model:** this model measures the engagement of employee based on the 12 core questions. The model is developed by George Gallup. The model has four levels

basic need level, individual level, team work and growth. The first three levels are the fundamental levels to develop trust, support, and performance.

C. The AON-Hewitt model: it is an employee engagement model which considers how emotions, behaviors and intentions affect business outcomes. The AON- Hewitt model has three fundamental differentiators those are: Engagement Drivers, Engagement Outcomes, and Business Outcomes.

i. Engagement Drivers: there are six engagement derives are identified: those are; leadership, brand, performance, work, basics and company practices.

ii. Engagement Outcomes: are summarized as say, stay and stive. These words are packed with speaking positively about organization, coworkers, and customer; retaining in the organization, and striving for the success of the organization respectively.

iii. Business Outcomes: the retention, productivity, customer satisfaction and sales and income growth of the business in an indicator of the employee engagement in business level according to Hewitt model.

D. The Kahn Model: The Kahn model emphasizes the importance of the safety of workers so they can bring their best potential to the table. The three main factors identified by him that affect employee engagement are; physical engagement, the extent to which employees expand their physical and mental energy, cognitive engagement, the extent to which employees synchronize their decision-making ability to the company's mission and vision due to their understanding and knowledge of the company. The third component is emotional engagement which is employees having a positive relationship with the employer and the company, that shows in their affiliation, inspiration and trust in the values of the company.

E. The Maslow Model: Abraham Maslow first created his model in 1943, which explains more about the hierarchy of human need in other words the theory of human motivation. According to Maslow there are five stages of human need that are meant to be met in order employee to engage fully. The first one is physiological need; the need for basic biological needs, relating to the work place when a person has not fulfilled this basic need, he/she might not be concerned about the value other than fulfilling this basic need, therefore, employers should understand that and compensate to bring their potential to their work. Secondly there is a safety need, which includes security, employment, and

resources; employees whom they engage and motivate to satisfy their safety need. The third one is belongingness need which is friendship, intimacy and being family. Even though, work place is a place to make money, some people might want more from their work place as human are social animal. The employers' job is to make sure there are positive environment that encourages this culture to include those who are motivated in this. The fourth need is the second top on the pyramid which shows the need for recognition, respect and status upgrade. The last on the top of the pyramid according to Maslow is self-actualization, which is the need to be the best of their human ability and living the dream they have which is the need to live the reason for one's existence.

Therefore, the hierarchy of human need directly or indirectly affects the motivation of employees to engage in their work when we see it in the organizational context. For instance, an employee who lives bill to bill might not get the value behind the vision which is not interpreted as physical money, rather prefer be paid on time to get motivated. Thus, depending on the individual's level of need the motivation will be different. As Maslow's hierarchy of human need elaborates, transformational leaders are aware that they cannot motivate all employees with the same motivating factor which in other word they are considerate of individual interest.

F. The JD-R Model: it is an acronym for Job, Demand, and Resource Model which explains about the employee engagement model used by managers and supervisors to encourage employees' involvement. It is the study of the functioning of employee well-being. The model divides the working conditions into job requirement and job resources. The model was introduced in 2006 as an alternative for an employee well-being model. The two main components of JD-R Model are:

i. Job Requirement: includes physical, psychological, social and organizational aspects of the job which includes: effort, complexity, energy, work speed, opportunity for career growth, time and work pressure, and availability.

ii. Job Resources: when the right resources are available, employees might be extra motivated to do their job and more. Resources include but not limited to an opportunity to grow, availability of coaching and guidance, clarity of position, pleasant work environment and good work relationship.

G. Schaufeli Model of Employee Engagement: Schaufeli's employee engagement model indicates that the engagement of the employees at the work place should include the following three dimensions.

i. Vigor: means active bodily or mentally strength or intensity of action or effort which mediates the effect of transformational leadership on employee engagement. Vigor at work refers to the individual feelings that possess physical strength, emotional energy, and cognitive exuberance, that represents the intensity of the employee's eagerness for work.

ii. Dedication: indicates how employees are dedicated to work; it is one of the dimensions of employee engagement which refers to inspiration, significance, the extent to which an employee is dedicated to tackle any challenge that faces in the work place. In other words, it is an indication of how much an employee is emotionally connected to their work. Nurturing dedication in employees leads to employee engagement.

iii. Absorption: it is another important dimension of employee engagement which shows how absorbed employees are in their work. Employees who are well engaged in their job lose a track of time and they deeply focus on the job at hand. Encouraging this dimension can lead to increased creativity, efficiency, and job performance. Through creating a culture which encourages deep absorption organizations can foster deep employee engagement.

Figure 2 Schaufeli's Employee Engagement Model



Source: The dimensions of work engagement (Schaufeli et al., 2002)

Schaufeli's employee engagement model has been known for using to measuring the level of employee engagement in most researches, which makes it reliable to use it for this study too. Therefore, the researcher decided to use its dimensions for this study. Over the years of the end of 19s until 2000 there have been an increase in the number of publications from scholars about

the concept of employee engagement. As early as 1990s in the academic journal of management by William Kahn the word employee engagement was explored. However, it took another decade to be noticed and explored by other authors and management academia. Different scholars defined the concept in different point of views including the pros and cons. Employee engagement, as a positive “it is work related fulfillment characterized by vigor, dedication, and absorption” according to *Schaufeli, and Baker, 2002*.

Vigor refers to the level of physical and mental energy that a person has and the willingness to invest the maximum effort on the job and the level of persistence in the face of difficulties.

Dedication refers to the strong involvement of the worker in the job; the sense of significance, passion, motivation and pride in one’s job.

Absorption refers to being fully focused and happily occupied in one’s job where by time passes unnoticed. When a worker is engaged in a job it is so difficult to detach his/her. (*Schaufeli, 2012*).

Among all the above employee engagement models the Schaufeli method is preferred by most scholars. The questionnaire developed by Schaufeli which includes the group of questions that are classified under the titles of vigor, dedication, and absorption will also be used for this research.

2.4. SCHOOL LEADERSHIP IN ETHIOPIAN CONTEXT

According to ministry of education (2018/2019), school responsibility for adaptability and monitoring curriculum development and setting principles is performed by them. In addition, providing good quality in primary school, improving the quality of training, professional competence, and career structure of the teachers and other professionals in school, stream line in the management and organization team of the educational system. Providing good quality education in primary school is a basement for the further educational and successful life journey of students. Improving the quality of leadership training, professional competence and career structure of the teachers and other professionals in school is inevitable for this to happen. However, based on the researches done before, some leaderships are far from bringing the necessary change in schools while others try their best. Therefore, what exactly should school leadership look like and what are the expectations of the employees in school from the leaders to create coordinative and motivating atmosphere are the questions should be answer to bring the necessary change. Generally, school leadership plays a crucial role in determining the quality of

education and overall school performance. Effective school leaders in Ethiopia are expected to demonstrate strong instructional leadership skills, foster a positive school culture, and promote professional development among teachers. They are also responsible for ensuring that the school operates efficiently, manages resources effectively, and maintains a safe and conducive learning environment for students. Additionally, school leaders in Ethiopia are expected to collaborate with stakeholders, including parents, community members, and government officials, to support the holistic development of students and the school community as a whole.

2.4.1. Instructional Leadership

School leaders should display instructional leadership skills. Instructional leadership in schools refers to the role of school leaders in guiding and supporting teachers to improve teaching and learning outcomes for students. Effective instructional leaders in schools focus on setting high expectations for student achievement, providing teachers with professional development opportunities, and implementing research-based instructional practices. They also work collaboratively with teachers to analyze student data, identify areas for improvement, and develop strategies to enhance teaching and learning. By fostering a culture of constant improvement and supporting teachers in their professional growth, instructional leaders play a critical role in promoting student success and school improvement.

2.5. TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE ENGAGEMENT

2.5.1 Relationship between Transformational Leadership and Employee Engagement:

Transformational leadership and employee engagement are explored well in the previous part of the literature. Transformational leaders are known for their skill to encourage and inspire employees, adopt a shared vision, boost innovation, and encourage individual growth and advancement. Existing researches indicate that employee engagement is directly affected by the transformational leadership. Employee engagement spins around the psychological state of employees which is affected by the way they have been led. The emotional, cognitive, and behavior of employees directly or indirectly affects by the attitude and the leading style of their leaders. In this case transformational leadership is one of the effective styles of leadership that affects employee engagement. Employees are capable of performing above and beyond when they are really engaged if they find encouraging leaders. “Organizations that embrace and cultivate

transformational leadership practices are likely to experience improved employee engagement.” Mishra, D. & Dashora, J. (2023).

Transformational leadership is an expanded leadership style branded as impactful on employee engagement by various researchers. This systematic analysis of study emphasizes on an already existed positive perception of the relationship between the two variables. Different research indicated that transformational leaders with their captivating personality creates stimulation in employees that leads to internalizing the vision and goal of the organization. “Employee engagement is adopted through providing resources in a situation that supports and rewards engagement – leaders who consistently create an environment that cultivates engagement may have more attentive employees.” *Tims, M. & Despoina Xanthopoulou, D., (2011)*. Accordingly, the researcher approaches this study in a way that increases this understanding and shading a light on the relationship between the transformational leadership and employee engagement in the selected schools. Different researches have shown that transformational leadership and employee engagement have logical relationship. In a sense that, being leadership the very profound aspect of an organization when it is transformational with all the qualities of the leaders display as encouraging as they can be it is obvious that they will motivate, inspire and being a sense of belongingness to their employees which makes them more engaged.

