Assessing the Extent of Practicing Transformational Leadership in Government Primary Schools in Lideta Sub city Addis Ababa

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APPROVAL SHEET

This is to certify that the thesis prepared by Genet Assefa, entitled: **Assessing the Practice of Transformational Leadership in Government Primary Schools in Lideta Sub city Addis Ababa** and submitted in Partial fulfillment of the requirements for the degree of Master of Arts in School Leadership compiles with regulation of the university and meets the accepted standards with respected to originality and quality.

Signed by Examining Committee:

Advisor	Signature	Date
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Chair of Department/Graduate program coordinator

STATEMENT OF THE AUTHOR

I, the under signed, declared that this thesis is my own work and has not been presented for the award of any academic degree, diploma or certificate in any other university, that all source of materials used for the thesis have been duly acknowledged.

Name_____ Sign._____ Date _____

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ACRONYMS

MoE: Ministry of Education

ESDP**:** Education Sector Development Program

EEDR: Ethiopia Education Development Roadmap

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ABSTRACT

The purpose of this study was to assess the practices of transformational leadership in governmental primary schools in LidetaSub-City Addis Ababa. A Mixed-methods design was used in this study. The study was conducted in 21 primary schools in which 18 principals20 supervisors and 288 teachers were included in the sample using census and simple random sampling techniques respectively. The data gathering instruments used was questionnaires and interviews as a primary source of data. From the distributed 21 questioners for the principals 18 returned the survey, 280 teachers completed and returned the survey and from 20 supervisors 9 of them conducted the interview which represents a response rate of 87.2%, 85.7%and 33.3% respectively. The quantitative data were analysed using percentages; mean and standard deviation also Pearson and Spearman rho correlations and multiple regression were employed. In contrast, qualitative data were analyzed by grouping together common themes in each category and constructing a description of the participants' views and perspectives. The finding revealed with the overall mean of (M=3.85), indicating that the school principals uses the four most prominent transformational leadership actions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration in their respective school. The finding also shows a positive, linear and significant relationship between Transformational Leadership and Idealized influence, individualized consideration, intellectual stimulation and inspirational motivation with a regression cofficent of (β=0.503,0.692,0.304 and 0.413),however a lowest statistical value was indicated on individualized consideration with an overall mean of (M=2.99) and inspirational motivation (M=3.04), on items where most respondents agreed that there is lack of discussion of new ideas related to school leadership and turning followers into good leaders as well encouraging teachers to pursue their professional learning goals and providing professional development and opportunities through feedback, rewards, recognition, training, seminars, conferences and workshops with a mean value. Finally, the research calls for the principals to focus on more individualized consideration and inspirational motivation by recognizing teacher's contribution as an individual to the organization, always promote self-development, communicate and listen to teacher's concerns continuously inspire their teachers in order to enhance their outcomes and enable them achieve school goals.

*Keywords:*Transformational leadership, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration

CHAPTER ONE

INTRODUCTION

This chapter describes background of the study, statement of the problem, objective of the study, significance of the study, delimitations and, limitations of the study, definition of key terms and how the research was organized.

1.1. Background of the study

In order to move an organization from new ideas that are inventive and creative to excellence, leadership is a crucial component of the change management process (Hargreaves, Fullan, & Hopkins, 2010). Any organization's management strategy must take leadership into consideration. According to Schultz (2003), a company's success or failure is greatly influenced by the caliber of its leaders. Any organization needs a competent leader who can mobilize all of the resources available to the organization to fulfill its objectives if it is to be successful. To accomplish its objectives, a school, like any other organization, needs a good leader (Barnett, McCormick, &Conners, 2001). The principal, who serves as the institution's executive head, is typically held accountable when schools don't perform effectively.

An educational transformational leadership paradigm was first presented by Bass &Avilo in 1993. The model's main area of focus was training programs for school principals. Bass (1998) carried out more research and discovered that followers' levels of trust, admiration, and respect are how transformative leaders are assessed. The idea of transformational leadership, which has been used in schools over the past ten years, was inspired by the success of this style of leadership in business settings and education research studies that found positive correlations between follower/subordinate learning and performance in corporate settings (Anderson, 2017).

Early, ground-breaking empirical research on transformative leadership styles in educational contexts was also offered by Kenneth Leithwood (1992, 1999). He asserted that transformational leadership is best equipped to meet the demands of schools in the twenty-first century and favorably effects a school leader's capacity to promote change in school restructuring programs (Anderson, 2017).

According to Greenberg and Baron (1997), leadership is the process through which one person tries to persuade other group members to contribute to the accomplishment of collective objectives. Since Leithwood's original study, researchers have looked into transformational leadership style a lot because it has been linked to academic performance (Anderson, 2017; Leithwood& Sun, 2012; Onorato, 2013). As a tool for assisting leaders in shattering long-standing norms and establishing new norms that transform school culture, transformational leadership style emphasizes preparing employees to learn new things, creating and sustaining new organizational norms, establishing new meaning and ways of thinking, and effectiveness (Anderson, 2017).

Another transformative leadership paradigm was created by Jantzi and Leithwood in 1996. They determined six characteristics of transformational leadership practices: defining a vision, working toward shared objectives, giving individualized staff support, stimulating the mind, leading by example for the team, and establishing high performance expectations. Leithwood introduced two more practices in 2000: promoting student involvement in decision-making and establishing a school culture. It is possible to think of these leadership techniques as a fully realized paradigm of transformational leadership.

According to Leithwood et al. (2006: 14), school leadership is crucial to the efficiency of educational institutions. A school administrator is effective when they encourage people to realize their own potential, believe in themselves, and work with them to create a shared vision and action plan (Mazurkiewicz, 2011:88). Effective principals, according to Day et al. (2011: 229), found to define the institution's core values, set the vision to be translated into action that would allow stakeholders' expectations to raise, also set direction, create a welcoming environment for teaching and learning processes, restructure organizational parts, and remodel leadership roles and responsibilities. According to Bass and Riggio (1978), "Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity." Effective school principals, according to Bass and Riggio (2006:4), inspire followers to commit to shared vision and goals (Kirk & Terry, 2004:3) and consistently emphasize the school's mission to staff, students, and parents. Transformative leadership is important in the eyes of principals (Balyer, 2012).

Transformational leadership is for school leaders who can set the stage for a school's advancement (Yang, 2014).

According to Layton (2003), teachers who work for principals that use the transformational leadership style are frequently content and motivated to complete their assignments. According to Kallapadee, Tesaputa, and Somprach (2017), transformational leaders inspire and encourage employees to develop a sense of trust and confidence in the company. In order to raise employee morale, inspire workers, and boost employee satisfaction while keeping the school's overall goals in mind, principals must develop their transformational leadership skills (Yang, 2014). According to Aguas, Zapata, and Arellano (2017), transformative leadership and follower emotional intelligence are related.

On the other hand the economy is driving quick changes in today's educational landscape, including the need to expedite product creation, rethink systems to reduce costs, and prioritize consumer satisfaction. Due to these circumstances, organizations must apply transformational leadership approaches to carry out strategic plans. One of the most popular leadership models to emerge is transformational leadership. Numerous scholars have noted that school changes have a significant impact on how schools operate, particularly on the leadership responsibilities (Jantzi and Steinbach, 1999).

According to Fullan (2002), as cited by Feyisa (2016), transformational leaders possess the necessary skills and abilities to navigate a complex and rapidly changing environment. They can also implement reforms that lead to sustained improvements in student achievement. Furthermore, these leaders must deal with the diverse situations that arise in today's complex environment, as well as the varying skill levels of their faculty.

Because it enhances organizational effectiveness and performance, transformational leadership facilitates change (Barnett et al., 2001). "Transformational school leaders have a key role in alleviating the public concerns," according to Warren and Bennis (1995). "They are key individuals in the organization that make the organizational environment healthy, conducive, and attractive for teachers, students, parents, customers, and stakeholders." The success of the school's goals depends on how well the administrator collaborates with and leads others (Rodney, 1995).

There are eight methods in which principals applied transformational leadership. Talking to people in a goal, motivating employees to take on new projects and upholding standards, conveying the vision, providing one-on-one coaching, delegating duties, and power, establishing objectives, and inspiring others by recognizing accomplishments. Another tactic principals employed to reach agreement on the school's vision and objectives was to involve the community—teachers, students, and parents—in school planning by soliciting their input on critical problems.

By assigning time for teaching and learning, conducting classroom inspections and coaching, following up often, and providing constructive criticism on time, principals concentrated on enhancing the ability of the school community. Additional strategies employed by principals included sharing information through multiple channels of communication, assigning tasks and responsibilities to department heads, teachers, and unit leaders, using scorecards, and taking action against those who didn't meet expectations, like reprimands and salary deductions. (Birhanu, 2016).

1.2. Statement of the problem

No competitive process was used in the nomination or appointment of educational institution managers or leaders. Professionalism and democratization are undermined by the absence of objective criteria and a lack of transparency in the selection and appointment processes based on merit and competition.

Challenges include the quick changes in policy regarding the selection of school principals based on elections, giving short-term trainings adequate consideration, and considering certificates and postgraduate degrees as sufficient levels of qualification for leading schools. A significant challenge is the lack of practice-based, research-based educational leadership development that is consistent and coherent. (EEDR2016 p.92)

According to leadership theories, transformational leadership is the most effective strategy for schools in the twenty-first century to achieve their objectives (Sun &Leithwood, 2012:430). By encouraging and overseeing school development, transformational leadership significantly influences its followers, either directly or indirectly. According to empirical data a number of studies have been carried out in Ethiopia to look at how transformational leadership is

implemented in government schools. The impact of principals' transformational leadership on the efficiency of schools was examined by Berhanu (2016).The extent to which the elements of transformational leadership practices in secondary schools were the focus of this study. This is due to the researcher's conviction that positive school climate and student achievements are present in settings where there is a good school leader. Another study on Transformational leadership and its Applications in the public service organizations of Ethiopia studied by MelesseAsfaw(2014), it was to assess the components of transformational leadership that leaders of public service organizations are missing in Ethiopian case. He suggested that all these require transformational leadership approach to be implemented. Similarly, the influence of leadership style on teachers' job satisfaction in private primary schools of Addis Ababa City Administration studied by Tomas Tadesse(2015).The practice of transformational leadership results in teachers‟ job satisfaction in the study area with excellent developments of school's strategic vision with strong inspirational motivation skill. Benefits pay and promotions earned from the success of school goals brought about high teachers‟ job satisfaction. Moreover, based on his findings, results and the interviews made indicated that transformational leadership dimensions like inspirational motivation, intellectual stimulation and individualized consideration promotes teachers‟ job satisfaction.

Therefore, the researcher thought that implementing transformational leadership (practicing the components of transformational leadership such as idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation) in the school was important to develop self-confidence and commitment on the part of the school leaders and teachers to support the students' achievement, school improvement, school community participation, and school community relations.

In order to fill the leadership gap mentioned above and find effective leaders, it is necessary to look into how transformational leadership is defined and practiced in Addis Ababa government primary schools in Lideta sub city. Therefore, the focus of this study is on the application of transformational leadership in government primary schools of Lideta sub city.

