



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE PERCEIVED CONTRIBUTION OF TRANSFORMATIONAL LEADERSHIP TO TEACHERS' PERFORMANCE IN NIFAS SILK LAFTO SUB CITY PRIVATE SECONDARY SCHOOLS

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**A Thesis Submitted to the Department of Educational Planning and Management
in Partial Fulfillment of the Requirement for Degree of Masters of Art in School
Leadership.**

May, 2025

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Supervisor's Approval Sheet

As M.A Thesis Supervisor's I hereby certify that I have read and evaluated this thesis prepared under my guidance by Andualem Dinku entitled, The Perceived Contribution of Transformational Leadership to Teachers Performance in Nifas Silk Lafto Sub City Private Secondary Schools. Therefore, I recommended that it is can be submitted as fulfilling M.A Thesis.

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DECLARATION

This thesis is my own original work and has not been submitted for a degree at any other university. I have properly credited all sources and materials used in the thesis.

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ACKNOWLEDGEMENTS

First of all I would like to extend my heartfelt appreciation to my advisor, Dr. Dejene Niguse for his unwavering support, invaluable insights, and exceptional responsiveness. His constructive advice and dedication were instrumental in shaping this work, and without his guidance, this study would not have been possible.

My sincere thanks go to Mr. Biruk Tilahun, the former General Manager of Spring of Knowledge Academy (SKA), for his support from the initial stages of my research, including the selection of the thesis title. I am also grateful to the administration of SKA for creating a favorable environment that allowed me to attend my classes and focus on my studies.

I wish to acknowledge Ato Solomon, my supervisor at Nifas Silk Lafto Sub-City, for his cooperation in providing the necessary data and information required for this research. His assistance was crucial in the successful completion of this work.

I am deeply indebted to my family for their patience, encouragement, and unwavering support throughout this journey. My heartfelt gratitude goes to my wife, Haymanot Asres, for her understanding and motivation, and to my children Abenezer Andualem, Melhik Andualem, and Heran Andualem as well as my niece, Elsabet Mamush, for patiently enduring the time I spent away from them during this process.

Finally, I would like to extend my sincere appreciation to all individuals who supported me in one way or another throughout my research. Your contributions, whether big or small, were invaluable, and I am truly grateful.

ABSTRACT

This study explored the perceived contribution of transformational leadership to teachers' performance in private secondary schools in Nifas Silk Lafto Sub-City, Ethiopia. Preliminary data collection and analysis confirmed that principals in the sampled schools actively practiced transformational leadership, as evidenced by teacher-reported behaviors aligned with Bass's (1985) framework. Adopting a descriptive-correlational design and a mixed-methods approach, the study combined quantitative surveys and qualitative interviews to assess the relationship between principals' transformational leadership behaviors (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and teachers' self-reported performance in instructional effectiveness, professional development, collaboration, and student engagement. Using simple random sampling, 104 teachers were selected from 11 private secondary schools, while cluster sampling was applied to include all 22 principals from the same schools to ensure leadership perspectives were captured. Data were collected via the Multifactor Leadership Questionnaire (MLQ) and the Teacher Performance Questionnaire (TPQ), supplemented by semi-structured interviews. Quantitative data were analyzed using descriptive statistics and Pearson's correlation, while qualitative data underwent thematic analysis. Results revealed strong positive correlations between transformational leadership and teacher performance, particularly in instructional effectiveness ($r = 0.769$) and professional development ($r = 0.881$). However, challenges persisted in student engagement and individualized support. Principals were perceived as effective in fostering collaboration and innovation but needed to strengthen personalized teacher support. The study concludes that transformational leadership significantly enhances teacher performance and recommends targeted interventions (e.g., leadership training, mentorship programs) and systemic reforms to address gaps in student engagement and individualized attention. These findings offer actionable insights for policymakers and school administrators aiming to improve leadership practices and teacher effectiveness in Ethiopian private secondary schools.

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ACRONYMS

EDPM	Educational Planning and Management
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry of Education
NSL	Nifas Silk Lafto
TPQ	Teacher Performance Questionnaire
TLQ	Transformational Leadership Questionnaire
TL	Transformational Leadership
TP	Teacher Performance
PD	Professional Development
SEL	Socio-Emotional Learning

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Education is a critical instrument for national development, and its success largely depends on the quality of teachers and the effectiveness of school leadership. In Ethiopia, the government has implemented successive education sector development programs (ESDP I–VI) aligned with the Education and Training Policy (ETP, 1994), Sustainable Development Goals (SDGs), and international development frameworks such as those of the UNDP. These policy directions emphasize equitable access, quality improvement, teacher development, and effective school leadership as cornerstones of the national education strategy.