2.5.2. Qualities of Leaders who Positively Impact Employee Engagement:

These quality leadership behaviors have been found to positively impact employee engagement levels in numerous ways which is explained this point forward.

- i. **Shared Vision and Values:** Transformational leaders align employees around a shared vision and core values, creating a sense of purpose and meaning in their work. This shared sense of direction nurtures a strong sense of belonging and assurance among employees.
- ii. **Personal Development:** When employees are provided with opportunities for growth, learning, and skill development, they are more likely to feel motivated, valued, and committed to their work. By investing in personal development initiatives, organizations can not only improve employee engagement but also foster a culture of continuous learning and professional advancement and obviously transformational leaders are encouraging of personal development among employees.

- iii. **Improved Communication:** transformational leaders are effective communicators which enhances employee engagement through creating a sense of belongingness. Effective communication encourages trust, collaboration, positive culture which are important for initiating employee engagement.
- iv. **Enhanced Motivation:** by encouraging creativity, innovation and a shared vision, transformational leaders increase motivation which brings employee engagement. Therefore, higher level of motivation and highlighted employee engagement is the certain character of transformational leaders.

Generally, the relationship between employee engagement and transformational leadership is characterized by the positive and encouraging features of leaders who inspire all the positive reinforcement dynamics which are important in motivating employees, participating them in important decisions, positive and transparent communication and productivity which leads to the organizational success.

2.5.3. Relationship between Transformational Leadership and Instructional Leadership:

In education mostly instructional leadership is being employed, however, the most effective is said to be transformational leadership to enable the capacity of others. Education is all about enabling others' potential through dictating, lecturing, instructing and teaching. Consequently, the two leadership models overlap each other when it comes to enabling the school community to perform to the best of their ability and potential.

The points that the instructional leadership and transformational leadership intersect are the following:

- A. **Organize and Provide:** both are focused in providing and organizing the wide range of activities in the school.
- B. **Skillful Leadership:** it is hard to notice the transformational leader's impactful performances same as the instructional leader. They both have noticeable and visible presence in school.
- C. **Goal Oriented:** both are goal oriented and they create a school culture which is goal oriented and improvement focused.

D. Empower Others: instructional leadership is leading and instructing others towards their best potential in the same way transformational leadership is all about empowering others.

As *Stephen R. Covey* listed, the seven habits of highly effective people are: “they are proactive, they begin the end in mind, they put first things first, they think win-win, they seek first to understand, then be understood, they know the value of synergy and they sharpen the saw.” Accordingly, transformational leaders mostly display the above characteristics which make them more prone to succeed in leading best. In a nutshell, by mixing the two relatable leadership styles, instructional leadership with transformational leadership, educational leaders can create a positive and empowering school culture that nurtures constant improvement, innovation, and student success and employee motivation. This approach can lead to increased employee (teachers) morale, student engagement, and overall school performance.

2.6. Transformational Leadership and Communication Style

Communication is an ideal ingredient which supports the transformational leadership in any industry. It is regarded as formal and informal communication. *Tripathi J.P. (1991:239)*.

A. Formal Communication: is a communication style where the hierarchy is respected.

Under formal communication there goes a vertical communication which is from top to bottom. Transformational leadership involves a communication that has active listening, collaboration, and trust which encourages a two-way dialogue and a sense of belongingness in a team. Even though transformational leaders are mostly regarded as an over-communicator, they are good in explaining and transferring across ideas. Transformational leaders have a way of communicating the value and mission of the organization which cultivates and ingrains ideas in the minds of the team. They not only use meetings, information boards or any platform in the organization to get across their messages and they make sure it is understood.

B. Informal Communication: it is a form of communication where employees exchange ideas through gossips and grape-vine which does not use the hierarchy of the organization. It occurs in any organization and it is a blessing and a curse. The drawbacks

of informal communication are lack of secrecy, misunderstanding, incomplete information and difficulty to control. Nevertheless, knowing how to use the communication styles differentiates the leaders' ability.

2.6.1. Communication of Transformational Leaders

Mostly, transformational leaders use as open communication as possible for they want to accomplish a lot in a short period of time. There are some qualities of transformational leaders which makes them more great leaders which eventually results effectiveness to the organization. Here, we can see former president Barak Obama as an example of transformational leaders with a impressively effective communicator. As we had had seen him how he addresses all the issues at one speech while he was a president shows that he could be a very good example for transformational leaders have a great communication skill. As we can refer from the article *Kendra C. (2023). Obama is regarded as a hopeful inspirational communicator.*

i. They do as they say: trust is the forefront of the effective communication. The leaders' action should align with their words to be accepted by the team. Great leaders communicate with the staff how things should be done and they do the same.

ii. Simplifying Complexity: organizations are complex where information is being thrown at your staff from different direction which easily makes complexity. An effective leader will simplify the complexity of the business by approaching complex matters smoothly and in a simplified way. They reduce energy waste and stress by saying what is to be said in a precise and relaxed way which increases the motivation of employees.

iii. Listen with Eyes and Ears: they have the ability to read body language, because they pay attention. They make sure that what they see and hear is harmonized. Effective leaders use their eyes to get a clue of what is going on in the other person's mind.

iv. Get Visible: great leaders communicate by letting themselves to be known by the followers, which means they just do not sit behind the desk and transmit what they want to be accomplished. They make sure that their point is getting across to their team and subordinates by walking around and make themselves visible as a person, not as a boss.

v. **They Read between the Lines:** they make sure that the action of a person aligns with their words. They just do not accept what is said in words, they make sure they understand all the unsaid also by reading between the lines.

2.7. Transformational Leadership and Motivation

Motivation is derived from the Latin word “empower” which implies that “to move” and it is defined as: “An act of stimulating someone or oneself to get the desired course of action to put the right button to the desired action.” *R.S. Gupta (1988:215 section: D)*.

Motivation is a psychological feature that stimulates an organism to act towards a desired goal and bring out, control, and sustain certain goal-directed behaviors. According to the definition motivation is mostly related to the emotional state of a person which desires them to act up on something. Motivation is a stimulant that pushes any person to start a job and to do better.

As *Daniel K. & Robert L. (1978: 364)* stated “gratification of the higher occupational levels can be due to the higher pay, greater prestige of the calling, the hours, or working conditions and the like. It is important to hold constant factors other than the nature of the work in comparing the satisfaction derived from the job varying in the level of skill and complexity.” These two social psychologists understood how motivation and gratification factors among employees vary; as we have discussed on the Maslow’s hierarchy of human need all people might not be motivated with the same reason. Some have internal motivating factors others have external motivating factors, some motivate through promotion, recognition and respect; on the other hand, others might be motivated due to the amount of the payment. Therefore, transformational leaders are those who know their employees’ motivating factors and act accordingly to get the best of their followers’ ability.

As *Dala Breachus* defined it as: “Motivation is the willingness to expend energy, to achieve a goal or to a reward and it is always internal phenomenon.”

In transformational leadership style leaders motivate people in different techniques some of them are reliance, which is important for relationship between leaders and employees knowing that employer have best interest for employees, create motivation among employees. Another great way to promote motivation is reward system whether it is incentives measured by money or vacation or any non-monetary incentives which employees appreciate to have, most importantly work-life balance. On the other hand, recognition also is a great motivator, even a simple

congratulation on the achievements or success of employees from the employer. The other motivator is career advancement as we have mentioned above on the Maslow theories of motivation not all employee motivates with one motivator some are motivated by the opportunities to advance their positions. Additionally, great leaders are aware of their employees' motivating factors, but most of them, as human do want a place which creates happiness, therefore, to increase performance employers should make sure to improve positive and happy team to environment to use potentials through motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodological framework being applied to solve the research problem and answer the research questions. The chapter describes the chosen research approach, research design, research population, sampling and sampling techniques, source of data, data collection instruments, reliability and validity of the instruments, data collection procedures, method of data analysis and ethical considerations.

3.1. Research Approach

This study employed a mixed-methods approach, combining both quantitative and qualitative research methods. This design allowed for the collection of both numerical data through questionnaires and descriptive data through interviews, providing a comprehensive understanding of the relationship between transformational leadership and employee engagement. The use of mixed-methods research enabled the study to leverage the strengths of both approaches, capitalizing on the precision and scalability of quantitative data collection while also gaining deeper insights and nuanced understandings through qualitative data collection.

The mixed-methods approach also allowed the triangulation of findings, where the results from both quantitative and qualitative data sources were compared and contrasted to increase the validity and reliability of the study's findings. This approach was particularly useful in this study, as it enabled an examination of the complex and multifaceted relationship between transformational leadership and employee engagement. The combination of quantitative data on employee attitudes and behaviors with qualitative data on employees' perceptions and experiences provided a more comprehensive understanding of how transformational leadership influences employee engagement.

3.2. Research Design

The research design for this study is explanatory, aimed at explaining the relationship between transformational leadership and employee engagement in schools. The study employed a correlational design, examining the relationships between transformational leadership styles (inspirational communication, intellectual stimulation, supportive leadership, and personal recognition) and employee engagement (measured through vigor, dedication, absorption, and affective commitment).

3.3. Population of the Study

The population of this study consists of 372 employees from three schools in Addis Ababa, Ethiopia. The census of all employees in the three schools, which are 62 employees from School of Mali, 200 employees from Fitawrari H/Giworgis, and 110 employees from Progress Academy used.

3.4. Sources and Types of Data

Primary data sources were gathered from the school community, employees, and management team through questionnaires and interviews. These primary data sources provide first-hand information about transformational leadership and employee engagement.

Secondary data sources include documents and files from the administration office, which provide additional context and support for the findings. The combination of primary and secondary data sources provides a comprehensive understanding of the research topic.