1.3. Basic research questions

1. How do principals in selected government primary schools understand transformational leadership?

2. To what extent do principals implement transformational leadership in selected government primary schools?
3. What is teachers' perceptions regarding their principals' transformational leadership in selected government primary schools?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of the study is to assess the practice of transformational leadership practice in selected primary governmental school in Lideta Sub-city, Addis Ababa.

1.4.2. Specific Objective

2. Investigating the principals understanding of transformational leadership in selected primary government school in Lideta Sub-city, Addis Ababa.
3. Identifying to what extent principals implement transformational leadership in selected primary governmental school in Lideta Sub-city, Addis Ababa.
4. Evaluating teacher's perceptions regarding their principals' transformational leadership in selected primary governmental school in Lideta Sub-city, Addis Ababa.

1.5. Significance of the Study

The following are some of the reasons why this research is important: it will offer details that could be used to comprehend how school principals in Lideta sub city Addis Ababa currently practice transformational leadership. It will assist the researcher in developing her knowledge and analytical abilities and in making a significant contribution to the academic community. Additionally, it will fill a knowledge gap in the area of transformational leadership in Addis Ababa's primary schools, more specifically in the Lideta sub city. Finally, it will offer potential strategies to make school principals' transformational leadership practices more effective.

Only government primary schools in Addis Ababa's Lideta Sub city are included in this study. The study's context will only include government primary schools. Only principals with two years or more of experience as a principal were allowed to participate in the study. Additionally, this study focuses on the transformational school leadership (TL) constructs that Bass and Riggio (2006: 5-8) operationalized. The four dimensions of model for transformational school leadership.

1.6. Delimitation of the study

This study was delimited to the selected government primary school teachers and their principals in Lideta sub city of Addis Ababa. The samples included only teachers and principals with at least two years' experience in their present school. The sample excluded participants who withdrew from participating or who did not complete a greater portion of their questions. Additionally, this study focused on the transformational school leadership (TL) constructs that Bass and Riggio (2006: 5-8) operationalized,the four dimensions of model for transformational school leadership (i.e., idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation).

1.7. Limitations of the Study

The researcher's main challenge was that emerged during the data collection process was the refusal of some teachers and a few principals of some schools to complete the questionnaire for different reasons, such as a lack of time or concern over the questionnaire's sensitive nature. Some teachers declined to participate in the study, and others used scheduling appointments as a delay tactic. The situation required the researcher to spend more time collecting data than was originally planned.

These issues were some of the constraints encountered in carrying out the research. Though, the researcher patiently overcame all of these issues and set up a convenient time by rescheduling meetings and location in order to collect enough reliable responses.

1.8. Definitions of Key Terms

Transformational Leadership: is leadership behavior that centers on the development of followers by raising their individual needs to a higher level and seeking to meet those higher needs. In this study, transformational leadership dimensions include the four constructs of Idealized Influence, Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration (Bass &Riggio, 2006).

School Principal: School Leaders: In this study school leaders are supervisors and principals who served for more than two years.

Sub city: In this study the sub city is Lideta.

Primary School: is the first stage of formal education, coming after preschool/kindergarten and before secondary school, schools that give education in eight years duration (Grade 1-8).

1.9. Organization of the Study

This research paper was organized into five chapters. The first chapter deals with introduction including background of the study, statements of the problem, objectives of the study, significance, scope of the study and delimitation of the study, limitation, operational definition and organization of the study. Review of the related literature is treated in the second chapter. Third chapter focuses on the research design and methodology. Chapter four deals about presentation and analysis of the data whereas, chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

LITRATURE REVIEW

This chapter reviews the body of knowledge on the theory of transformational leadership. Additionally, the practice of transformational leadership in schools is extensively covered, along with the concept and historical perspectives of transformational leadership.

2.1. The Concept of Transformational Leadership

Burns (1978) made the concept of transformational leadership as a depiction of political pioneers who change the values of their devotees, but Bass (1985, 1990) afterward extended the scope to incorporate leadership inside organizational settings. Since at that point, transformational leadership has ended up one of the foremost widely-studied leadership styles due to its accentuation on changing working environment standards and persuading representatives to perform past them possess desires (Yukl, 1989).

The emergence of leadership coincides with the emergence of social life. Some people associate with one another, begin to socialize, and begin to influence one another. Transformational leadership is achieved when leaders and followers motivate one another to act morally and with greater motivation. These leaders and their managers have more favorable working relationships. They are more valuable and helpful to the organization than transactional leaders. Transformative leadership is more concerned with change than transactional leadership, which is defined as exchanging one thing for another.(Bass &Riggio, 2006)

Transformational leaders encourage their workforce to go above and beyond what is required by their employment contracts by focusing on the higher level needs of their workforce. These leaders act as mentors and advisors, putting equal emphasis on their own personal development and the needs of the workforce.They provide challenge, a sense of purpose, broader perspectives, respect, and trust for their staff members while serving as role models. They encourage a climate of trust among employees and motivate them to put the needs of the business before their own (Khorshid&Pashazadeh, 2014, p. 7).

Transformational leaders search for fresh perspectives and ideas to help the organization forge a new path toward expansion and prosperity.They mobilize the organization's members to make fundamental changes in the foundation and basis of the organization by encouraging commitment, passion, and loyalty among managers and staff in order to be ready and to acquire the necessary capabilities for moving in new directions and reaching higher ideal performance peaks (Mirkamali et al., 2014, p. 23).

The transformational leader constantly looks for potential motivations in their followers in order to transform their individual interests into group interests. According to Bass and Avolio, transformational leadership offers organizational development patterns through a dependable equal power leadership. It is a conscious, moral, and spiritual process. The goals of the organization are encouraged to be accepted, and employees are encouraged to work toward them by means of a variety of forms of support (Mortazavi and Nikkar, 2014, p105). They also provide a model that is consistent with the organization's future prospects and future prospects explanation.

For modern leadership theory study and application, the transformational leadership paradigm has quickly taken over. Inspiring followers to "commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers and developing followers' leadership capacity of coaching, mentoring and provision of both challenge and support" (Bass &Riggo, 2006), transformational leadership places a greater emphasis on change. It has long been acknowledged by historians that leadership is more than just a simple social interaction between a leader and their followers. Bass and Riggo's (2006) assertion that "leadership must also address the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort at hand" lends credence to this idea.

Transformational leaders encourage and influence team members to grow a sense of trust and confidence in the organization, claim Kallapadee, Tesaputa, and Somprach (2017). Principals must hone their transformational leadership abilities in order to boost staff morale, motivate employees, and enhance employee satisfaction while keeping the school's overarching goals in mind (Yang, 2014).

Transformational leadership and follower emotional intelligence are linked; claim Aguas, Zapata, and Arellano (2017). According to Bass (2002), transformational leadership places an emphasis on the expansion and development of an organization's followers as well as its objectives.

The following are certain characteristics of transformational leaders (Steven & Corey, 2007, p.10) and (Eskandari, 2014, p. 126).

1. Under this style of leadership, people have the same influence over peers and superiors as they do over subordinates.
2. The foundation of transformational leadership is found in the leader's values and personal convictions. However, there is no exchange of goods between superiors and subordinates during this process.
3. These leaders are motivated by their core moral principles, which include justice, fairness, honesty, and honor. Burns thought of these principles as the highest principles. Ultimate values are such that one cannot exchange or bargain over them.
4. Transformational leaders arrange changes in goals and personal beliefs of followers in line with organizational goals and more importantly, they do so by delivering ultimate values as personal standards.
5. Inspiration for transformational leadership comes from the heart and mind and is demonstrated.
6. Transformational leadership connects a perspective with a sense of purpose and passion. The ability to communicate with others through feelings that go beyond the mind is a trait of transformational leaders.
7. Transformational leadership uses the individual attention of the staff to build commitment and trust. It is about compassionate employees, what they desire, and how you can assist them.
8. Developing great power through the mind is referred to as transformational leadership. The mind develops a curiosity, opens up to new concepts, and continues to learn.

As a result, transformational leadership places more emphasis on the emotional and charismatic foundations of leadership. Transformative leadership, according to Northouse (2010: 187–191), is a process in which one person interacts with another and forges a connection that increases inspiration and goodness in both the leader and the follower.

2.2. Historical Perspective

The definition of leadership has evolved significantly over the past few decades. The original idea that was connected to the idea of a great man has lost favor, and the most recent approaches place a strong emphasis on the transformational aspect of the leader (Brownell, 2010). The field of management theory has recently welcomed transformational leadership theory. In actuality, most of this literature was written within the four decades. However, the fundamental concepts of transformational leadership are not necessarily brand-new. The writings of earlier management theorists contain many of these constructs. In his descriptive study on political leaders, James MacGregor Burns (1978) first introduced the idea of transformational leadership. Burns defines transformational leadership as a process in which "leaders and followers help each other advance to a higher level of understanding and performance." morale and motivation levels Burns conducted research on how management and leadership differ. He discovered that the variations were in traits and actions. He created the terms "transformational leadership" and "transactional leadership," respectively. Burns claims that the transformational approach restructures how people and the organization view themselves and their values. A give-and-take relationship is the foundation of a transactional approach.

Burns' (1978) research was expanded upon by another researcher, Bernard M. Bass (1985), providing an explanation of the psychological principles underlying transformational and transactional leadership. The extent to which a leader transforms is determined by the influence additionally (Bass, 1985). This indicates that a leader uses his or her position to inspire others and encourage them to create fresh concepts to oppose the status quo. Change-making leaders are inspirational.

According to the literature, transformational leadership can have a good effect on organizational results and employee satisfaction.

However, transformational leadership runs the risk of becoming nothing more than the newest for boosting organizational performance if its historical foundations are not understood. One must follow the historical progression of the transformational factors in order to fully comprehend and value the paradigm.

Although it has been argued that the concept of transformational leadership is nothing new (Humphreys and Einstein, 2003), Currie and Lockett (2007) contend that the reason for the continued interest in this concept is likely due to ongoing problems with leadership in general.

This dimension is reflected in a collaborative and relationship mindset that fosters open communication, forms and supports the team effort, and offers the resources required to fully realize a shared vision (Brownell, 2010; Humphreys & Einstein 2003; Stone et al., 2004). According to Semuel et al. (2017) and Yukl (2013), leadership has a significant impact on an organization's goals, visions, strategy, social environment, and employee motivation. Especially, transformational leaders inspire courage and pride in their followers by establishing a shared vision, sacrificing their personal interests for the good of the group, and setting an example for others to follow (Humphreys & Einstein, 2003). By exhibiting strong confidence, high ethical standards, and a strong willingness, inspirational motivation enables transformational managers to create an alluring mission (Kark, Shamir, & Chen, 2003).

Elenkov (2002) found a link between transformational leadership and improved organizational performance. With the aid of transformational leadership traits, leaders encouraged their followers to perform better than anticipated (Humphreys & Einstein, 2003). Additionally, it increased subordinates' desire and motivation and produced noticeable changes in organizational-wide, team-level, and individual-level performance (Simola et al., 2012).

Bass (1998) found proof that transformational leadership was especially effective and had the potential to inspire followers to go beyond what they had been led to expect. He thinks that transformational leaders accomplished more than just establishing agreements and exchanges. Bass contends that in order to increase followers' levels of commitment, leaders must act in particular ways.