Within this context, transformational leadership has emerged as a promising model to address the persistent challenges faced by the Ethiopian education system. Characterized by Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Bass, 1985), transformational leadership empowers teachers, fosters innovation, and nurtures collaborative school cultures. Globally, this leadership approach has been associated with improved teacher motivation, job satisfaction, and school outcomes (Leithwood & Jantzi, 2005; Day et al., 2016).

In Ethiopia, particularly in urban private secondary schools, teachers often operate in highly demanding environments characterized by administrative burdens, high parental expectations, limited autonomy, and job insecurity. Despite the existence of well-crafted policy frameworks, the implementation of leadership practices that align with these policies remains inconsistent, especially in the private sector. Although public school leadership has received some research attention, the unique context of private secondary schools in sub-cities like Nifas Silk Lafto remains under-researched.

Furthermore, the Ministry of Education (MoE, 2018, 2021) acknowledges that teacher performance is often hindered by low morale, insufficient professional development opportunities, and weak instructional leadership. Transformational leadership, if effectively

implemented, could provide the necessary vision, support, and motivation to elevate teacher performance in such settings.

This study, therefore, seeks to explore the perceived contribution of transformational leadership to teachers' performance specifically in private secondary schools in Nifas Silk Lafto Sub City. It is rooted in the recognition that sustainable improvement in education requires not only effective policy but also strong school-level leadership capable of inspiring teachers to grow professionally and perform effectively.

This research addresses a significant gap in local educational leadership studies by focusing on teachers' perspectives within a specific Ethiopian sub-city and educational context. Its exclusive emphasis on private secondary schools an area that has received limited attention in Ethiopian educational research highlights the importance of understanding how transformational leadership can impact teachers' performance. The findings provide valuable insights that can support educational reform, leadership development, and policy implementation in private schools. Ultimately, this study offers essential guidance for school administrators, policymakers, and educational leaders striving to enhance teacher motivation and improve institutional outcomes, thereby contributing to the overall advancement of the educational landscape in Ethiopia.

1.2 Statement of the Problem

Education is universally acknowledged as a key driver of national development and economic growth. School leadership plays a pivotal role in shaping educational quality by fostering environments that enhance teacher performance and institutional effectiveness. Transformational leadership, characterized by inspiring vision, intellectual stimulation, and individualized support (Bass & Riggio, 2006), has been globally recognized for its potential to elevate educator commitment and innovation. However, its perceived contribution to teacher performance in Ethiopian private secondary schools particularly in Nifas Silk Lafto Sub-City remains underexplored, leaving a gap in context-specific evidence.

In Ethiopia, teacher performance is a critical determinant of educational quality, yet challenges such as low morale, inadequate professional development, and unclear institutional support persist (MoE, 2021). While private schools are often assumed to offer better working conditions, teachers in Nifas Silk Lafto's private secondary schools face unique pressures, including job insecurity, high parental expectations, and administrative burdens, which may hinder their effectiveness. Despite these challenges, how teachers perceive the role of transformational leadership in mitigating these issues remains unstudied, limiting the ability of school leaders to adopt tailored strategies.

Globally, research underscores that transformational leadership enhances teacher engagement, job satisfaction, and instructional quality (Leithwood & Sun, 2012; Day et al., 2011). For instance, studies in Asian and Western contexts link such leadership to collaborative cultures, improved teaching practices, and stronger institutional commitment. However, Ethiopia's distinct socio-educational landscape marked by resource constraints, large class sizes, and cultural dynamics (Tadesse et al., 2022) raises questions about whether these findings apply to private schools in Nifas Silk Lafto, where teacher performance directly influences institutional sustainability.

Locally, Ethiopian educational leadership research has predominantly focused on public schools and transactional leadership (Negash, 2018), which prioritizes compliance over motivation. While transactional approaches ensure stability, they often fail to inspire innovation or long-term professional growth among teachers. Moreover, existing literatures on transformational leadership in Ethiopia have overlooked private school contexts, where autonomy and competition might shape leadership practices differently. A critical gap persists in understanding: How teachers in Nifas Silk Lafto's private secondary schools perceive the contribution of transformational leadership to their performance. Which specific transformational leadership behaviors (e.g., mentoring, shared decision-making) teachers find most impactful in their daily practice. What contextual barriers (e.g., resource gaps, parental pressures) may limit the effectiveness of such leadership in this setting?