3.5. Instruments for Data Collection

The questionnaire used in this study consisted of a mix of closed-ended and open-ended questions. Closed-ended questions allowed for quantitative data to be collected, while open-ended questions provided qualitative insights into the experiences and perceptions of employees.

The questionnaire was designed to assess transformational leadership and employee engagement, using established scales and measures. The use of established scales ensures that the results are comparable to previous research and can be generalized to other settings.

The interview protocol was designed to gather in-depth information about the experiences and perceptions of employees. The semi-structured nature of the interviews allowed for flexibility in the conversation and ensured that all relevant topics were covered. The interviews were audio recorded and transcribed verbatim, providing a rich source of qualitative data.

3.6. Methods of Data Collection

Data collection involved the systematic and deliberate gathering of information related to research variables (Cooper and Schindler, 2008). In this study, data was collected through self-administered structured questionnaires that were designed based on the literature review, to address the research questions. As Sansoni et al. (2014) defined, questionnaires are specifically crafted tools for collecting structured data from respondents. Their efficiency, cost-effectiveness, and ease of completion made them ideal for this study.

The questionnaire, exclusively in English, consisted of closed-ended questions employing a five-point Likert scale, ranging from strongly disagree to strongly agree. This format enhanced the statistical efficiency of analyzing responses from a large group, particularly suitable for the planned sample size of 372 participants. The questionnaire was organized into two sections:

- **Personal Information:** This section includes concise instructions and seeks basic demographic information, such as sex, age, occupation, etc.
- **Variable Measurements:** Utilizing the five-point Likert scale, this section measured all research variables (independent and dependent) pertinent to the study's objectives.

Once participants were selected and had provided informed consent through a clearly outlined form emphasizing their rights (withdrawal and confidentiality), the questionnaires were distributed in person. On the designated data collection day, participants were briefed on the study's purpose and their rights. Those who declined participation were thanked and excused without further inquiry. For those who chose to participate, the researcher provided a paper questionnaire, instructed them to read it carefully, and completed it within the allocated time.

While the questionnaires were being distributed and completed, the researcher was also gathering relevant information on the research topics from various literature and company data sources, as outlined in the secondary data sources section.

This approach balanced efficiency with the ability to gather detailed data from a large sample size, facilitating a comprehensive analysis of the research variables and addressing the study's objectives effectively.

3.7. Method of Data Analysis

Data analysis, the process of transforming raw information into meaningful insights, was crucial in extracting knowledge from the gathered survey data (Cooper & Schindler, 2008). Once the questionnaire filling period concluded and all completed forms were returned, a careful data cleaning process began. This involved thoroughly examining each questionnaire for completeness and accuracy, involving the detection of errors and omissions, ensuring the data's integrity before further analysis. Subsequently, the data was sorted and coded, preparing it for statistical exploration.

SPSS V.27 served as the primary tool for data analysis, chosen for its robust capabilities in handling a wide range of statistical and graphical methods. Aligning with the study's combined descriptive research design, both descriptive statistical and inferential techniques were employed.

Descriptive statistics, including frequencies, percentages, means, and standard deviations, painted a clear picture of the data's central tendencies and variability.

3.8. Reliability

Reliability measures the consistency, dependability and stability of the data. And this is used to measure how dependable and consistent the result can be by investigating data measurements used for the variables (*Cooper & Schindler 2006*). Therefore, the measurement can be called reliable if the result of a second measurement gives the same result to the first one. But if they give different results, then it is unreliable measurement and result (*Mugenda 2008*).

The reliability of instrument used for data collection can be measured by using Cronbach's alpha coefficient. And *Zinbarg (2005)* suggested that alpha coefficient equal or greater to 0.70 indicates that the data is reliable and therefore it can be concluded that the results drawn from the collected data can reflect all respondents' opinion in the target population.

Table 1: Reliability analysis using Cronbach's alpha coefficient

NO.	Variables	Cronbach's Alpha	Number of Items
1	Vision related factors	0.795	3
2	Inspirational Communication related factors	0.741	3
3	Intellectual Stimulation related factors	0.729	3
4	Supportive Leadership related factors	0.711	3
5	Personal Recognition related factors	0.715	3
6	Vigor (level of Energy) related factors	0.779	6
7	Dedication related factors	0.716	5
8	Absorption related factors	0.713	6
	Over all	0.920	32

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	32

The table above indicates all Cronbach's alpha value is greater than 0.7, which means all items are reliable and data has internal consistency and able to be accepted for further analysis.

3.9. Ethical Considerations

Ethical considerations were of paramount importance in conducting research involving human subjects. In this study, ethical guidelines were followed to protect the rights and well-being of the research participants. Informed consent was obtained from all participants, and their anonymity and confidentiality were strictly maintained throughout the research process.

Additionally, ethical approval was obtained from the relevant institutional review board before data collection began. This approval ensured that the research complied with ethical standards and guidelines set forth by the institution and international research ethics principles. Any potential risks to the participants were minimized, and all data collected was handled with the utmost care and respect for the participants' privacy and confidentiality.

Furthermore, data security measures were put in place to protect the confidentiality and integrity of the research data. Any potential conflicts of interest or biases were disclosed and addressed transparently.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND PRESENTATION

4.1. Introduction

The primary objective of this chapter was to investigate the relationship between employee engagement and transformational leadership style in the selected schools. This involved data processing, result interpretation, and findings presentation. The questionnaire data was analyzed using descriptive statistics and inferential statistics with the help of the SPSS tool.

The first section of this chapter discusses the respondents' rates and overall background. The second section presents a descriptive analysis. In the third section, a descriptive analysis is used to examine the relationship between employee engagement and transformational leadership style in the selected schools. The results are presented using tables and figures, which are carefully explained and interpreted.

4.2. The Response Rate of Questionnaires

Any research study that utilizes surveys to collect data must consider the response rate of the surveys. The primary data from the questionnaire was distributed to 372 participants in the selected schools, including 62 employees from School of Mali, 200 employees from Fitawrari H/Giworgis, and 110 employees from Progress Academy. After sorted for accuracy the responded questionnaire, the return rate was 300, which gave the response rate of 80.64%. This high response rate indicates that the research achieved a rate above 70%, which is ideal for accurately representing the entire population. Furthermore, according to Mugenda (1999), a response rate of 50% is sufficient, a rate of 60% is preferable, and a rate of 70% or higher is ideal for accurately representing the entire population.

4.3 General Information about Respondents

This section presents an analysis of the demographic characteristics of the respondents, including gender, age, education level, current job position, and working experiences in the school. The table below provides a frequency and percentage distribution of the respondents' characteristics.

Table 2: Demographic characteristics

Background		Frequency	Percentage
Gender	Female	168	56.0%
	Male	132	44.0%
	Total	300	100%
Age	<20	6	2.0%
	21-30	181	60.34%
	31-40	90	30.0%
	41-50	20	6.66%
	>51	3	1.0%
	Total	300	100%
Educational level	High School and below	2	0.67%
	Certificate (Vocational)	5	1.67%
	Diploma	33	11.0%
	Degree BA/BSC	229	76.33%
	MA/MSC and above	31	10.33%
	Total	300	100%
Current job position	Teacher	240	80.0%
	Support Teacher	19	6.33%
	Unit Leader	3	1.0%
	Administrative Staff	24	8.0%
	Managerial Staff	9	3.0%
	Other	5	1.66%
	Total	300	100%
Working experiences in the school	<1Year	12	4.0%
	1-3years	139	46.33%
	3-5Years	121	40.33%
	>5 Years	28	9.32%
	Total	300	100%

Source: Own Survey, 2024

The demographic characteristics of the population, consisting of 300 participants from selected schools, show a predominantly female population with 56% of the respondents being female and 44% being male. This distribution is relatively even, indicating that the sample is not skewed towards one gender. In terms of age, the majority (60.34%) of the participants fall within the 21-30 age range, followed by those aged 31-40 (30.0%). The remaining 9.66% are either below 20, between 41-50, or above 51 years old.

In terms of educational level, the majority (76.33%) of the participants hold a Bachelor's degree or higher, while 11.0% have a diploma and 1.67% have a certificate in vocational studies. Only 0.67% have a high school education or below. This suggests that the sample is predominantly composed of individuals with higher levels of education.

The current job positions held by the participants are diverse, with teachers comprising the largest group (80.0%), followed by administrative staff (8.0%), and support teachers (6.33%). The remaining positions include unit leaders, managerial staff, and other roles, making up a smaller proportion of the sample.

When it comes to working experience in the school, most participants (46.33%) have worked at their current school for between one to three years, followed by those who have worked for three to five years (40.33%). A smaller proportion (9.32%) have worked at their current school for more than five years, while only 4.0% have worked for less than one year.

4.4. Descriptive statistics

Descriptive statistics of frequency and mean were shown and summarized in tables, and then they were examined and assessed using condensed statements and percentages, accompanied by an explanation. The most widely reported and utilized measure of central tendency is the mean (Marczyk, 2000).

Table 3. Mean Reference

	Mean rate	Respondent level of agreement	Description of respondent agreement level
1.	1.00 – 1.49	Strongly disagree	Very low
2.	1.50 - 2.49	Disagree	Low
3.	2.50 – 3.49	Neutral	Medium
4.	3.50 – 4.49	Agree	High
5.	4.50 – 5.00	Strongly agree	Very high

As indicated in the above table the score of ‘strongly disagree’ have been taken to represent a variable which had a mean score of (1.00 – 1.49), ‘disagree’ have been taken to represent a variable (1.50 – 2.49), Neutral have been taken to represent a variable (2.50 – 3.49), Agree have been represent a variable (3.50 -4.49) and finally strongly agree have been taken to represent a variable (4.50 -5.00).