According to Bass' (1998) theory, transformational leaders encourage their team members to reach their potential despite difficulties and obstacles by providing a safety net for them. These leaders instill in their followers the belief that every obstacle presents an opportunity for growth and that teamwork is the key to overcoming any new difficulties (Humphreys & Einstein, 2003).

Transformational leaders respect their followers as knowledgeable individuals with the capacity to contribute to organizational problem solving (Kark& Shamir, 2002).

According to earlier research (Rothfelder, 2012), employees under the direction of transformational leaders report higher levels of overall job satisfaction than workers under the direction of transactional or laissez-faire leaders (Avolio and Bass, 2004; Currie & Lockett, 2007; Humphreys & Einstein, 2003; Erkutlu, 2008).

Prior research has found a positive relationship between the elements of transformational leadership (idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation) and employee job satisfaction (Rothfelder et al., 2012; Bass and Avolio, 2004; Currie & Lockett, 2007; Erkutlu, 2008; Humphreys & Einstein, 2003). In actuality, this meant that transformational leaders clearly communicated their vision, set an example for others to follow, inspired and motivated followers, gave followers' work meaning, acted in a way that inspired followers to put their trust in them, provided support and understanding, and treated followers as unique individuals with unique needs, abilities, and aspirations.

The current study made the assumption that transformational leadership improves organizational performance. It is consistent with earlier research that found a positive and significant relationship between transformational leadership and organizational performance (Elenkon, 2002; Humphreys & Einstein, 2003; Garcia-Morales et al., 2011; Akbari et al., 2013). Results showed that the relationship between transformational leadership and organizational citizenship behavior is significantly and favorably mediated by psychological empowerment.

2.3. Transformational Leadership Dimensions

In times of adversity and change, transformational leadership emerges and focuses on social values (Bass, 1985).

This style of leadership is a crucial precondition for the development of the collective strength or confidence needed by groups to overcome difficult challenges (Bass et al., 2003). According to Sosik et al. (2002), proactive leaders assist followers in achieving unexpected goals. In addition, Antonakis et al. (2003), transformational leaders help followers look beyond their immediate self-interest. A specific set of behaviors are used by transformational leaders.

They are role models for honesty and fairness, set specific objectives with high standards, show support and appreciation, pique people's passions, and inspire them to look beyond their own interests in order to achieve the seemingly impossible (Pierce &Newstorm, 2008; Bass, 1985).

The transformational leadership theory, according to Northouse (2016), "involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them" (p. 61). In addition, Kinicki and Kreitner (2008) and Noorshahi& Yamani DoziSarkhabi (2008), transformational leaders can bring about significant organizational change and act as change agents, promote higher levels of intrinsic motivation, and loyalty among followers, present a new vision for the future, and inspire commitment to this vision among followers.

Additionally, the "four I's" (i.e., idealized influence, individual consideration, intellectual stimulation, and inspirational motivation) as the fundamental dimensions of transformational leadership. Each of these four elements contributes to the leadership style and aids in improving and increasing the productivity of the followers. These elements work together to support transformational leaders in drastically altering the path of their followers (Bass &Riggio, 2006).

1. Idealized Influence:The followers look up to the transformational leader as a role model who makes it easier for them to accept group objectives and pushes them to raise their own. The extent to which leaders exhibit charismatic behaviors that encourage followers to identify with them. For the benefit of the group, the followers put aside their own interests and form a shared sense of purpose and mission. In addition to that, leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking" (Jung et al., 2008).
2. Individualized Consideration: A transformational leader offers their followers sound counsel that is personalized for each follower.

3. It refers also how well leaders respond to followers' needs, serve as mentors or coaches to help them grow and achieve self-actualization, and pay attention to followers' worries. The leaders are aware of distinct concerns and interactions with followers are encouraged (Bass, 1998; Stewart, 2006).
4. Intellectual Stimulation: When faced with difficult challenges, the followers can find new approaches thanks to the leader's behavior. The degree to which leaders pose provocative questions, take calculated risks, and elicit feedback from followers. Here, transformational leaders challenge the status quo, make intellectual appeals to their followers, encourage them to think critically about their presumptions, and call for original and creative problem-solving. They actively seek out fresh perspectives and innovative approaches. They never publicly correct or criticize others and instead encourage others to be creative (Stewart, 2006).
5. Inspirational Motivation: states to the process by which transformational leaders inspire their followers by presenting a strong future vision. The leader sets high standards for followers, motivating them to show commitment and take ownership of the group's shared vision."Inspirational motivation targets at the principle of organizational existence, instead of personality of the leader" (Bass &Avolio, 2004).

According to Savovic (2017) and Wood (2019), one of the most crucial tasks of transformational leadership entails raising followers' motivation and value participation. It also involves raising followers' awareness of current issues and offering support, encouragement, and learning opportunities.

This necessitates that leaders concentrate on enhancing the followers' capacity to come up with original solutions to issues, giving them a vision for the future that motivates and supports them as they navigate the challenges of change, ultimately strengthening their commitment to effective task completion. In order to ensure that their followers' attitudes and core values are in line with the organizational vision, transformational leaders ultimately inspire changes in those traits.

Burns claims that transformational leadership is evident when leaders and followers push one another to higher moral and motivational standards. Transformational leaders have the ability to

move their followers to alter their expectations, viewpoints, and motivations in order to collaborate on shared objectives.

The ability to articulate and define an organization's vision is a requirement for transformational leaders, and followers must respect the authority of their superiors as charismatic transformational leaders who are instrumental in the achievement of the organization's objectives. Additionally, transformational leaders must be able to strike a balance between their own long-term goals and those of their staff members, giving the latter more weight than the former's immediate needs. Additionally, transformational leaders must have the ability to persuade their staff to perform tasks against their personal interests in order to advance the organization (Gunawan, 2020).

2.4. Transformational Leadership in Schools

Education researchers advocated a transformational leadership model as a means of implementing the fundamental reforms required for school restructuring.

In order to enhance organizational performance, transformational leadership focuses on problem identification, problem solving, and collaboration with stakeholders (Hallinger, 1992). A study by Marks and Printy from 2003 looked at how teachers and principals could actively collaborate on instructional issues to improve teaching effectiveness and student performance. The transformational and instructional models of leadership served as the foundation for their analysis. According to their research, instructional leadership requires transformational leadership, but it is insufficient on its own.

When transformational and shared instructional leadership coexist in an integrated leadership style, it has a significant impact on how well a school performs as measured by the effectiveness of its pedagogy.

Additionally, according to Sergiovanni (2007), a transformational leader engages in purposeful behavior, offers a clear and concise goal focus that unites the organization, and fosters commitment. There is more motivation and dedication to school goals when a principal demonstrates that he or she understands the need to empower teachers (Leithwood&Jantzi, 2005; Marks &Printy, 2003; Sergiovanni, 2007; Allen, N., Grigsby, & Peters, M. L., 2015).

Finnigan and Stewart's (2009) findings support the notion that transformational leadership is the most effective type of leadership by showing that these behaviors are most frequently present in high performing schools.

A study by Moolenaar, Daly, and Sleegers found a positive correlation between transformational leadership and the climate of innovation in schools. Additionally, they discovered that teachers were more willing to invest in change and the development of new knowledge and practices the more frequently principals were asked for both personal and professional advice and the closer they were to their teachers.

Numerous studies on transformational leadership have shown beneficial relationships between different organizational conditions in schools and among teachers. According to studies (Geijsel et al., 2003; Leithwood&Jantzi, 2005; Leithwood, Steinbach, &Jantzi, 2002, as cited by Moolenaar, Dlay, &Sleegers), teachers' behaviors, emotions, and job satisfaction have improved; innovations have been successfully implemented; they have a greater sense of control over their classrooms; and they are more motivated to implement accountability policies.

Although there is little research on transformational leadership's potential downsides as a preferred leadership style in schools, there is evidence of its impact on student achievement. Student achievement is indirectly, but positively, correlated to teachers' commitment to school visions when leaders take the initiative to set direction, provide support, and develop staff. Leaders are urged to do this while also empowering psychologically teachers who feel their contributions are valued (Anderson, 2017).

According to Rose & Gray (2006), administrators who exhibit these key traits of transformational leadership are thought to improve student achievement and teacher satisfaction.

Based on the aforementioned literature, it is clear that transformational leadership, out of all the many leadership philosophies, is most suited to improve educational outcomes. This claim is supported by the fact that transformational leadership focuses on encouraging followers to adopt commitments to the success of their schools by positively influencing their behavior (Hallinger, 2003:339). Teachers go from being followers to leaders in the school when a principal uses transformational leadership.

Principals place value on transformative leadership (Balyer&zcan, 2012). For school administrators who can pave the way for their school's development, transformational leadership is necessary (Yang, 2014). Teachers who work for principals who employ the transformational leadership style are frequently satisfied and motivated to complete their assignments, claims (Layton 2003).

In addition, academics have found that transformational leadership aids in enhancing and maintaining school performance, encouraging teacher creativity, and igniting instructional innovation in classrooms (Leithwood&Jantzi, 2005; Yang, 2014). Thus, increasingly crucial to followers' job satisfaction is transformational leadership, which also promotes independence and challenging work (Bass, 2010; Bass &Riggio, 2006).

In order to inspire change in schools, principals who use transformational leadership models emphasize bottom-up strategies (Hallinger, 2003). To accomplish the objectives of their schools, principals now require active participation from their staff members.

Therefore, it takes a transformational principal to drive school development. It can assist the school in effectively resolving issues and achieving varying degrees of improvement at various stages. So the principal's responsibility is to improve transformational leadership.

2.5. Conceptual Frame work

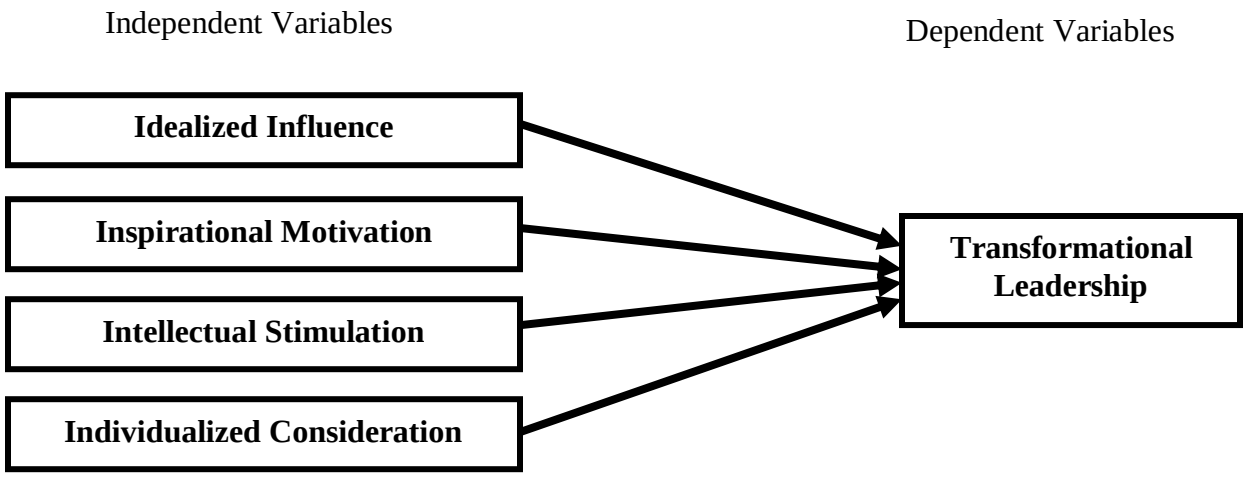


Figure 1: Conceptual Frame Work

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The study's research technique is described in this chapter. Research methodology, as described by Kothari (2004:8), is the overarching principle that directs one's research practice (Dawson, 2002:14). It is a technique that shows how a research is done methodically. It comprises the methods, equipment, and steps that must be performed to carry out the research. So, based on the aforementioned conceptualization, this chapter covers the study methodology, which includes the research approach and design, the research instruments, and the kinds of data collection methodologies the researcher has employed.