Without empirical insights into these questions, school leaders risk adopting generic leadership models that may not address local realities. This study addresses these gaps by centering

teachers' perspectives, offering actionable strategies to enhance leadership practices in Nifas Silk Lafto's private secondary schools. By doing so, it aims to inform school policies, leadership training programs, and institutional development plans to sustainably improve teacher performance and, by extension, educational quality.

Despite significant reforms aimed at improving access and equity in Ethiopia's education system, teacher performance remains a critical concern, with educators often facing heavy workloads, limited incentives, and insufficient support (Woldegiorgis & Desta, 2017). Transformational leadership has been shown to motivate teachers, foster commitment, and improves job satisfaction (Tesfaye & Girma, 2021), yet existing research in Ethiopia has largely focused on public schools or student outcomes, leaving a gap in understanding its direct influence on teachers' performance in private secondary schools.

Additionally, there is limited empirical evidence on the practical challenges of implementing transformational leadership in Ethiopian schools, such as administrative constraints, resistance to change, and resource limitations (Mekonnen, 2021). While some studies highlight its benefits, few provide actionable strategies for school leaders (Tadesse, 2019), and the lack of context-specific research in private institutions further restricts its applicability.

1.3 Basic Research Questions

1. To what extent do teachers perceive their principals as demonstrating transformational leadership behaviors?
2. How do teachers perceive the influence of transformational leadership practices on their performance?
3. Which specific transformational leadership behaviors are perceived by teachers as most influential on their performance?
4. What are the perceived challenges and barriers that teachers face in the implementation of transformational leadership practices within their schools?

1.4 Objectives of the Study

1.4.1 General Objective

The study is to investigate the perceived contribution of transformational leadership on teachers' performance in private secondary schools located in the Nifas Silk Lafto Sub City. The study aims to identify the key aspects of transformational leadership that influence teachers' performance, including motivation, job satisfaction, and professional development. By examining the relationships between transformational leadership practices and teachers' performance, the research seeks to provide insights into effective leadership strategies that can enhance educational outcomes within these schools.

1.4.2 Specific Objectives

1. **To assess teachers' perceptions** of the extent to which transformational leadership practices are implemented by school leaders in private secondary schools.
2. **To evaluate teachers' self-reported performance** in relation to transformational leadership practices, including instructional quality, professional development engagement, and classroom innovation.
3. **To identify specific transformational leadership behaviors** (e.g., mentoring, shared decision-making, inspirational communication) perceived as most important to teachers' performance.
4. **To identify and analyze the perceived challenges and barriers** that teacher's encounter in the implementation of transformational leadership practices within private secondary schools.

1.5 Significance of the Study

The research titled "The Perceived Contribution of Transformational Leadership on Teachers' Performance in Nifas Silk Lafto Sub City Private Secondary Schools" holds significant value in the field of educational leadership. As educational institutions strive to enhance teaching effectiveness and overall school performance, understanding the role of transformational leadership in shaping teachers' performance is crucial. This study aims to fill existing knowledge gaps by examining how perceptions of transformational leadership contribute to the effectiveness of teachers in private secondary schools.

The insights derived from this research will be beneficial to multiple stakeholders in the education sector, including school administrators, policymakers, and educators. By identifying the specific aspects of transformational leadership that positively influence teachers' performance, the study can inform leadership practices that foster a supportive and motivating work environment. This, in turn, can lead to improved educational outcomes for students. Additionally, the findings may serve as a foundation for further research in the area of educational leadership, contributing to the development of effective strategies for enhancing teacher performance and promoting student success in Nifas Silk Lafto Sub City and beyond.

Beneficiaries of the Research

School Leaders and Administrators: The findings of this study will provide valuable insights for school leaders and administrators seeking to implement effective leadership strategies that enhance teachers' performance. By understanding the perceived contributions of transformational leadership, school administrators can adopt practices that not only motivate teachers but also foster a culture of continuous improvement in teaching and learning.

Teachers: This research aims to empower teachers by identifying key elements of transformational leadership that positively influence their performance. A motivated and supported teaching workforce is essential for fostering student engagement and academic success. The study will also serve as a reference for teachers advocating for leadership practices that promote their professional development and well-being.

Students: Ultimately, students are the primary beneficiaries of this study. Enhanced teacher performance directly impacts instructional quality, leading to improved learning experiences and academic outcomes. By cultivating a school environment that supports and motivates teachers, students will benefit from better guidance, encouragement, and educational results.