Table 3: Transformational Leadership and Employee Engagement: Manager's Vision

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
The manager has a clear understanding of where we are going.	300	1	5	3.46	.940
The manager has a clear sense of where she/he wants our unit to be in 5 years.	300	1	5	3.24	.901
The manager has no idea where the organization is going	300	1	5	3.72	.776
Valid N (listwise)	300				

Source: Own Survey, 2024

The results of the study revealed that the mean score for "The manager has a clear understanding of where we are going" is 3.46, with a standard deviation of 0.940. This indicates that the majority of respondents agree that their manager has a clear understanding of the organization's

direction. A mean score above 3.50 indicates a high level of agreement, suggesting that most employees believe their manager has a clear vision for the organization.

The mean score for "The manager has a clear sense of where she/he wants our unit to be in 5 years" is slightly lower, at 3.24, with a standard deviation of 0.901. This suggests that while employees generally agree that their manager has some idea of where the organization wants to be in five years, there is less consensus on this point compared to the first item.

In contrast, the mean score for "The manager has no idea where the organization is going" is 3.72, with a standard deviation of 0.776. This indicates that a significant proportion of respondents disagree with this statement, suggesting that many employees believe their manager has some level of awareness about the organization's direction.

Previous research has supported these findings, with studies suggesting that transformational leadership is positively related to employee engagement (Jha, 2019; Widyaningrum & Amalia, 2023). The results of this study suggest that employees who perceive their managers as having a clear understanding of the organization's direction are more likely to be engaged in their work.

In conclusion, these results provide evidence that transformational leadership is positively related to employee engagement in schools. The findings suggest that managers who have a clear understanding of where they are going and where they want their unit to be in five years can increase employee engagement and motivation. These findings have important implications for school leaders and administrators who seek to improve employee engagement and performance in their organizations.

Table 4: Transformational Leadership and Employee Engagement: Inspirational Communication

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
The manager says things that make employees proud to be a part of the organization.	300	1	5	2.94	.869
The manager says positive things about the work unit.	300	1	5	3.36	.895
The manager encourages people to see changing environments as situations full of opportunities.	300	1	5	3.13	.860
Valid N (listwise)	300				

Source: Own Survey, 2024

The mean score for the statement "The manager says things that make employees proud to be a part of the organization" is 2.94, indicating a neutral level of agreement among respondents. This suggests that while some employees may feel proud to be part of their organization, others may not share the same sentiment.

In comparison, the mean score for the statement "The manager says positive things about the work unit" is higher at 3.36, indicating a slightly higher level of agreement among respondents. This suggests that employees may feel more positive about their work unit when their manager expresses praise and appreciation.

The mean score for the statement "The manager encourages people to see changing environments as situations full of opportunities" is slightly lower at 3.13, indicating a neutral to slightly positive level of agreement among respondents. This suggests that while some employees may see changes as opportunities, others may view them with skepticism.

When comparing these three statements, it is clear that employees have a slightly more positive perception of their manager's communication style when it comes to praising the work unit (3.36) compared to making employees proud to be part of the organization (2.94). This could

suggest that employees respond more strongly to specific recognition of their work rather than general statements about being proud to be part of the organization.

Research has shown that inspirational communication is a key component of transformational leadership, which has been linked to increased employee engagement (Datche & Mukulu, 2015). The mean scores for these statements suggest that employees in these selected schools may be experiencing some level of inspirational communication from their managers, which could potentially contribute to higher levels of employee engagement.

In conclusion, the analysis of mean scores for these three statements suggests that employees in these selected schools have a generally positive perception of their manager's communication style, with a slightly stronger response to praise and recognition of their work unit.

Table 5: Transformational Leadership and Employee Engagement: Intellectual Stimulation

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
The manager challenges me to think about old problems in a new way	300	1	5	2.67	.944
The manager has ideas that have forced me to rethink some things that I have never questioned before.	300	1	5	2.76	.944
The manager has challenged me to rethink some of my basic assumptions about my work.	300	1	5	3.00	.828
Valid N (listwise)	300				

Source: Own Survey, 2024

The results show that the mean score for "The manager challenges me to think about old problems in a new way" was 2.67, indicating a neutral level of agreement among the respondents. This suggests that while some employees may have experienced intellectual stimulation from their managers, others may not have felt challenged to think differently. In line

with previous research by Koppula, (2008), intellectual stimulation is a key component of transformational leadership, which is associated with higher employee engagement.

The mean score for "The manager has ideas that have forced me to rethink some things that I have never questioned before" was 2.76, which also indicates a neutral level of agreement. This suggests that some employees may have been exposed to innovative ideas from their managers, but others may not have been affected in the same way. Similarly, a study by Salau et al., (2018). found that transformational leaders encourage creativity and innovation among their followers.

The mean score for "The manager has challenged me to rethink some of my basic assumptions about my work" was 3.00, indicating a slightly higher level of agreement among the respondents. This suggests that more employees have experienced intellectual stimulation from their managers, which can lead to increased job satisfaction, engagement and commitment (Milhem, Muda & Ahmed, 2019). On the other hand, as the interview suggested recognizing outstanding performance through awards or bonuses, providing opportunities for professional development and growth and giving public recognition and testimonial encourages and creates the need to know more and improve intellect on the other employees.

In conclusion, the results suggest that there is a moderate level of agreement among employees regarding the level of intellectual stimulation they experience from their managers in the selected schools. While some employees may experience high levels of intellectual stimulation, others may not feel challenged to think differently.

Table 6: Transformational Leadership and Employee Engagement: Supportive Leadership

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
The manager considers my personal feelings before acting.	300	1	5	2.95	.759
The management behaves in a manner which is thoughtful of my personal needs.	300	1	5	3.55	.811
The manager sees that the interests of employees are given due consideration.	300	1	5	2.87	.932
Valid N (listwise)	300				

Source: Own Survey, 2024

The results of this study show that the mean score for "The manager considers my personal feelings before acting" is 2.95, which falls in the neutral category (2.50-3.49) on the scale. This suggests that while some employees may feel that their personal feelings are considered, a significant proportion do not. This finding is supported by previous research conducted by Prentice (2022), who found that transformational leaders prioritize employee's personal growth and development, but may not always consider their individual feelings.

Similarly, the mean score for "The management behaves in a manner which is thoughtful of my personal needs" is 3.55, indicating a slightly higher level of agreement among employees. This score falls within the agree category (3.50-4.49) on the scale, suggesting that employees generally feel that their personal needs are considered to some extent.

In contrast, the mean score for "The manager sees that the interests of employees are given due consideration" is 2.87, which falls in the neutral category (2.50-3.49) on the scale. This suggests that while employees may feel that their interests are considered to some extent, there is room for improvement in this area. Here it is important to mention the leaders' opinion according to the interview with the managers, frequent monitoring has a mixed feeling depending on the employee. For instance, some employees need space to perform more for they get a sense of

control while others need frequent monitoring and encouragement to do their best. It shows intrinsic and extrinsic motivation which is out of our context that need further study. However, it is believed that doing it moderately might have positive effect on both sides.

Overall, the results of this study suggest that while there may be some inconsistencies in how employees perceive leadership styles, transformational leadership does have a positive impact on employee engagement. By prioritizing employee development and considering their personal needs and feelings, school administrators can foster a more positive work environment and increase employee engagement. Explaining of new changes in the system and other issues have to be addressed considering the emotions of the employees to get the ideas across. As the leaders mentioned on the interview, involve employees in the decision-making process whenever possible and communicate changes clearly through email updates or town hall meetings when any issue arises or where there is change in any place in the system, creates a sense of importance in the employees.

Table 7: Transformational Leadership and Employee Engagement: Personal Recognition

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
The manager praises me when I do a better than average job.	300	1	5	3.14	.896
The manager acknowledges improvement in my quality of work.	300	1	5	2.94	.943
The manager personally compliments me when I do outstanding work.	300	1	5	2.66	.950
Valid N (listwise)	300				

Source: Own Survey, 2024

The analysis of the mean scores of "The manager praises me when I do a better than average job" reveals a mean score of 3.14, indicating a moderate level of agreement among respondents. This suggests that most employees in the selected schools feel that their managers acknowledge and praise them when they perform above average. This finding is consistent with previous research

by (Mensema et al., 2021) who found that employees who receive regular feedback and recognition from their managers experience higher levels of engagement and job satisfaction.

The results of the mean scores for "The manager acknowledges improvement in my quality of work" show a slightly lower mean score of 2.94, indicating a slightly lower level of agreement among respondents. This may suggest that while employees appreciate recognition for improvement, it may not be as frequent or consistent as they would like.

In contrast, the mean score for "The manager personally compliments me when I do outstanding work" is lower at 2.66, indicating a lower level of agreement among respondents. This may suggest that employees in the selected schools do not receive as much personalized recognition for exceptional performance as they would like.

In conclusion, the analysis of the mean scores suggests that employees in the selected schools generally agree that their managers recognize their efforts and achievements to some extent. However, there is room for improvement in terms of providing more frequent and personalized recognition for exceptional performance.