3.1 Research approach

Kumar (2016), states that a research approach is a plan and procedure that consists of broad steps towards data collection, analysis, and interpretation. According to Grover (2015), the three main research approaches are quantitative, qualitative and mixed methods. Tewksbury (2009), describes the qualitative approach as one that seeks to provide in depth, detailed information and quantitative research is an approach that is commonly implemented by a researcher to test objective concepts, by analyzing numerical data that can be converted to practical statistics (Creswell, 2017).

This study used a mixed methodological research technique. Mixed methods research approach, according to Creswell, entails more than just gathering qualitative and quantitative data; it also suggests that the data are integrated, related, or mixed at some point during the research process. They also show that the rationale behind mixing is that neither qualitative nor quantitative approaches are adequate in and of themselves to fully capture the patterns and specifics of the situation. When combined, qualitative and quantitative data provide a more thorough analysis and support one another.

When using such techniques, the data can be combined one or more times at any point during the study process. Additionally, this paradigm permits the simultaneous or sequential gathering of two different types of data during the data collection process (Creswell, 2009: 203).

Mixed methods research provides some benefits over single method research, but it also has drawbacks. The difficulties that researchers have when using a mixed strategy, according to Creswell (2009: 205) and Bryman (2008:624), include an immense amount of data collecting and time-consuming text and quantitative data analysis.

The goal of using a mixed method approach is to provide opportunities for a wider and more comprehensive viewpoint and to fully utilize the benefits of both quantitative and qualitative methods by filling in the gaps left by their shortcomings. Additionally, a mixed method approach is superior to a single method approach because it allows for powerful deduction, expands the chances for gathering and integrating various types of data, and allows the researcher to address research problems that other techniques are unable to address. Additionally, the mixed method approach offers a chance to fully comprehend the issue (Creswell, 2006: 5).

In order to answer the research questions and combine the data using a mixed-methods approach, the primary objective of this study is to capitalize on the advantages of both quantitative and qualitative methodologies. While an open-ended question in interviews was the source of qualitative data, the questionnaire was used to gather the quantitative data.

The quantitative findings from the self-designed questionnaires, which were based on the dimensions of transformational leadership categorized by Bass and Riggio (2006: 5-8), were then contrasted with the qualitative information acquired from the interview sessions. After transcribing the field notes, the quantitative survey results, along with the qualitative information from the interview had been examined for trends and common themes.

The development of the self-reported measures (questionnaires) aimed to capture the characteristics of a transformative leadership style in schools. Based on the four dimensions of transformational leadership (idealized influence, individual consideration, intellectual stimulation, and inspirational motivation), data from the questionnaire were examined to determine the manifestation of transformational leadership dimensions. Transcripts of the interviews were also examined for recurring themes of behaviors, actions, and practices pertinent to transformational leadership.

3.2 Research design

The research design is intended to provide an appropriate framework for a study. A very significant decision in research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained; however, the research design process involves many interrelated decisions. (John Wiley & Sons Inc; 2000 and Durrheim 2004:29)

The principals of government primary schools within Lideta sub city were examined for their transformational leadership in this study using a concurrent mixed method research design. The researchers must collect both qualitative and quantitative data concurrently, compare, and integrate the two databases in order for the research to be classified as concurrent triangulation design to ascertain if there is convergence, differences, or any combination (Creswell, 2009:213).

Concurrent mixed method research design, according to Fraenkel and Wallen (2005: 443), enables the researcher to gather both quantitative and qualitative data at the same time, compare the findings, and use the findings to determine whether they are mutually validating. To ascertain any potential convergence, the two databases are compared. Additionally, it has the benefit of enabling findings that are well-validated and supported in addition to shorter data collection duration (Creswell, 2011:213).

By utilizing many techniques of data collecting, the mixed research design, according to Creswell (2009:213), creates a larger perspective on knowledge and information. The concurrent layered strategy mixed method model offers both many advantages and disadvantages. The simultaneous collection of qualitative and quantitative data, the ability to obtain information from a variety of data sources or study levels, the ability to shorten the time required for data collection, and the ability to balance the strengths and weaknesses of two methods are just a few of its advantages.

However, some of its limitations include the need for the data to be interpreted in a way that can be integrated during the analysis phase, the difficulty of comparing the results obtained by different methods, the risk of producing contradictory results, and the potential harm to the research interest (Creswell, 2009:214).

In order to validate the research aims, the current study combines questionnaire and interview. Interviews give participants the chance to easily communicate their experiences, values, and beliefs regarding the topic of the inquiry. The questionnaire aids in analyzing a number of transformational school leadership traits. Open-ended questions also provide responders the chance to elaborate from their own perspective.

As a result, both quantitative and qualitative data have been given equal weight in this study, and their integration has been emphasized. The quantitative information was used to assess leadership behaviors in relation to transformational leadership dimensions.

Concurrent mixed method research design is the subject of the mixed method design employed in this study, which was carried out at the point of interpreting and correlating the results. In order to analyze the transformational leadership role of the principal in government primary schools within Lideta sub city. The study especially aimed to use the concurrent mixed method research design.

3.3. Sources of Data

The primary and secondary source of data were used for this study

3.3.1. Primary sources of data

The primary data was gathered from school leaders (principals and supervisors) and teachers.

3.3.2. Secondary sources of data

Secondary data were obtained from relevant document related tothe study such as various types of plans, records of meeting, organizational charts, statistics, procedure manuals and training manual, and reports.

3.4 Sampling Techniques

An attempt is made to make the selection representative in terms of total number of primary schools and presence of principals meeting the experience requirement. About 21 Schools selected.

Thus, 21 principals in total and also 20 supervisors were selected using census sampling method since they are few in number the principal's role has been assessed through collecting and analyzing quantitative data using a questionnaire, and qualitative data that have been collected through open-ended interviews.

Simple random sampling techniques have been used to select teachers from the schools. Once the sample size is determined, an attempt was made to select the teachers who worked with the current principal at least two or more years using simple random sampling techniques.

Simple random sampling techniques have been used to select teachers from the schools. Once the sample size is determined, an attempt was made to select the teachers who worked with the current principal at least two or more years using simple random sampling techniques.

The sample size is determined by Yamane Taro formula (1967) used to estimate it. The equation is $N=N/1+N\alpha^2$, Where

n=sample size

N=Total Population

α=the confidence Level of 5% =accepted level of error taking alpha as 0.05.

N= 1026 which is the sample, and significant level of 5 %(α)=0.05

$$N=\frac{n}{1+n(e^2)}$$

$$N=\frac{1026}{1+1026(0.05^2)}$$

$$N=\frac{1026}{3.565} = 288$$

As the information from the sequence of the organization shows the total population is about 288 employees and from those sample sizes are determined in the following table to take sample randomly from each department by using (Gebeyaw, 2019) journal of investment and management review literature of Sample size determination.

$$\text{Sample size} = \text{Noofrespondents} * \left(\frac{\text{samplesize}}{\text{Totalpopulation}}\right).$$

Table 1: Sample Size Determination

No	Department	No of employees	Sample size
1	Language	75	73
2	Mathematics	61	59
3	Science	85	82
4	Social	67	65
	Total	288	280

3.5 Instruments of Data Collection

In this study, both quantitative and qualitative (mixed) data collection tools and methodologies are used to examine the practice of primary school principals' transformational leadership with in Lideta sub city. Questionnaires,interviewsand document analysis were used as data collection methods.

3.5.1 Questionnaire

As a result, principal and teachers received two sets of research questionnaires, which included s closed-ended questions. Closed-ended questionnaires were used to provide participants with the chance to express their thoughts, feelings,perception and problems related tothe practices of transformational leadership in the schools. Therefore, in order to determine the respondent's feelings and opinions, the question was prepared using five Likert scales, ranging from strongly disagree to strongly agree, and ranking order. This made it easier to compile broad data about transformational leadership implementation in primary schools.

The purpose of the questionnaire's first section was to gather data on respondents' demographic attributes.The second part of the questionnaire categorized in to two, the first one prepared for principals and the second one belongs to teachers. The questionnaire for teachers consists of 13 items under idealized influence, 17 items under individualized consideration, 6 items under intellectual stimulation and 4 items under inspirational motivation and it thought to elicit the teacher’s perceptions on the practice ofprincipals transformational leadership. On the other hand, questionnaire for principals consists of 21 items, 22 items, 12 items and 4 items under idealizedinfluence,individualized consideration,inspirational motivation and intellectual stimulation respectively and it thought to obtain the principalsunderstanding on the practice of

transformational leadership.The respondents were requested to select responses from five Likertscales (from strongly disagree to strongly agree). The third part consists of 10 items focused on the overall practice of transformational leadership and presented for both principals and teachers. The respondents were requested to select responses from five Likert scales.

3.5.2. Interview

Interviews were employed to gather primary data regarding the practices of transformational leadership in primary schools that facilitates the extraction of more in-depth data. The interview was semi-structured and focused on ideas that were similar to the information included in the survey. This is so that interviews can be used with any kind of population and provides an opportunity for question explanations. When conducted properly, interviews can yield detailed information that is not achievable with a questionnaire and allow for cross-referencing of the questionnaire's results. Interviews with 9 supervisors were done with this in mind.In a personal or face-to-face interview, all respondents are asked similar questions in the same order using a standard structured questionnaire as per the scheduled interview. Each interview taken 45minutes to 1 hour, during the interview, the researcher observed and analyzed the interviewee's body language while taking notes. In addition, the interview data collected through audio record by using mobile phone. Each interview was manually transcribed; it was then coded, analyzed, interpreted and verified. The process of transcribing the interviews can help the researcher to gain more understanding of the subject from repeatedly listening to and reading the transcribed interviews.

3.5.3. Document Analysis

Information was gathered from documents including training manuals, annual budgets, annual plans, and reports from the school. In this case, the quantity of practical tasks that were recorded and the documents were compared to see if they matched.

3.6. Data Collection Procedures

Three methods were used by the researcher to gather study-related data. First, in order to obtain sufficient knowledge on the subject, pertinent literature was reviewed. A second fundamental research question was developed, which aids in indicating the study's direction. Finally, the

required questions were established and data collection instruments were created. Along with receiving feedback from the respondents, the questionnaires were finalized, reworded, and sent to the respondents. After that, information gathered from the respondents was presented, examined, and interpreted. Ultimately, the results, analysis, and suggestion were presented.

3.7. Methods of Data Analysis

Data analysis is a process of inspecting, cleaning, transforming and modeling data to underline essential information, suggesting conclusions, and supporting decision making (Ader, 2008). It is the process that follows after data collection.