Table 8: Descriptive Statistics of Employee Engagement: Vigor (level of Energy)

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
At work, I feel bursting energy	300	2	5	3.42	.697
At work I feel strong and vigorous	300	2	4	3.11	.681
When I get up in the morning, I feel like going to work	300	2	4	2.67	.714
I can continue working for very long periods at a time	300	2	5	3.72	.578
At my work, I am very resilient, mentally	300	1	5	3.79	.568
At my work, I always persevere even when things do not go well.	300	1	5	3.05	.845
Valid N (listwise)	300				

Source: Own Survey, 2024

The mean score of "At work, I feel bursting energy" is 3.42, indicating that most respondents agree that they feel energetic at work. This result is consistent with previous research that suggests that transformational leadership is positively related to employee engagement (Busari et al., 2019). The finding that employees who work under transformational leaders tend to have higher levels of energy and motivation is also supported by Datche & Mukulu (2015), who found that transformational leaders inspire and empower their followers, leading to increased motivation and engagement.

The mean score of "At work I feel strong and vigorous" is 3.11, indicating a moderate level of agreement among respondents. This result aligns with research by Prentice (2022) who found that transformational leadership is positively related to employee empowerment and job

satisfaction. The finding that employees who work under transformational leaders tend to feel strong and vigorous is also supported by Milhem, Muda & Ahmed, (2019), who found that transformational leaders tend to promote a sense of autonomy, competence, and self-efficacy among their followers.

The mean score of "When I get up in the morning, I feel like going to work" is 2.67, indicating a relatively low level of agreement among respondents. This result is consistent with research by Datche & Mukulu (2015) who found that employee engagement is positively related to job satisfaction and organizational commitment. The finding that employees who work under transformational leaders tend to have higher levels of job satisfaction is also supported by Koppula, (2008), who found that transformational leadership is positively related to employee job satisfaction.

The mean score of "I can continue working for very long periods at a time" is 3.72, indicating a high level of agreement among respondents. The mean score of "At my work, I am very resilient, mentally" is 3.79, indicating a high level of agreement among respondents. This result supports research by Jha (2019) who found that transformational leaders promote emotional intelligence and resilience among their followers.

In conclusion, the results suggest that transformational leadership has a positive impact on employee engagement, particularly in terms of vigor, energy, and resilience. The findings are consistent with previous research and support the idea that transformational leadership promotes employee engagement, job satisfaction, and organizational commitment. Overall, the results suggest that schools should prioritize the development of transformational leadership skills among their administrators and teachers to improve employee engagement and overall school performance.

Table 9: Descriptive Statistics of Employee Engagement: Dedication

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
I find the work that I do full of meaning and purpose.	300	1	5	2.94	.780
I am enthusiastic about my job.	300	1	5	3.80	.668
My job inspires me.	300	1	4	3.00	.669
I am proud on the work that I do.	300	1	5	3.67	.640
To me, my job is challenging.	300	1	4	2.56	.727
Valid N (listwise)	300				

Source: Own Survey, 2024

The mean score for the statement "I find the work that I do full of meaning and purpose" is 2.94, indicating that most respondents have a moderate level of agreement with this statement. This suggests that while some employees may not fully align with the purpose of their work, a significant majority do find meaning and purpose in their job. The leaders in the interview also mentioned that some employees might slip out of their commitment for many reasons, when that happens, giving constructive criticism, suggestions for improvement, and develop a plan to address the issue helps. This approach is supported by literature, which suggests that giving constructive feedback can help to improve employee performance and engagement (Tate et al., 2021).

In contrast, the mean score for the statement "I am enthusiastic about my job" is 3.80, which indicates a strong level of agreement among respondents. This suggests that many employees are genuinely enthusiastic about their work, which is a crucial aspect of employee engagement. The relatively low standard deviation of 0.668 also indicates a consistent response across the board.

The mean score for the statement "My job inspires me" is 3.00, which falls in the neutral range. This suggests that while some employees may not find their job inspiring, others do, resulting in an overall neutral response.

The mean score for the statement "I am proud on the work that I do" is 3.67, which indicates a high level of agreement among respondents. This suggests that many employees take pride in their work and feel a sense of accomplishment, which is a key aspect of employee engagement. The relatively low standard deviation of 0.640 also indicates consistent responses across the board.

The mean score for the statement "To me, my job is challenging" is 2.56, which falls in the lower end of the scale. This suggests that while some employees may find their job challenging, others may not, resulting in an overall neutral response. However, it's worth noting that a challenging job can be a key driver of employee engagement, and this score may indicate an opportunity for leaders to provide more opportunities for growth and development.

Overall, these descriptive statistics provide valuable insights into the level of employee engagement in terms of meaning and purpose, enthusiasm, inspiration, pride, and challenge. By analyzing these scores, leaders can gain a better understanding of what drives employee engagement and take steps to address any areas where employees may be struggling to connect with their work.

Table 10: Descriptive Statistics of Employee Engagement: Absorption

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
Time flies when I am working	300	1	5	2.96	.811
When I am working, I forget everything else around me.	300	1	5	3.16	.652
I feel happy when I am working intently.	300	2	4	2.88	.755
I am immersed in my work.	299	1	4	2.91	.802
I get carried away in my work.	300	1	5	3.64	.748
It is difficult to detach myself from my job.	300	1	5	3.31	.850
Valid N (listwise)	299				

Source: Own Survey, 2024

The mean score for "Time flies when I am working" is 2.96, indicating a moderate level of employee engagement. This suggests that employees in the selected schools feel a sense of time passing quickly when they are fully immersed in their work. This finding is consistent with the principles of transformational leadership, which emphasize the importance of engaging employees in meaningful work that allows them to lose track of time.

In contrast, the mean score for "When I am working, I forget everything else around me" is 3.16, indicating a slightly higher level of engagement. This finding suggests that employees in the selected schools are able to focus so intently on their work that they are able to block out distractions and neglect other aspects of their lives. This level of engagement is consistent with the principles of transformational leadership, which emphasize the importance of employee absorption and immersion in work.

The mean score for "I feel happy when I am working intently" is 2.88, indicating a moderate level of engagement. This suggests that employees in the selected schools experience a sense of

happiness and fulfillment when they are fully engaged in their work. This finding is consistent with the principles of transformational leadership, which emphasize the importance of creating an environment that fosters employee well-being and job satisfaction.

The mean score for "I am immersed in my work" is 2.91, indicating a moderate level of engagement. This suggests that employees in the selected schools are able to become fully absorbed in their work, which is consistent with the principles of transformational leadership. This level of immersion can lead to increased job satisfaction, motivation, and productivity.

The mean score for "I get carried away in my work" is 3.64, indicating a relatively high level of engagement. This suggests that employees in the selected schools are able to become fully absorbed and carried away by their work, which is consistent with the principles of transformational leadership. This level of engagement can lead to increased creativity, innovation, and job satisfaction.

Finally, the mean score for "It is difficult to detach myself from my job" is 3.31, indicating a relatively high level of engagement. This suggests that employees in the selected schools have a strong emotional attachment to their work and may find it difficult to separate themselves from it even outside of work hours. This level of engagement is consistent with the principles of transformational leadership, which emphasize the importance of creating an environment that fosters employee passion and commitment.

4.5 Tests and Statistical Analysis

In this study the researcher used inferential analysis is concerned with the various tests of significance for normality, auto correlation and multi co linearity in order to determine the validity of data. The data was sorted to group questions according to applicable constructs under test. Finally correlation and standard multiple regression analysis were performed. Tests and analysis of the data are presented below.

4.5.1 Correlation Relation

The correlation between the variables is measured by the Pearson correlation coefficient. The result of the Pearson correlation is presented in the following table and interpreted according to the guidelines suggested by Field (2006). He mentioned that the Pearson correlation coefficient shows the relationship and direction between the predictor and outcome variables. Therefore, if the relationship falls within the range of 0.1 to 0.29, it is considered a weak relationship; 0.30 to

0.49 is moderate, and above 0.50 indicates a strong relationship. The positive or negative sign indicates the direction of their relationship.

Table 11: Pearson correlation matrix

Correlations						
	Employee Engagement	Vision	Inspirational Communication	Intellectual Stimulation	Supportive Leadership	Personal Recognition
Employee Engagement						
Vision	.486**					
Inspirational Communication	.579**	.409**				
Intellectual Stimulation	.677**	.338**	.481**			
Supportive Leadership	.615**	.173**	.387**	.626**		
Personal Recognition	.462**	.109	.247**	.494**	.637**	

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

The correlation between vision and employee engagement was found to be moderate ($r = 0.486^{**}$, $p < 0.01$), indicating that schools with a clear and shared vision tend to have higher levels of employee engagement.

Inspirational communication was found to have a strong correlation with employee engagement ($r = 0.579^{**}$, $p < 0.01$), suggesting that leaders who inspire and motivate their employees through effective communication tend to have higher levels of employee engagement. This finding is consistent with the theory of transformational leadership, which emphasizes the importance of inspirational communication in motivating followers (Datche & Mukulu, 2015).

Intellectual stimulation was also found to be strongly correlated with employee engagement ($r = 0.677^{**}$, $p < 0.01$), indicating that leaders who provide intellectual challenges and opportunities for growth tend to have higher levels of employee engagement. This finding is consistent with previous research by Mansor et al. (2017). who found that leaders who provide intellectual stimulation tend to have higher levels of employee satisfaction.

Supportive leadership was found to be strongly correlated with employee engagement ($r = 0.615^{**}$, $p < 0.01$), suggesting that leaders who provide emotional support and resources tend to have higher levels of employee engagement.

Personal recognition was found to have a moderate correlation with employee engagement ($r = 0.462^{**}$, $p < 0.01$), indicating that leaders who recognize and reward their employees tend to have higher levels of employee engagement.

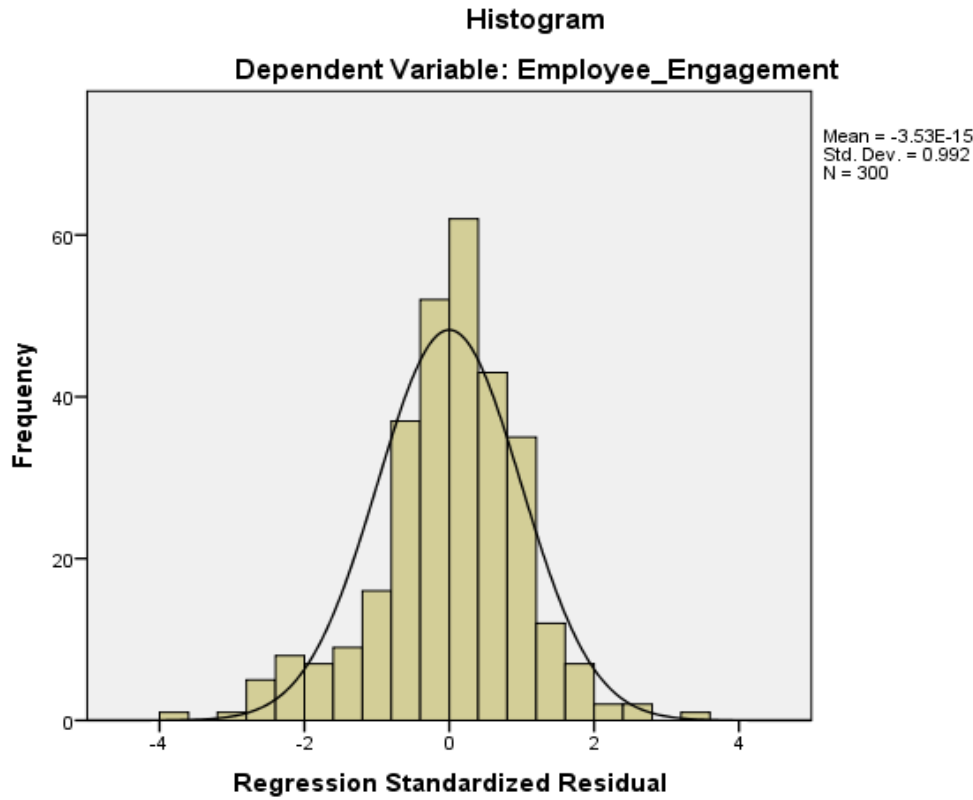
Overall, the study findings support the notion that transformational leadership is positively related to employee engagement in schools. Also, the leaders mentioned that autonomy, recognition, and clear goals are essential for employee engagement. They also suggested that when employees feel trusted and valued, they're more likely to be motivated and engaged. Opportunities for growth and development, and a positive work environment also contribute to employee engagement, in addition to involving them in decision making and involvement.

Furthermore, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition were all found to be strongly correlated with employee engagement. These findings have important implications for school administrators and policymakers who seek to improve employee engagement and ultimately student outcomes.

4.5.2 Normality Test

Frequency distributions come in many different shapes and sizes. It is quite important, therefore, to have some general descriptions for common types of distributions. In an ideal world, our data would be distributed symmetrically around the center of all scores. As such, if we drew a vertical line through the center of the distribution, it should look the same on both sides. This is known as a normal distribution and is characterized by a bell-shaped curve. According to *Robert Burns and Richard Burns (2008)*, in practical terms, the range of the distribution is 6 standard deviation units, i.e., 3 on each side of the mean. The proportion of cases beyond ± 3 standard deviations is so small that it is common practice to use ± 3 as arbitrary limits in illustrative diagrams. As we have seen from the table below, the skewness between ± 3 shows that this distribution is normal. Figure 3 also shows that the data is almost normal. The histogram is symmetrical along the center (0). Almost all variables were found to be normally distributed.

Figure 2: Tests of normality



Source: analysis surey data of SPSS 27 , 2024

Table 12: Normality Test of Transformational Leadership and Its Effect on Employee Engagement

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Vision	300	-.701	.141	-.578	.281
Inspirational Communication	300	.022	.141	-.727	.281
Intellectual Stimulation	300	.176	.141	-.414	.281
Supportive Leadership	300	-.165	.141	-.418	.281
Personal Recognition	300	.029	.141	-.771	.281
Employee Engagement	300	-.296	.141	-.182	.281
Valid N (listwise)	300				

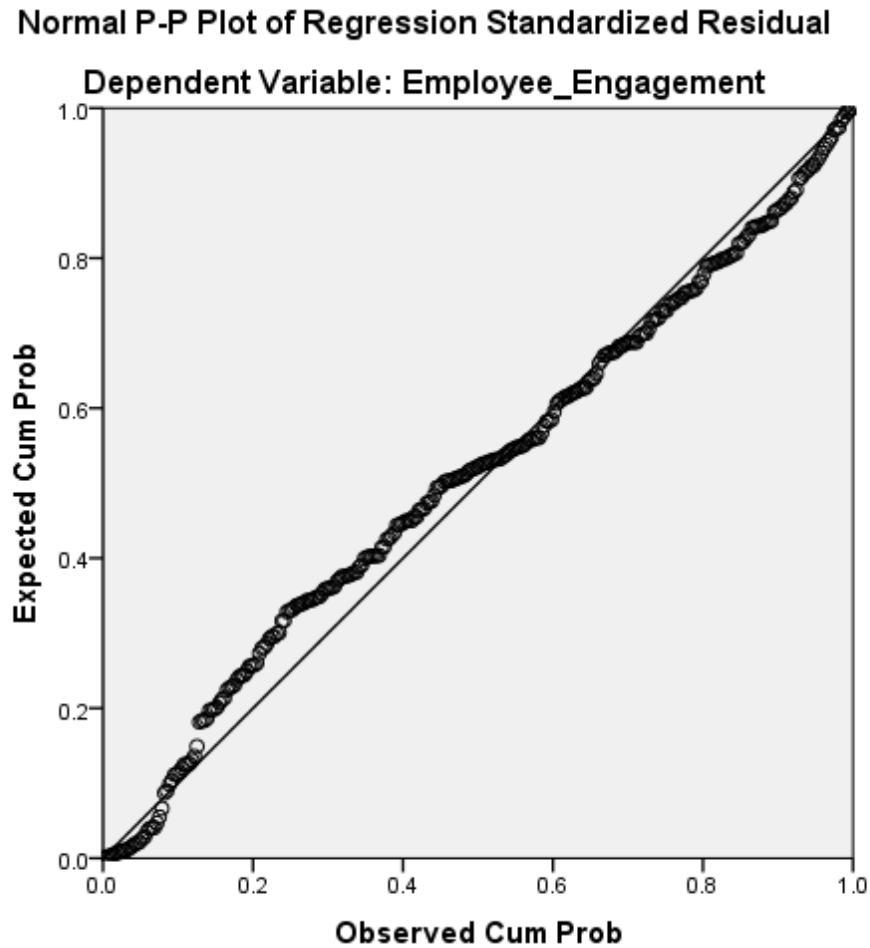
Source: analysis survey data of SPSS 27 , 2024

The kurtosis of any univariate normal distribution is 3. It is common to compare the kurtosis of a distribution to this value. Distributions with kurtosis less than 3 are said to be platykurtic; however, this does not imply that the distribution is "flat-topped" as sometimes reported. Rather, it means that the distribution produces fewer and less extreme outliers than does the normal distribution. For example, an example of a platykurtic distribution is the uniform distribution, which does not produce outliers. Distributions with kurtosis greater than 3 are said to be leptokurtic. An example of a leptokurtic distribution is the Laplace distribution, which has tails that asymptotically approach zero more slowly than a Gaussian, and therefore produces more outliers than the normal distribution. It is also common practice to use an adjusted version of Pearson's kurtosis, known as the excess kurtosis, which is the kurtosis minus 3, to provide a comparison to the normal distribution. Some authors use "kurtosis" by itself to refer to the excess kurtosis. However, for clarity and generality, this article will follow the non-excess convention and explicitly indicate where excess kurtosis is intended (Field, 2005).

4.5.3 Test of Linearity

The second assumption to be tested out is linearity or assumption of linear relationship observed between two variables. Linearity implies that slope of the population regression function is constant; thus, non-linearity means, in other words, that a change in the dependent variable does depend on the value of one or more of the independent variables (Stock, 2007). The linearity test of the disturbance has been presented in the following figure.

Figure 3: Linear distribution of the data



Source: analysis of survey data using SPSS v27 , 2024

4.5.4 Multicollinearity Assumption

Multicollinearity exists when there is a strong correlation between two or more predictors in a regression model (Saunders et al., 2007). There should be no perfect linear relationship between two or more of the predictors. Therefore, the predictor variables should not correlate too highly (Ho, 2006). If there is perfect multicollinearity between predictors, it becomes impossible to obtain unique estimates of the regression coefficients because there are an infinite number of combinations of coefficients that would work equally well. While perfect multicollinearity is rare in real-life data, less than perfect multicollinearity is virtually unavoidable (Field, 2006).

If there is a high degree of correlation between independent variables, we have a problem known as the "multicollinearity" problem (Kothari, 2004; Field, 2006). This research data's multicollinearity assumption is checked using the Pearson Correlation Coefficient and collinearity statistics.

A. Assumption Test using Pearson Correlation Coefficient

The first assumption is to check the value of the Pearson correlation coefficient among predictor variables. If the Pearson correlation coefficient (r) values among predictors are below 0.8, there is no substantial correlation between predictor variables, indicating no multicollinearity problem (Field, 2006). As shown in Table 11 above, all the Pearson correlation coefficient values (r) between predictors are below 0.8.