Moreover, data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it (Saunders et al. 2009). The analysis is the process of simplification and interpretation of data. For this study, the quantitative data analyzed through descriptive & inferential statistics such as frequencies, means, standard deviation and percentages. Inferential statistics such as correlation and regression employed to analyze the collected data and interpret the result through Statistical Package for Social Sciences (SPSS) version 25. Correlation and regression is a quantitative analysis method to analyze the extent and nature of the relationship between different variables and used to understand and test the nature of the relationship between two or more individual independent and dependent variables in the study.

3.8. Reliability and Validity of Instruments

Reliability and validity are two of the most vital factors that may be potentially considered in the process of evaluating or formulating a specific instrument (Ihantola&Kihn, 2011). Reliability is the extent to which a particular instrument is capable of measuring a set topic or reference phenomenon through population groups and time in a consistent manner (Drost, 2011). Reliability is "concerned with the consistency of measures".

Thus, the level of an instrument’s reliability is dependent on its ability to produce the same score when used repeatedly. In this study, as mentioned above, the instrument was taken from previous scholars, so it was pre-tested for reliability.

The study also tested reliability of the data using Cronbach's alpha test. The reliability of the questionnaire is shown in the table below, which was above the acceptable level (0.7).

Table 3.1Cronbach's Alpha value of Variables in the study (Reliability).

Variables	Cronbach's Alpha
Idealized Influence	.825
Individualized Consideration	.777
Intellectual Stimulation	.801
Inspirational Motivation	.798

While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid. Validity, on the other hand, refers to whether an instrument actually measures what it is supposed to measure, given the context in which it is applied (Babbie and Mouton, 1998). For this study, the instruments were the most frequently used measures, which were developed by prominent scholars, though they were assumed to be valid.

3.9. Ethical Consideration

The level of attention on ethical conduct (the actions that are personal, professional, and during research activity) has both increased and broadened in response to society's expectation of greater accountability (Zegwaard, Campbell, &Pretti, 2017).According to (Denzin& Lincoln, 2011)participants must be fully informed of what will be asked of them, how the data will be used, and what (if any) consequences there could be.

Thus, every significant ethical factor was given attention while conducting this study. A formal letter from the Addis Ababa University Departments of Educational Planning and Management was received before the study's actual work could begin. After that, the letter and researcher application letter were delivered to Lideta sub city education offices. When the researcher visited the schools, the same process was used. In order to collect data from research subjects who are willing to participate, it is necessary to keep their identity and place of employment private.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the analysis and interpretation of the data collected through the questionnaire. For clarity's sake, first the result of the descriptive analysis was presented, followed by the inferential analysis. In descriptive statistics, data was analyzed using frequency, percentage, mean, and standard deviation. Furthermore, correlation and regression analyses were run. Finally, the result obtained from the analysis is compared with empirical studies to confirm if they are consistent**.**

4.1 Characteristics of the respondents

To achieve the research objective, 288 questioner were distributed to the teachers 280 were completed and collected with full information successfully, which shows a response rate of 85.75% and from 21 questioner distributed for the principals 18 were returned with a complete information representing 85.7% response rate and finally 9 supervisors were interviewed from the total of 20. Below is the profile of the academic staffs of the selected school that participated in this study, summarized in the form of frequencies and percentages.

Table 4.1 Background of respondents

		Teachers		Principals		Supervisors	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Sex	Male	143	51.1	12	66.7	7	77.7
	Female	137	49	6	33.3	2	22.3
	Total	280	100	18	100	9	100
Age	21– 30	82	29.3	-	-	-	-
	31 – 40	110	39.3	-	-	-	-
	36 – 55	-	-	18	100	9	100
	41 – 50	59	21.1	-	-	-	-
	Above 51	29	10.4	-	-	-	-
	Total	280	100	18	100	9	100
Educational Background	Certificate	6	2.1	-	-	-	-
	Dipolma	129	46.1	-	-	-	-
	BA/BED	145	51.8	6	33.3	3	33.3
	Masters and above	-	-	12	66.7	6	66.7
	Total	280	100	18	100	9	100
Work Exprience	3 – 7 years	149	53.6	-	-	3	33.3
	7 – 10 years	114	40.7	6	33.3	-	-
	Above 10 years	17	6.1	12	66.7	6	66.7
	Total	280	100	18	100	9	100

As presented above in table 4.1 out of 280 teachers, 143 were males which makes 51%, whereas 137 were female which makes 49% of the teachers its also can be seen in the table the frequency of gender of the respondents of the principals and the supervisors of which from the total of 18 principal respondents 12 of them were males which makes up 66.6% and female principals were 6 in number and makes 33.4% of the total principals, regarding supervisors, 4 (66.6%) and 2 (33.3%) were males and females respectively. The table also illustrates the gender of the supervisors which is from the total of 20 respondents 7 of them were males which makes up 77.7% and 2 female supervisor making 22.2%.From the survey, out of 280 Teachers respondents, as shown in table 4.1.2, 29.3 percent represent the age range of 21–30, 39.3 percent fall within the age range of 31–40, and about 21.1 percent fall within the range of 41–50. The rest of the respondents were above 51 which represent a percentage of 10.4. As for the age of the principals and supervisors participated in the study, all were in the age range from 36 to 55.

The table above also shows the work experience of the respondent's where 53.6% of teachers are working experience from 3-6 years, 40.7% ranges from 7 to 10 years and 6.1% have a working experience above 10 years. As for the principals and supervisors 33.3% have a working experience that ranges from 7–10 years whereas the rest 66.7% have a working experience above 10 years. Thus 33.3% supervisors have 3-7years working experience while 66.6% of them have above 10 years.

Finally, as presented above in the table 2.1% of the teachers has a certificate while 46.1% are qualified with Diploma and the rest 51.8% holds their BA/BSc/BED. As for the principal indicated in the table 33.3% of them are qualified with BA/BSC/BED while 66.7% have MA/MBA/MS whereas 33.3% supervisors are second degree holder and the remaining 66.6% are qualified with first degree.

4.2 Descriptive statistics

The practice of Idealized Influence

Table 2.8.Descriptive statics of Idealized Influence

Teachers perceptions on the practice of Idealized Influence					
	N	Mean	Mean score	Std. Deviation	Std. Dev score
1. Inspire us with a vision of what we can achieve if we work together to change our practice and programs	280	4.2000		.80054	
2. Leading by 'doing' rather than just 'telling'	280	4.2000		.80054	
3. Prioritize the development of shared values, beliefs and attitudes regarding teaching and learning within the school	280	4.1036		.87579	
4. Distribute leadership broadly among employees and represent diverse perspectives in management	280	4.0714		.86046	
5. Provide staff with a process for developing school goals	280	3.6500		1.42896	
6. Gives you a sense of overall purpose	280	3.7714	**3.95**	1.46326	
7. Be respectful when dealing with students.	280	3.6000		1.09392	
8. It helps clarify the concrete implications of the school's vision in terms of its practical impact on programs and education.	280	3.6200		1.09392	**1.01**
9. Show energy and enthusiasm for your work	280	4.1036		.87579	
10. Communicate the vision of the school to staff and students	280	4.0714		.86046	
11. Facilitate the development of school norms that support change acceptance	280	3.6500		1.42896	
12. Helps understand the relationship between the school's vision and the work of the board and ministry	280	4.2000		.80054	
13. Be open and honest with employees and students	280	4.2000		.80054	

Principal's Response on the practice of Idealized Influence					
	N	Mean	Mean score	Std. Deviation	Std. Dev. score
1. I talked about my vision and values	18	3.7222		.82644	
2. Showed that I care about people	18	3.7222		.66911	
3. Treat people fairly	18	3.9444		.72536	
4. Behaved ethically	18	3.9444		1.16175	
5. Demonstrated a willingness to achieve a goal	18	3.9444		1.16175	
6. Give direction to people's efforts	18	3.9444		1.16175	
7. showed people how to make a difference	18	4.0000	**4.14**	.97014	
8. Clarify the mission of the school	18	4.0000		.00000	**0.6**
9. Agreed on important goals with the team	18	4.1667		.51450	
10. Tell people exactly what to do	18	4.1667		.51450	
11. Develop and clarify future goals	18	4.3333		.48507	
12. Individuals are assumed to know what is expected of them	18	4.3333		.68599	
13. Develop and communicate a vision for the school.	18	4.5556		.51131	
14. Share the vision of the school with the community.	18	4.5556		.51131	
15. Build trust by being trustworthy and honest	18	4.7778		.64676	

Table 4.2.1 shows that the perception level and response of teachers and principals on the implementation of idealized influence in the selected school.With a mean scale range from 4.51-5.00 strongly agree, 3.51-4.50 Agree, 2.51-3.50 moderately agree, 1.51-2.50 slightly agree and 1.00-1.50 Disagree. Hence the highest mean which is 4.2, teachers agreed that principals inspire them with a vision of achieving goals if we work together to change our practice and programs also they were in a strong agreement that their principalsleads by 'doing' rather than just 'telling' and helps to understand the relationship between the school's vision and the work of the board and ministry and they are open and honest with employees and students. The highest mean scored from the response obtained from the principals is 4.7778 which show a strong agreement among them that they work hard to build trust by being trustworthy and honest.

The overall mean score of and standard deviation of the teachers' perception indicates (overall mean =3.95, over all standard deviation=1.01) which shows their agreement on the implementation of Idealized influence in the school. Whereas the principals' response indicates (over all mean =4.14, over all standard deviation = 0.69) also shows Idealized influence is being practiced by the principals. The overall standard deviations associated with the teachers and principals are somewhat similar, ranging from 0.67-0.80. This indicates low variation in the perceptions of respondents. From the interview conducted most respondents replied in agreement that Principal discusses with teachers and school community based on the school vision and fosters a collective vision most of them also respond in agreement that principals provide leadership direction and co-ordination within the school and able to communicate the school vision and goal clearly to other as well as listen and understand the need of their staff and student.This finding is in line with a study carried out by Alkhaja, Bader &Miniano, Carl Mark (2019) on The Practice of Transformational Leadership the finding showed a composite mean on Idealized confidence was 4.42. The item that had the highest weighted mean was on the factor, principal charismatic behaviour, which influences all teachers and creates a good environment for working. Interestingly, it was one of the two factors that had the lowest mean based on the perception of the principals. Sussex (2013) believes that leaders need to engage in meaningful face-to-face interactions with their employees to create a good work environment, since this helps employees feel that they are valuable to their leaders. Additionally, managers believe that their words and actions are always anchored on generally accepted values and beliefs, yet the rank file employees believe that they only "often" do so. This highlights the need for leaders to always ensure that their behaviour in handling employees' emotions and perceptions is based on generally accepted values and beliefs, as it can be of a positive influence on employees' commitment towards organizational change (Loo, Lee, & Low, 2017).