B. Assumption Test using Co-linearity Statistics

Another way to check the multicollinearity assumption is by examining the SPSS analysis output correlation table of collinearity statistics, including the values of Tolerance and Variance Inflation Factor (VIF) (Field, 2006). The Tolerance column value below 0.20 and VIF value above 10 pose a multicollinearity problem. In this analysis, the Tolerance and VIF values are shown in the regression standardized coefficients table below. The analysis indicates that the minimum Tolerance value is 0.456, which is above 0.20, and the maximum VIF value is 2.193, which is below 13. Therefore, the predictors do not highly correlate with each other; hence, there is no multicollinearity problem.

Table 13 : Collinearity statistics value

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Vision	.799	1.252
	Inspirational Communication	.684	1.462
	Intellectual Stimulation	.505	1.982
	Supportive Leadership	.456	2.193
	Personal Recognition	.577	1.733

a. Dependent Variable: Employee Engagement

Source: analysis of survey data using SPSS v27 , 2024

4.5.5 Auto-correlation Assumption /Durbin–Watson test/

Another criterion for multiple linear regression models is that the residuals are independent of one another. This assumption states that the value of each residual is independent from all other residuals, or in other words, uncorrelated. To check this assumption, we need to examine the regression output in the model summary box. The Durbin-Watson statistic is used to test the assumption that our residuals are independent (uncorrelated). This statistic can range from 0 to 4. Values below 1 and above 3 are cause for concern and may render the analysis invalid. Since the Durbin-Watson value is above 1 (Field, 2009; Gujarati, 2004), this assumption is accepted. A value of 2 indicates no autocorrelation. A value towards zero indicates positive autocorrelation, while a value towards 4 indicates negative autocorrelation (Saunders et al., 2009).

Table 14. Model Summary 1

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.798 ^a	.636	.630	.30623	1.744
a. Predictors: (Constant), Personal Recognition, Vision, Inspirational Communication, intellectual Stimulation, Supportive Leadership					
b. Dependent Variable: Employee Engagement					

Source: analysis of survey data using SPSS v27 , 2024

4.5.6 Regression Analysis

Regression standardized coefficients can take on any value between 0 and 1, measuring the proportion of the variation in a dependent variable that can be statistically explained by one or more independent variables (Saunders et al., 2012). R-squared tells us how much of the variance in the dependent variable is accounted for by the regression model in the sample, while the adjusted R-squared value indicates how much variance in the dependent variable would be accounted for if the model were derived from the population from which the sample was taken (Field, 2006). The regression coefficients (R) and R-squared values for this research are discussed below.

Table 15: Model Summary Table

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 ^a	.636	.630	.30623
a. Predictors: (Constant), Personal Recognition, Vision, Inspirational Communication, intellectual Stimulation, Supportive Leadership				
b. Dependent Variable: Employee Engagement				

Source: analysis of survey data using SPSS v27, 2024

The regression analysis reveals a strong relationship between transformational leadership and employee engagement. The model summary table indicates that the R-squared value is 0.636, which means that approximately 63.6% of the variance in employee engagement can be explained by the four transformational leadership variables: personal recognition, vision, inspirational communication, intellectual stimulation, and supportive leadership. This suggests that these leadership practices have a significant impact on employee engagement. The adjusted R-squared value of 0.630 indicates that even if the model were applied to the larger population from which the sample was drawn, it would still account for around 63% of the variance in employee engagement.

The standardized coefficient (R) of 0.798 suggests that each of the independent variables contributes significantly to the dependent variable of employee engagement. This implies that the combination of these transformational leadership practices has a strong effect on employee engagement. Overall, the results suggest that schools can improve employee engagement by focusing on developing leaders who exhibit these transformational leadership characteristics, such as providing personal recognition, communicating a clear vision, stimulating employees' intellectual curiosity, and offering supportive leadership. As the managers' indicated during the interview there is a gap in communication with the employees. Some work has to be done to regulate this issue which includes; holding regular team meetings and one-on-one discussions to ensure that everyone is on the same page. This approach is supported by literature, which suggests that regular feedback and communication can help to close the gap between employees' perceptions and reality (Newman et al., 2019). For example, one respondent mentioned, "I make sure to hold regular team meetings and one-on-one discussions to ensure that everyone is on the

same page. Employees encourage an open-door policy and actively seek feedback from employer to improve communication. However, the gap comes here also, which could be addressed through promoting transparency. As the literature suggests creating a culture of openness and transparency can help to improve communication (Rodríguez-Navas et al., 2021). In contrast, there are employees who believe there is not much gap in communication, but recognize that miscommunication can still occur. To prevent this, the managers said they use clear and concise language in all their communications with employees. This approach is supported by literature, which suggests that clear communication can help to reduce misunderstandings and improve employee engagement (Ajepe & Agbakwuru, 2019).

4.5.6.1 Analysis of Variance /ANOVA/ Test

ANOVA tests indicate whether the model is significantly better at predicting the outcome than using the mean as a "best guess" (Field, 2006). An ANOVA model is more likely to be significant, indicating that at least one group mean is different from another group mean. ANOVA is the appropriate statistical technique to examine the effect of a less-than interval independent variable on an at-least interval dependent variable. If the F-test result is not significant, the model should be dismissed, and there is no need to proceed to further steps (William and Barry, 2010).

On the other hand, regarding the ANOVA test, Saunders et al. (2012) discussed that a very low significance value (usually less than 0.05) means that your coefficient is unlikely to have occurred by chance alone. A value greater than 0.05 means you can conclude that your coefficient of multiple determinations could have occurred by chance alone. Therefore, the ANOVA table and test result are presented and discussed below.

Table 16: ANOVA table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.242	5	9.648	102.888	.000 ^b
	Residual	27.570	294	.094		
	Total	75.812	299			
a. Dependent Variable: Employee Engagement						
b. Predictors: (Constant), Personal Recognition, Vision, Inspirational Communication, intellectual Stimulation, Supportive Leadership						

The results of the ANOVA indicate that the regression model is highly significant, with a p-value of 0.000 ($p < 0.001$). This suggests that the independent variables (Personal Recognition, Vision, Inspirational Communication, Intellectual Stimulation, and Supportive Leadership) collectively have a statistically significant effect on employee engagement. The F-statistic is also significant at 102.888, indicating that the variance explained by the model is statistically significant.

The ANOVA table also provides information about the mean square (MS) and sum of squares (SS) for each factor. The SS for the regression model (48.242) indicates that a significant portion of the variance in employee engagement can be attributed to the transformational leadership factors. The MS for the regression model (9.648) indicates that each unit change in the predictor variables corresponds to a significant change in employee engagement. Overall, these results suggest that transformational leadership practices, as measured by Personal Recognition, Vision, Inspirational Communication, Intellectual Stimulation, and Supportive Leadership, have a significant impact on employee engagement in the selected schools.

4.5.7 Regression Coefficients or Model

The standardized regression coefficient (beta) is the estimated coefficient indicating the strength of the relationship between an independent variable and a dependent variable, expressed on a standardized scale, where higher absolute values indicate stronger relationships (ranging from -1 to 1) (William and Barry, 2010).

Table 17: Regression Standardized Coefficients

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.265	.158		-1.681	.095
	Vision	.169	.027	.246	6.241	.000
	Inspirational Communication	.161	.031	.221	5.204	.001
	Intellectual Stimulation	.200	.034	.289	5.840	.000
	Supportive Leadership	.196	.039	.259	4.980	.000
	Personal Recognition	.190	.030	.277	6.427	.000

a. Dependent Variable: Employee Engagement

The first variable to note is vision ($\beta = 0.246$, $p < 0.001$), which indicates that leaders who provide a clear and compelling vision for the school have a significant impact on employee engagement.

Inspirational communication ($\beta = 0.221$, $p < 0.001$) also emerged as a significant predictor of employee engagement. This finding supports the idea that leaders who communicate effectively and inspire their employees are more likely to foster a sense of engagement and motivation (Datche & Mukulu, 2015). Leaders who communicate inspirationally create a sense of purpose and meaning among employees, which can lead to increased job satisfaction and commitment.

Intellectual stimulation ($\beta = 0.289$, $p < 0.001$) was another significant predictor of employee engagement. This finding is consistent with the idea that leaders who encourage intellectual curiosity and innovation among their employees are more likely to foster a sense of engagement and motivation (Mansor et al. 2017). When employees are challenged to think creatively and solve problems, they are more likely to feel engaged and committed to their work.

Supportive leadership ($\beta = 0.259$, $p < 0.001$) was also found to be a significant predictor of employee engagement. This finding supports the idea that leaders who provide emotional support and recognition to their employees are more likely to create a positive work environment and

increase employee engagement (Mou et al., 2014). When employees feel supported by their leaders, they are more likely to feel comfortable taking risks and contributing to the organization. Finally, personal recognition ($\beta = 0.277$, $p < 0.000$) emerged as a significant predictor of employee engagement. This finding is consistent with the idea that leaders who recognize and reward their employees' efforts are more likely to increase employee motivation and job satisfaction (Balwant et al., 2020). When employees receive recognition for their work, they are more likely to feel valued and appreciated, which can lead to increased job satisfaction and commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter consists of conclusions of the major findings withdrawn from the analysis in relation to the research objectives and recommendations for future studies and future improvement works is provided.

5.2 Summary of Findings

This chapter presents the findings of the study on the relationship between transformational leadership and employee engagement in selected schools. The study aimed to investigate the relationship between the two constructs and explore the role of transformational leadership in enhancing employee engagement.