4.2.2 The Practice of Individualized Considerations of School Principals

Table4.9. The Practice of Individualized Considerations of School Principals

Teacher's responses on the practice of Individual consideration					
	N	Mean	Mean score	Std. Deviation	Std. Dev scor
1. encourage discussion of new ideas related to school leadership	280	2.5393		1.03274	
2. Ensure appropriate involvement in decision-making about programs and instruction	280	2.5821		1.19454	
3. Facilitate effective communication between staff	280	2.7000		1.04864	
4. Makes me think about what I am doing for my students	280	2.7143		1.39269	
5. Support effective committee structures for decision making	280	2.7288		1.45778	
6. Evaluate our practices and encourage improvements where necessary	280	2.7500	**2.99**	1.23349	
7. Employees can learn from each other	280	2.8179		1.33563	
8. Show favour to an individual or group	280	2.9357		1.36369	
9. Seek agreement from all staff on the priorities of school goals	280	2.9357		1.12776	**1.3**
10. Treat us professionally and show respect for our employees	280	2.9357		1.36369	
11. Make an effort to get to know your students (e.g. visit classrooms and evaluate students' efforts)	280	2.9786		1.14515	
12. A source of new ideas for my professional training	280	3.0000		1.41927	
13. Gives us a fair amount of autonomy in our own decisions	280	3.0857		1.14213	
14. Consider my opinion when taking actions that affect my work	280	3.1000		1.35889	
15. Helps me rethink basic assumptions about my work	280	3.3393		1.23388	
16. Encourage regular evaluation of progress towards school goals	280	3.3714		1.29705	
17. Have high expectations of students	280	3.4607		1.48054	

Principal's response on the practice of Individual consideration					
	N	Mean	Mean score	Std. Deviation	Std. Dev. score
1. Turn your followers into good leaders.	18	2.4444		1.61690	
2. People are assumed to understand why team work is important	18	3.1111		1.52966	
3. See if each person has ambitious goals	18	3.1111		1.52966	
4. Empower teachers to reach their leadership potential by strengthening commitment to a shared vision and purpose	18	3.1667		1.58114	
5. Provide targeted forums for employee feedback	18	3.1667		1.58114	
6. Facilitate professional dialogue on new ideas related to school effectiveness	18	3.1667		1.58114	
7. Involve people in the plan	18	3.2778		1.52646	
8. Individualized attention is designed to promote teacher performance and development	18	3.3333		1.57181	
9. Respond to employee feedback and provide real leadership opportunities.	18	3.3333		1.57181	
10. Delegation of authority and responsibility to teachers	18	3.3333		1.57181	
11. Encourages you to take on more and more responsibility to reach your full potential	18	3.3333	**3.74**	1.57181	**1.2**
12. 1.Spent time mentoring people	18	3.3333		1.57181	
Reviewed the performance of team members	18	3.3333		1.57181	
13. I spent most of my time with the best performer	18	3.3333		1.57181	
14. Treat people as individuals	18	3.3333		1.57181	
15. Develop leadership qualities in followers	18	3.3889		1.68519	
16. Spend time coaching and mentoring teachers on how to improve student learning	18	3.3889		1.68519	
17. Empower teachers by empowering them to shape the goals of the organization	18	3.7222		1.67352	
18. Involve teachers in decision-making, provide opportunities for teachers to learn from each other, and reduce teacher stress levels.	18	4.5000		.51450	
19. Encourage the success of all teachers by acting with integrity, fairness and ethics	18	4.5556		.51131	
20. Apply a supportive and empirical approach.	18	5.0000		.00000	
21. Check if people understand team goals	18	5.0000		.0000	

As presented in table 4.2.2 the lowest mean has been recorded from the teachers perceptions on the practice of individual consideration which is 2.5393, where teachers showed a moderate agreement that principals encourage discussion of new ideas related to school leadership. A lowest mean also shown on the response obtained from the principals which is 2.4444 which shows a slight agreement among them on turning followers into good leaders.. The overall mean score of and standard deviation of the teachers' perception indicates (overall mean =2.99, over all standard deviation = 1.3) which shows their moderate agreement on the implementation of individual consideration in the school. However the principals over all response indicates (over all mean =3.74, over all standard deviation = 0.69) which shows agreement on the practice of individual consideration in the school. The overall standard deviations associated with the teachers and a principal is 1.25. This indicates higher variation in the perceptions of respondents.According to the interview conducted most supervisors don't believe that the principals allow involvement of both the teachers and supervisors in decision making regarding programs they also replied with the school or the principals focus on urban farming rather than academic stuffs such as visit classrooms and show less effort in identifying individual interest and need. Finally, another supervisor similarly testifies that they give more attention towards routine activities.'This finding is also shown in a study carried out by Mary G., Dr. Damary S. and Dr. Teresia K. (2017) findings reveal that leaders fairly often promotes self-development (*M* = 2.43, *SD* = 1.246). The standard deviation obtained was slightly above 1 showing that the responses had more variation from the mean value obtained. The findings also reveal that, leaders fairly often communicate and listens to employee concerns (*M* = 2.10, *SD* = 1.147). Further, the findings reveal that leaders sometimes spends time mentoring and coaching employees *(M* = 1.72, *SD* = 1.253). The study also sought to analyse the views of management staff on individualized consideration using a table of means and standard deviations. According to the findings, the employees were fairly often committed to their work because leaders encouraged them to self-develop.

4.2.3 The practice of inspirational motivation of school principal

Table 4.10.The practice of inspirational motivation of school principal

	Teacher's Perceptions on the practice of Inspirational Motivation				
	N	Mean	Mean score	Std. Deviation	Std. Dev scor
1. It encourages you to pursue your own professional learning goals	280	2.7714		1.32980	
2. Symbolizes success and achievement in our profession	280	3.0857	**3.04**	1.30335	**1.3**
3. Makes you feel valued for your contributions to the school and provides emotional support	280	3.1286		1.47302	
4. Foster an atmosphere of caring and trust among employees	280	3.2107		1.29594	

	Principal's response on the practice of Inspirational Motiv				
	N	Mean	Mean score	Std. Deviation	
1. Provide professional development and teacher development opportunities through feedback, rewards, recognition, training, seminars, conferences and workshops	18	3.1111		1.52966	
2. Increased motivation of teachers to go beyond the normal requirements of the classroom	18	3.3333		1.57181	
3. Motivate teachers to do more by setting themselves more challenges	18	3.3333		1.57181	
4. Thanked the team for their efforts	18	3.3333		1.57181	
5. Made people feel involved in something important	18	3.3889	**3.53**	1.68519	**1.5**
6. Communicated the idea that we were involved in something bigger than ourselves	18	3.3889		1.68519	
7. Recognized individual achievements	18	3.3889		1.68519	
8. Encouraged people to come up with ideas and solutions	18	3.3889		1.68519	
9. we inspired pride by celebrating our achievements	18	3.3889		1.68519	
10. Encouraged people to take initiative	18	4.1111		1.36722	
11. Reward Team Success	18	4.1111		1.36722	
12. Encouraged people to come up with ideas and solutions	18	4.1111		1.36722	

The finding presented in table 4.2.3 shows Teachers and Principals responses on the practice of inspirational motivation in the schools. Hence a lowest mean has been recorded from the teachers perceptions on item that asks if principals encourages them to pursue their professional

learning goals with a mean value of 2.7714, which shows a moderate agreement this also shown on the response obtained from the principals for providing professional development and teacher development opportunities through feedback, rewards, recognition, training, seminars, conferences and workshops with a mean value of 3.11.The overall mean score of and standard deviation of the teachers' perception indicates (overall mean =3.04, over all standard deviation = 1.3) which shows their moderate agreement on the practice of inspirational motivation and the principals over all response indicates (over all mean =3.53, over all standard deviation = 1.5) which shows a moderate agreement on the practice of inspirational motivation. The overall standard deviations associated with the teachers and a principal is 1.4. This indicates higher variation in the perceptions of respondents. A response from the supervisors also indicates that the principals inspire teachers and staff members to do their best and that they rewards and support with supervision. These responses reveal principals are doing their best to inspire teachers to do their best however much attention also has to be given on inspirational motivation factors in order to best practice transformational leadership. Regarding this finding, scholars stated that transformational leaders are expected to define a well defend and practicable motivational strategies that enables the needs to change, create new visions and muster commitment to the vision, concentrate on long term goals, inspire followers to transcend their own interests to pursue higher-order goals, change the organization culture and mentor followers to take greater responsibility for their developments (Yukl, 1998).

4.2.4. The Practice of Intellectual Stimulation of School Principal

Table 4.11. The Practice of Intellectual Stimulation of School Principals

Teacher's Perceptions on Intellectual Stimulation					
	N	Mean	Mean score	Std. Deviation	Std. Dev. score
1. Foster an atmosphere of caring and trust among employees	280	3.6500	**3.87**	1.42896	**1.04**
2. Encourage the development / consideration of personal professional growth goals in line with the school's goals and priorities	280	3.6536		1.09968	
3. Expect continued professional development from us	280	3.9107		.94806	
4. Encourages you try new practices that match your interest	280	4.0500		.87437	
5. Demonstrate willingness to change one's habits in the light of new knowledge	280	4.1036		.87579	

Principal's response on Intellectual Stimulation				
	N	Mean	Overall Mean	Std. Deviation
1. Use intellectual stimulation to challenge your followers' thinking, imagination and creativity	18	3.1667	**3.29**	1.58114
2. Pay more attention to personal needs and personal growth	18	3.3333		1.57181
3. Influence teachers on me professional competence	18	3.3333		1.57181
4. Give people tasks to develop their skills	18	3.3333		1.57181

Table 4.2.4 illustrates the finding on the perception and response on the practice of intellectual stimulation of Teachers and Principal. A highest mean recorded with a mean value of 4.1 showing, teachers' moderate agreement that principals demonstrate willingness to change one's habits in the light of new knowledge. The highest mean scored from the response obtained from the principals 3.333 mean values also shows a moderate agreement giving teachers tasks to develop their skills. The overall mean score of and standard deviation of the teachers' perception indicates (overall mean =3.87, over all standard deviation = 1.04) which shows their moderate agreement on the implementation intellectual stimulation in the school. Whereas the principal's response indicates (over all mean =3.29, over all standard deviation = 1.5) also shows a moderate agreement on the practice of intellectual stimulation. In line with this supervisors respond to the interview carried on intellectual stimulation that principals provide opportunities for teachers to learn from each other and gives training **a**nother supervisor also similarly testifies principals works with the school community cooperatively to improve school improvement program (sip)which collectively reveals that intellectual stimulation is being practiced by their respective principals in the school.This finding is supported according to Avolio& Bass that transformational leaders stimulate their followers' efforts "to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways" (Avolio& Bass, 2002).