The findings of this study indicate that transformational leadership is positively related to employee engagement. The results show that employees who perceive their managers as having a clear understanding of the organization's direction, a sense of pride and recognition, and intellectual stimulation are more likely to be engaged in their work.

The descriptive statistics analysis revealed that most employees agree that their managers have a clear understanding of where the organization is going, with a mean score of 3.46. Additionally, employees generally agree that their managers say positive things about the work unit, with a mean score of 3.36. However, there is less consensus on whether their managers encourage them to see changing environments as situations full of opportunities.

Regarding intellectual stimulation, the results show that employees have a moderate level of agreement regarding the level of intellectual stimulation they experience from their managers. While some employees may experience high levels of intellectual stimulation, others may not feel challenged to think differently.

In terms of supportive leadership, the findings suggest that employees generally feel that their personal needs are considered to some extent, with a mean score of 3.55 for "The management behaves in a manner which is thoughtful of my personal needs". However, there is room for improvement in considering employees' personal feelings and interests.

The correlation between vision and employee engagement was found to be moderate ($r = 0.486^{**}$, $p < 0.01$), indicating that schools with a clear and shared vision tend to have higher levels of employee engagement. Inspirational communication was found to have a strong correlation with employee engagement ($r = 0.579^{**}$, $p < 0.01$), suggesting that leaders who inspire and motivate their employees through effective communication tend to have higher levels of employee engagement. Intellectual stimulation was also found to be strongly correlated with employee engagement ($r = 0.677^{**}$, $p < 0.01$), indicating that leaders who provide intellectual challenges and opportunities for growth tend to have higher levels of employee engagement. This finding is consistent with previous research by Mansor et al. (2017). Supportive leadership was found to be strongly correlated with employee engagement ($r = 0.615^{**}$, $p < 0.01$), suggesting that leaders who provide emotional support and resources tend to have higher levels of employee engagement.

Personal recognition was found to have a moderate correlation with employee engagement ($r = 0.462^{**}$, $p < 0.01$), indicating that leaders who recognize and reward their employees tend to have higher levels of employee engagement.

Overall, the study provides evidence that transformational leadership is positively related to employee engagement in schools. The findings suggest that school administrators can foster a more positive work environment by prioritizing employee development, considering their personal needs and feelings, and providing intellectual stimulation.

5.3 Conclusion

The study aimed to investigate the relationship between transformational leadership and employee engagement in selected schools. The findings of the study provide evidence that transformational leadership is positively related to employee engagement. The results suggest that managers, who have a clear understanding of where they are going, communicate positively, challenge their employees to think differently, and consider their personal feelings and needs are more likely to have engaged employees.

The findings also suggest that employees who perceive their managers as having a clear vision, being inspirational, and providing intellectual stimulation are more likely to be engaged in their work. Furthermore, the results indicate that employees who feel supported by their managers and have their personal feelings and needs considered are also more likely to be engaged.

The study's findings support previous research which has shown that transformational leadership is positively related to employee engagement. The results suggest that school administrators can foster a more positive work environment by prioritizing employee development, providing intellectual stimulation, and considering their personal feelings

The study's limitations include the use of self-reported data, which may be subject to biases. Future studies should consider using objective measures of employee engagement and exploring other factors that may influence the relationship between transformational leadership and employee engagement.

In conclusion, the study provides evidence that transformational leadership is positively related to employee engagement in selected schools. The findings suggest that school administrators can take steps to foster a more positive work environment by prioritizing employee development, providing intellectual stimulation, and considering supportive leadership by considering their employees' needs.

The study's implications for practice are significant; school administrators can use these findings to update their leadership styles and develop strategies to improve employee engagement. By prioritizing employee development, providing intellectual stimulation, and considering their personal feelings and needs, school administrators can create a more positive work environment that fosters engagement and motivation.

Furthermore, the study's findings suggest that school administrators should focus on building trust with their employees by being transparent, consistent, and fair. This can be achieved by communicating regularly with employees, providing feedback, and involving them in decision-making processes. Administrators can take steps to foster a more positive work environment by prioritizing employee development, providing intellectual stimulation, considering their personal feelings and needs, building trust, emphasizing emotional intelligence, and prioritizing employee well-being.

In conclusion, the study demonstrates the importance of transformational leadership in fostering employee engagement in selected schools. The findings provide a framework for school administrators to develop effective leadership strategies that promote employee engagement and motivation.

5.4 Recommendation

Based on the findings of this study, the following recommendations are made:

- School administrators should prioritize transformational leadership development of school leaders and managers to improve employee engagement through inspiring employees, recognizing their effort, creating transparency where the employees feel heard.
- Managers should communicate clearly and consistently about the organization's direction and vision to employees using different techniques such as; frequent meetings, bulletins, e-mails and in person to encourage transparency.
- Managers should recognize and praise employees' work unit to boost morale and motivation. As it is mentioned on the literature review employees are motivated through different ways according to their behavior and situation, the transformational leaders have to understand and act accordingly to engage their employees.
- Managers should encourage employees to think differently and challenge them to rethink their assumptions about their work which makes a big difference in the attitude of the employees on their job and boosting morale.
- Managers should prioritize considering employees' individual state of mind and needs to create a positive work environment which creates inspiring culture.
- Administrators should consider intellectual stimulation through coaching, tutoring, and teaching their employees to improve their knowledge.

By implementing these recommendations, school administrators can improve employee engagement and motivation, leading to increased job satisfaction, productivity, and overall school performance.

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APPENDIX

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
DEPARTMENT OF BUSINESS LEADERSHIP**

QUESTIONNAIRE

PART I.

Dear Participant

This survey is being conducted by Addis Ababa University College of Business and Economics School of Commerce prospective graduate student of Business Leadership to assess the effects of Transformational Leadership in Employee Engagement in your Educational Institute (School). Thank you in advance for taking the time to participate in this study. Please feel free to answer each question at liberty since your responses will be kept confidential and are only used for the for educational purposes.

No need to write your name.

Please put a tick mark to the best of your choice.

The Name of the School you are currently working: _____

PART II.

DEMOGRAPHIC INFORMATION

1. Gender

Female Male

2. Age

<20 21-30 31-40 41-50 >51

3. Education completed

High School
Certificate (Vocational)
Degree BA/BSC or Any
Teaching Diploma
Others

If you select others please Specify, _____

4. Current Job Position _____

Teacher Support Teacher Unit Leader

Administrative Staff Please State _____

Managerial Staff Please State _____

Other _____

5. How long have you been working in this School?

<1Year 1-3years 3-5Years >5 Years

PART III.

Instruction: Please put a tick mark on your choice on each space provided along with each item.

Item/ Description	Strongly Disagree (1)	Disagree (2)	Neutra 1 (3)	Agree (4)	Strongly Agree (5)
A. Leadership being practiced in your School.					
i. Vision					
1. The manager has a clear understanding of where we are going.					
2. The manager has a clear sense of where she/he wants our unit to be in 5 years.					
3. The manager has no idea where the organization is going (R) ^a					
ii. Inspirational Communication	1	2	3	4	5
4. The manager says things that make employees proud to be a part of the organization.					
5. The manager says positive things about the work unit.					
6. The manager encourages people to see changing environments as situations full of opportunities.					
iii. Intellectual Stimulation	1	2	3	4	5
7. The manager challenges					

me to think about old problems in a new way					
8. The manager has ideas that have forced me to rethink some things that I have never questioned before.					
9. The manager has challenged me to rethink some of my basic assumptions about my work.					
iv. Supportive Leadership	1	2	3	4	5
10. The manager considers my personal feelings before acting.					
11. The management behaves in a manner which is thoughtful of my personal needs.					
12. The manager sees that the interests of employees are given due consideration.					
v. Personal Recognition	1	2	3	4	5
13. The manager praises me when I do a better than average job.					
14. The manager acknowledges improvement in my quality of work.					
15. The manager personally compliments me when I do outstanding work.					
B. Employee Engagement					
i. Vigor (level of Energy)	1	2	3	4	5
16. At work, I feel bursting					

energy					
17. At work I feel strong and vigorous					
18. When I get up in the morning, I feel like going					
19. I can continue working for very long periods at a					
20. At my work, I am very resilient, mentally					
21. At my work, I always persevere even when things do not go well.					
ii. Dedication	1	2	3	4	5
22. I find the work that I do full of meaning and purpose.					
23. I am enthusiastic about my job.					
24. My job inspires me.					
25. I am proud on the work that I do.					
26. To me, my job is challenging.					
iii. Absorption	1	2	3	4	5
27. Time flies when I am working					
28. When I am working, I forget everything else around me.					
29. I feel happy when I am working intently.					
30. I am immersed in my work.					
31. I get carried away in my work.					
32. It is difficult to detach myself from my job.					
<i>Please state anything left unsaid down here. . .</i>					

Source: This questionnaire is adopted from Schaufeli's Dimensions of Employee Engagement and Alannah E. R and Mark G. Dimensions of Transformational leadership.

If you have any comment related to the school's leadership you may state here:

Thank you for your Time!

Appendix-2-

Interview Questions

The following questions are prepared to be forwarded to the schools' authority (manager and/or owner or director) to understand and elaborate more the selected topic.

1. Do you think there is a gap of communication with your employees? How do you address it?
2. How do you give criticism while employees underserve to put them back to their best potential?
3. Do you think employees are more engaged if they are frequently monitored?
4. What do you think makes employees more engaged to their work on hand?
5. What kind of encouragement do the school have for those who do their best?
6. If there are any changes on the system, how do you address to the employees?