4.2.5 The Overall practice of Transformational Leadership

Table 4.12. The Overall practice of Transformational Leadership

	Teacher's Perceptions on the Overall practice of Transformational Leadership			
	N	Mean	Mean score	Std. Deviation
1. Delegate stakeholders to achieve organisational objectives of the school	280	3.6500		1.42896
2. Developed vision, mission and values that control, guide and sustain everyone in the organisation	280	3.6500		1.42896
3. Stimulate interest among colleagues and followers to view their work from new perspectives	280	3.7714		1.46326
4. Developed experience share program on transformational leadership aspects among/with other school	280	4.0714		.86046
5. Access adequate learning materials and disseminates in each department in the school	280	4.1036	**4.01**	.87579
6. Developed effective school leadership and safe learning environment	280	4.1036		.87579
7. Promote effective communication within the school communities	280	4.2000		.80054
8. Motivate colleagues and followers to look beyond their own interest towards those that will benefit the group	280	4.2000		.80054
9. Equip school with changing local and global environment principles towards information and technology	280	4.2000		.80054
10. Principal mobilise and encourage active community participation in the school	280	4.2000		.80054

Principal response on the Overall practice of Transformational Leadership				
	N	Mean	Mean score	Std. Deviation
1. Stimulate interest among colleagues and followers to view their work from new perspectives	18	3.1667		1.58114
2. Delegate stakeholders to achieve organisational objectives of the school	18	3.7222		1.67352
3. Developed vision, mission and values that control, guide and sustain everyone in the organisation	18	3.7222		1.67352
4. Developed experience share program on transformational leadership aspects among/with other school	18	4.5000		.51450
5. Promote effective communication within the school communities	18	5.0000	**4.51**	.00000
6. Access adequate learning materials and disseminates in each department in the school	18	5.0000		.00000
7. Motivate colleagues and followers to look beyond their own interest towards those that will benefit the group	18	5.0000		.00000
8. Developed effective school leadership and safe learning environment	18	5.0000		.00000
9. Equip school with changing local and global environment principles towards information and technology	18	5.0000		.00000
10. Principal mobilise and encourage active community participation in the school	18	5.0000		.00000

Teachers and Principals were asked the same questions on their perceptions and responses on the overall practice of transformational practice in their school. Table 4.2.5 presents the findings and it revealed that teachers agreed that Principals mobilise and encourage active community participation in the school with a highest mean of 4.2.A response obtained from principals also reveals a highest mean value of 5 on developing effective school leadership and safe learning environment ,equipping school with changing local and global environment principles towards information and technology and that they Principal mobilise and encourage active community

participation in the school. Sussex (2013) believes that leaders need to engage in meaningful face-to-face interactions with their employees to create a good work environment, since this helps employees feel that they are valuable to their leaders. The overall mean score 4.01 and 4.51 also shows their strong agreement on the practice of transformational leadership being implemented in the school.

4.2.6 Overall variable descriptive analysis

Table 4.13. Overall variable descriptive analysis

Descriptive Statistics

	N	Mean	Std. Deviation
Idealized Influence	298	3.9588	.59348
Individual Consideration	298	2.9399	.59825
Inspirational Motivation	298	3.0491	.96072
Intellectual Simulation	298	3.8736	.64958
Transformational Leadership	298	3.8514	.52922
Valid N (list wise)	298		

As shown in Table 4.2.6, the overall mean for Transformational leadership practices is 3.8514 (SD =0.5292). This could be interpreted as the principals practising a high level of Transformational Leadership in the selected schools. The dimensions Idealized influence (M = 3.9588, SD = 0.59348) and Intellectual Stimulation (M =3.8736, SD = 0.64958)are also being practiced on a higher level in the schools. Meanwhile the finding showed a lowest overall mean score on Individualized Consideration (M = 2.9399, SD = 0.59825) and Inspirational Motivation (M = 3.0491, SD = 0.96072) which are being practiced at a moderate level in the school. From this school, principals need to work more on Individualized consideration and inspirational motivation for the best practice of transformational leadership in their respective school This in line with the findings of Alkhaja, Bader &Miniano, Carl Mark (2019) where the lowest mean indicates on Individualized consideration with mean value of 3.42 where it concludes that leaders may need to improve their frequency of practice in the individualized consideration dimension.

4.3. Correlation Analysis

Table 4.14.Correlation Analysis

	Idealized Influence	Individual Consideration	Inspirational Motivation	Intellectual Simulation	Transformational Leadership
Idealized Influence	1	.373**	.833**	.391**	.826**
Individualized Consideration		1	.181**	.630**	.383**
Inspirational Motivation			1	.162**	.753**
Intellectual Simulation				1	.402**
Transformational Leadership					1

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

Table 4.3 presents the results of the correlation analysis between the four transformational leadership dimensions. Idealized Influence had a positive significant relationship but low correlation with Individualized Consideration (.373) and IntellectualSimulation (.391) and a positive strong significant relationship with Inspirational Motivation (.833) and Transformational Leadership (.826). Individualized Consideration had (.181) weak positive relationship with Inspirational Motivation and (.383) with Transformational Leadership but a moderate positive significant relationship with Intellectual Simulation (.630). Inspirational Motivation had a positive significant relationship but low correlation with Individualized Simulation (.162) and high correlation with Transformational Leadership (.753).Finally Intellectual Simulationhada moderate positive significant relationship with Transformational Leadership (.402).Thus, Spearman correlation test result provide statistically significant supportive evidence.

4.4 Inferential analysis

4.4.1 Assumption 1: Normality Test

In order to make valid inferences from a regression, the residuals should follow a normal distribution. The normality assumption is required in order to conduct tests about the model parameters. The histogram below indicates the normal distribution of residuals.

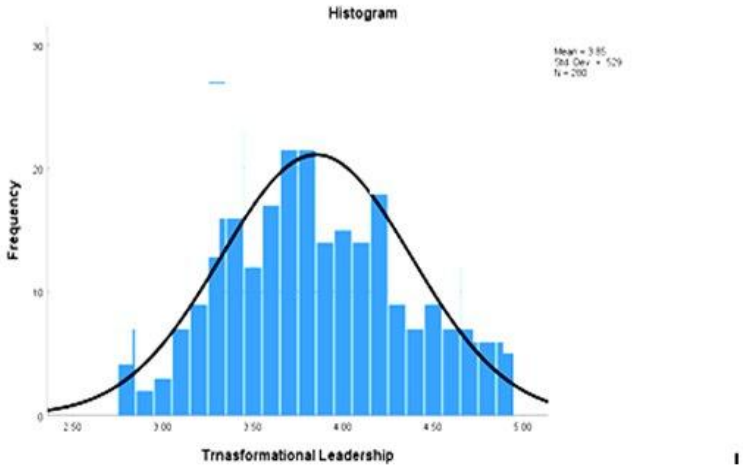


Figure4.4.1Assumption 1: Normality Test

4.4.2 Assumption 2: Linearity

The second assumption is the linearity between variables. Figure 4.4.2 presents the Q-Q Plot of the relationship between the four independent variables and Transformational Leadership. From the figure it can be seen that the values follow the trait line and are all situated relatively close to each other.

Therefore, a linear relationship can be observed which indicates the regression model can be applied as it satisfies the assumption of normality.

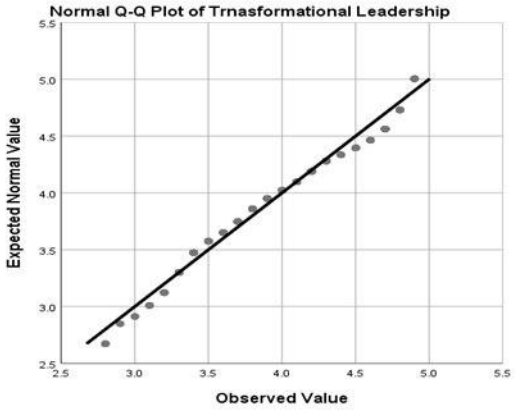


Figure 4.4.2Assumption 2: Q-Q Plot

4.5 Regression Analysis

4.5.1 Model Summery

Table 4.5.1 Model Summery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846[a]	.716	.711	.28426

a. Predictors: (Constant), Inspirational Motivation, Intellectual Simulation, Individual Consideration, Idealise Influence

In Table 4.5.1 model summary R Square, which is worth 0.716, 71.6% of the variables relating to transformational leadership practice are being explained or presented in the variables, while the remaining 27.2% are influenced by factors beyond the scope of the study.

4.5.2 Regression cofficent

Table 4.15 Standardized Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.749	.126		5.934	.000
	Idealized Influence	.448	.059	.503	7.535	.000
	Individual Consideration	.061	.037	.692	1.639	.000
	Inspirational Motivation	.248	.050	.304	4.935	.000
	Intellectual Simulation	.062	.024	.413	2.595	.000

a. Dependent Variable: Transformational Leadership

According to the regression coefficient in table 4.5.2 the regression coefficient 0.503, where other factors are held constant, if Idealized Influence increased by 1, Transformational Leadership will increase by 0.503.The regression coefficient of 0.692, where other variables are held constant, if Individual Consideration increases by 1, Transformational Leadership will increase by 0.692. The regression coefficient of 0.304, where other variables are held constant, if Inspirational Motivation increases by 1, Transformational Leadership will increase by 0.304. Finally, the regression coefficient 0.413, where other variables are held constant, if Intellectual Simulation increased by 1, Transformational Leadership will increase by 0.413. The value of the positive regression coefficient suggests that the practice of Transformational Leadership is positively or unidirectional influenced by each dimensions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The research was designed and implemented to assess the practice of transformational leadership in schools. An analysis of teachers and principals background characteristics was performed to determine their experience and ability to respond the questionnaires in this study. In order to achieve meet the objectives of the research, the following basic questions were raised:

- How do principals in primary schools perceive their transformational leadership role in government primary schools?
- To what extent do principals implement transformational leadership in government primary schools?
- What is teachers' perceptions regarding their principals' transformational leadership in government primary schools?
- What recommendations can be made that may serve as strategy for primary schools' leadership?

In order to answer the basic questions descriptive survey method was employed due to the fact that it was more appropriate to assess the practices of implementing of transformational leadership in primary school. This study was conducted on government primary school teachers and their principals in Lideta sub city of Addis Ababa. The sample size of the respondents were 288 teachers and 21 principals however 280 teachers, 18 principals, and 6 supervisors completed the survey successfully with a response rate of 87.2% ,85.7% and 33.3% respectively.

Before conducting primary research, the researcher collected important and necessary literature and previously conducted research in order to obtain a deeper understanding of the desired variables. Transformational Leadership was measured through four independent variables that constitute the most prominent and unique characteristics of the leadership style: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

After determining the sample characteristics of the participants, the descriptive data and the reliability of the collected data, hypothesis testing was performed by utilizing a Spearman Correlation test.

Additionally, a Multiple Linear Regression analysis was put in place in order to identify the contributions of the independent variables to the change of the dependent variables. After thoroughly analysing all the data, the researcher was able to answer the research question. The results have shown a positive, linear and significant relationship between Transformational Leadership and Idealized influence, individualized consideration, intellectual stimulation and Inspirational Motivation. More specifically, the statistical tests proved that school principals uses the four most prominent transformational leadership actions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration in their respective school however a lowest overall teachers perception mean value was indicated on individualized consideration where there is lack of discussion of new ideas related to school leadership and turning followers into good leaders. The implications of this investigation include the inference that when a leader focuses on guiding his/her followers through aligned objectives and goals, while simultaneously empowering them to be a leader and responding to their personal needs (Bass &Riggio, 2006). Inspirational Motivation was the other dimension relatively less practiced in the school according to the teacher's perception the passion to pursue their professional learning goals is less applied by their principals. Thispassion leads to an increase in motivation and a comparable increase in production and development. Support from leadership described above can foster divergent thinking within the teachers, which results in higher levels of creative output (Mittone et al., 2022). Whereas idealized influence and Intellectual stimulations are found to be a better practiced dimensions by the principals in the school.

5.2 Conclusion

The outcome of the findings showed Transformational leadership (idealized influence, individual consideration, intellectual stimulation and inspirational motivation) in government primary school in Lideta sub city of Addis Ababa is being practiced. This means that principals are very positive and forthcoming in demonstrating transformational behavior in leading their respective schools. Accordingly, transformational leadership styles are positively correlated with idealized influence, individual consideration, intellectual stimulation and inspirational motivation.

However, Lack of discussion of new ideas related to school leadership, turning teachers into good leaders, and encouraging teachers pursue their professional learning goals has shown a relatively less implementation for the practice of transformational leadership in the school.School principals need to consciously emphasize the different dimensions of transformational leadership they are practicing, as teachers may not be aware of all of them.

This is because, in several instances, some of the teachers perceived the principals' directions and strategies differently and, in some cases, negatively. To sum up, School principals of government primary schools in Lideta sub city of Addis Ababa who more frequently practice the transformational leadership style in its four dimensions were better perceived by their teachers. However, the school principals if invest more potential on applying individualized consideration and inspirational motivation a better leadership practice can be achieved.

5.3 Recommendations

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

1. Principals needs to always recognize teacher's contribution as an individual to the organization, always promote self-development, always communicate and listen to teacher concerns and to spend time on mentoring and coaching teachers. The leader should look at teachers as an individual who have different needs and wants.
2. School principals should promote a broad, inclusive vision, show strong commitment to goals, and create trust and confidence in teachers in order to increase overall staff performance.

3. Principals should alsocontinuouslyinspire teachers to perform better, exceed expectations, and bring constructive change, skill development, and extraordinary performance
4. Principals should allow teachers involvement in decision making regarding programs, instruction and curriculums' this allow teachers to highly get motivated and feel belongingness and valued at the same time.
5. Principals rather than giving much attention to urban farming has to give a balanced attention on the continuous and close follow up of teachers.
6. Principals should encourage participation, skill development, and extraordinary performance for transforming school culture to meet stakeholder demands.

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APENDEX

INTERVIEW GUIDE

INTERVIEW QUESTIONS WITH SUPERVISORS

1. What are some of the key events you can think of in school that you would describe as a transformational change?

2. How would you describe the process of change in this school?

3. How would you describe the principal's role in transforming this school?

4. What do you think about the principal's leadership style? Do you think the principal's leadership qualities are important to the development of the school?

5. How would you describe the collaboration between the principal, teachers and staff to keep this school running as expected by the government?

6. How important do you think the principal's leadership skills are to the progress of this school?

ADDIS ABABA UNIVERSITY

Questionnaire for Teachers

Dear teacher,

The purpose of this study is to investigate the practice of transformational leadership in Lideta Sub City Government Primary School in Addis Ababa. The results and recommendations of this study will help improve the transformational leadership of school leaders and will have a positive impact on school efficiency.

Thank you for answering our questionnaire. We promise that all information you provide will be treated confidentially. To get reliable scientific information, you should answer the questions as honestly as possible. Your opinion matters. Please answer all questions as follows:

SECTION ONE: DEMOGRAPHIC DATA

Dear principal, please give response for the following questions by placing a (X) mark in a box.

1. Your Occupation

☐ Principal ☐ Vice Principal

2. Gender

Male ☐ Female ☐

3. Age (Years)

18-35 ☐ 36-55 ☐ 56-65 ☐

4. Your educational level

Diploma ☐ Bachelor ☐ Master ☐ Other (Specify) _____

5. Total years of service as a principal or Vice Principal

0-2 ☐ 3-6 ☐ 7-10 ☐ 10+ ☐

6. Total years of experience

0-2 ☐ 3-6 ☐ 7-10 ☐ 10+ ☐

SECTION II:

The purpose of this study is to measure the transformational leadership role of school principals in Lideta sub city of government primary schools. Be honest about your choices as it is a self-assessment tool to learn and grow. It has rating scales that range from 5, Almost always to 1, Never. **(5. Almost always, 4. Often, 3.Sometimes, 2.Rarely, and 1.Never)**. Using the below scale, mark (X) on the number to the right of each question that you believe comes closest to your level of proficiency and comfort.

IDEALIZED INFLUENCE (Teacher's perception)	**5**	**4**	**3**	**2**	**1**
1. Inspire us with a vision of what we can achieve if we work together to change our practice and programs					
2. Leading by 'doing' rather than just 'telling'					
3. Prioritize the development of shared values, beliefs and attitudes regarding teaching and learning within the school					
4. Distribute leadership broadly among employees and represent diverse perspectives in management					
5. Provide staff with a process for developing school goals					
6. Gives you a sense of overall purpose					
7. Be respectful when dealing with students.					
8. It helps clarify the concrete implications of the school's vision in terms of its practical impact on programs and education.					
9. Show energy and enthusiasm for your work					
10. Communicate the vision of the school to staff and students					
11. Facilitate the development of school norms that support change acceptance					
12. Helps understand the relationship between the school's vision and the work of the board and ministry					
13. Be open and honest with employees and students					

INDIVIDUALIZED CONSIDERATION (Teacher's perception)	5	4	3	2	1
1. encourage discussion of new ideas related to school leadership					
2. Ensure appropriate involvement in decision-making about programs and instruction					
3. Facilitate effective communication between staff					
4. Makes me think about what I am doing for my students					
5. Support effective committee structures for decision making					
6. Evaluate our practices and encourage improvements where necessary					
7. Employees can learn from each other					
8. Show favour to an individual or group					
9. Seek agreement from all staff on the priorities of school goals					
10. Treat us professionally and show respect for our employees					
11. Make an effort to get to know your students (e.g. visit classrooms and evaluate students' efforts)					
12. A source of new ideas for my professional training					
13. Gives us a fair amount of autonomy in our own decisions					
14. Consider my opinion when taking actions that affect my work					
15. Helps me rethink basic assumptions about my work					
16. Encourage regular evaluation of progress towards school goals					
17. Have high expectations of students					

INTELECTUAL STIMULATION (Teacher's perception)				
1. 2. Foster an atmosphere of caring and trust among employees				
3. Encourage the development / consideration of personal professional growth goals in line with the school's goals and priorities				
4. Expect continued professional development from us				
5. Encourages you try new practices that match your interest				
6. Demonstrate willingness to change one's habits in the light of new knowledge				

INSPIRATONAL MOTIVATION (Teacher's perception)	**5**	**4**	**3**	**2**	**1**
1. It encourages you to pursue your own professional learning goals					
2. Symbolizes success and achievement in our profession					
3. Makes you feel valued for your contributions to the school and provides emotional support					
4. Foster an atmosphere of caring and trust among employees					

Overall Transformational Leadership (Teacher's perception)	5	4	3	2	1
1. Delegate stakeholders to achieve organisational objectives of the school					
2. Developed vision, mission and values that control, guide and sustain everyone in the organisation					
3. Stimulate interest among colleagues and followers to view their work from new perspectives					
4. Developed experience share program on transformational leadership aspects among/with other school					
5. Access adequate learning materials and disseminates in each department in the school					
6. Developed effective school leadership and safe learning environment					
7. Promote effective communication within the school communities					
8. Motivate colleagues and followers to look beyond their own interest towards those that will benefit the group					
9. Equip school with changing local and global environment principles towards information and technology					
10. Principal mobilise and encourage active community participation in the school					

ADDIS ABABA UNIVERSITY

Questionnaire for Principals

The purpose of this study is to investigate the practice of transformational leadership in Lideta sub city of government primary schools.

The results and recommendations of this study will help improve the transformational leadership of school leaders and will have a positive impact on school efficiency.

Thank you for answering our questionnaire. We promise that all information you provide will be treated confidentially. To receive reliable scientific information, you should answer the questions as honestly as possible. Your opinion matters. Please answer all questions as follows:

SECTION ONE: DEMOGRAPHIC DATA

Dear principal, please give response for the following questions by placing a (X) mark in a box.

1. Your Occupation

☐ Principal ☐ Vice Principal

2. Gender

Male ☐ Female ☐

3. Age (Years)

18-35 ☐ 36-55 ☐ 56-65 ☐

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Diploma ☐ Bachelor ☐ Master ☐ Other (Specify) _____

5. Total years of service as a principal or Vice Principal

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IDEALIZED INFLUENCE (PRINCIPAL RESPONSE)	5	4	3	2	1
1. Turn your followers into good leaders.					
2. People are assumed to understand why team work is important					
3. See if each person has ambitious goals					
4. Empower teachers to reach their leadership potential by strengthening commitment to a shared vision and purpose					
5. Provide targeted forums for employee feedback					
6. Facilitate professional dialogue on new ideas related to school effectiveness					
7. Involve people in the plan					
8. Individualized attention is designed to promote teacher performance and development					
9. Respond to employee feedback and provide real leadership opportunities.					
10. Delegation of authority and responsibility to teachers					
11. Encourages you to take on more and more responsibility to reach your full potential					
12. 1.Spent time mentoring people					
Reviewed the performance of team members					
13. I spent most of my time with the best performer					
14. Treat people as individuals					
15. Develop leadership qualities in followers					
16. Spend time coaching and mentoring teachers on how to improve student learning					
17. Empower teachers by empowering them to shape the goals of the organization					
18. Involve teachers in decision-making, provide opportunities for teachers to learn from each other, and reduce teacher stress levels.					
19. Encourage the success of all teachers by acting with integrity, fairness and ethics					
20. Apply a supportive and empirical approach.					
21. Check if people understand team goals					

INDIVIDUALIZED CONSIDERATION (PRINCIPAL RESPONSE)	5	4	3	2	1
1. Turn your followers into good leaders.					
2. People are assumed to understand why team work is important					
3. See if each person has ambitious goals					
4. Empower teachers to reach their leadership potential by strengthening commitment to a shared vision and purpose					
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20. Encourage the success of all teachers by acting with integrity, fairness and ethics					
21. Apply a supportive and empirical approach.					
22. Check if people understand team goals					

INSPIRATONAL MOTIVATION(Teacher's perception)	5	4	3	2	1
1. Provide professional development and teacher development opportunities through feedback, rewards, recognition, training, seminars, conferences and workshops					
2. Increased motivation of teachers to go beyond the normal requirements of the classroom					
3. Motivate teachers to do more by setting themselves more challenges					
4. Thanked the team for their efforts					
5. Made people feel involved in something important					
6. Communicated the idea that we were involved in something bigger than ourselves					
7. Recognized individual achievements					
8. Encouraged people to come up with ideas and solutions					
9. we inspired pride by celebrating our achievements					
10. Encouraged people to take initiative					
11. Reward Team Success					
12. Encouraged people to come up with ideas and solutions					

INTELECTUAL STIMULATION (PRINCIPAL RESPONSE)	5	4	3	2	1
1. Use intellectual stimulation to challenge your followers' thinking, imagination and creativity					
2. Pay more attention to personal needs and personal growth					
3. Influence teachers on me professional competence					
4. Give people tasks to develop their skills					

Overall Transformational Leadership (Principal response)	5	4	3	2	1
1. Delegate stakeholders to achieve organisational objectives of the school					
2. Developed vision, mission and values that control, guide and sustain everyone in the organisation					
3. Stimulate interest among colleagues and followers to view their work from new perspectives					
4. Developed experience share program on transformational leadership aspects among/with other school					
5. Access adequate learning materials and disseminates in each department in the school					
6. Developed effective school leadership and safe learning environment					
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