Policymakers: The insights from this research will be valuable for policymakers focused on improving the education system through effective leadership development. Evidence-based recommendations will aid in shaping policies that strengthen teacher support systems, enhance school leadership training, and ultimately improve overall student performance at both local and national levels.

Academic Contribution: This study contributes to the academic discourse on educational leadership by providing empirical evidence regarding the perceived contributions of transformational leadership to teachers' performance in private secondary schools. By focusing on this specific aspect, the research aims to enrich existing theories related to educational leadership and teacher efficacy. The findings will either reinforce or challenge current understandings of how transformational leadership practices influence teachers' professional growth and effectiveness.

Moreover, this research will lay the groundwork for future studies that delve deeper into the complex dynamics between leadership styles and teacher performance. It will encourage further exploration into how transformational leadership not only impacts individual teachers but also contributes to the overall educational environment within private secondary schools. Ultimately, this study seeks to enhance the body of knowledge in the field of educational leadership, providing insights that can inform both practice and policy.

Practical and Policy Implications

As educational institutions navigate evolving societal challenges, the need to implement effective leadership models becomes increasingly critical. This study provides timely insights that can inform practical interventions and policy reforms aimed at enhancing leadership practices within private secondary schools. This research aims to identify key transformational leadership strategies that positively influence teachers' performance, which has the potential to drive both immediate and long-term improvements in the education sector.

Conclusion: In summary, this study represents a significant investment in advancing knowledge and practice in educational leadership. By addressing existing gaps in understanding the relationship between transformational leadership and teacher performance, this research will inform decision-making processes and offer actionable recommendations. Ultimately, it aims to foster meaningful improvements in teacher effectiveness, contributing to enhanced educational outcomes and overall school performance within Nifas Silk Lafto Sub City.

1.6 Delimitation/Scope of the Study

This study is designed to investigate the perceived contribution of transformational leadership on teachers' performance within private secondary schools in Nifas Silk Lafto Sub-City, Addis Ababa, Ethiopia. The scope of the study is defined as follows:

Geographical Scope:

This research focuses exclusively on private secondary schools within Nifas Silk Lafto Sub-City, Addis Ababa, Ethiopia. This specific sub-city was selected due to its diverse array of private educational institutions, which provide a rich context for examining the dynamics of transformational leadership and its perceived contributions to teachers' performance. While the findings are limited to this particular geographical area, they are expected to offer valuable insights that can inform leadership practices and enhance teacher performance in similar educational settings.

Conceptual Scope:

This research focused on exploring the perceived contribution of transformational leadership practices employed by school leaders in private secondary schools within Nifas Silk Lafto Sub City to teachers' performance. It identified specific transformational leadership behaviors and strategies, assessed their relationship with various aspects of teacher performance such as instructional effectiveness, engagement, and professional development, and analyzed contextual factors that may have influenced these outcomes, including school culture and available resources for professional growth. Additionally, the study controlled for external variables, such as socioeconomic status and parental involvement, to provide a clearer understanding of the direct impact of transformational leadership on teachers' performance.

Content Scope:

This research focused on exploring the perceived contribution of transformational leadership practices employed by school leaders in private secondary schools within Nifas Silk Lafto Sub City to teachers' performance. It identified specific transformational leadership behaviors and strategies, assess their relationship with various aspects of teacher performance such as instructional effectiveness, engagement, and professional development, and analyze contextual

factors that may influence these outcomes, including school culture and available resources for professional growth. Additionally, the study will control for external variables, such as socioeconomic status and parental involvement, to provide a clearer understanding of the direct impact of transformational leadership on teachers' performance.

Time Frame:

The study examined the perceived contribution of transformational leadership practices on teachers' performance in private secondary schools within Nifas Silk Lafto Sub City during the academic year 2024/25. The research will focus on assessing the transformational leadership practices of school principals and their influence on various aspects of teachers' performance, including instructional effectiveness and professional development. By concentrating on this single academic year, the study aims to provide timely insights into how transformational leadership practices are shaping teachers' performance in the context of current educational dynamics.

1.7 Operational Definition of Key Terms

Nifas Silk Lafto Sub-City: An administrative division within Addis Ababa, Ethiopia, comprising multiple woredas (districts). It is one of the 10 sub-cities of Addis Ababa, responsible for local governance, education, and public services.

Woreda: The third-level administrative division in Ethiopia (below region and zone), equivalent to a district. In urban areas like Addis Ababa, woredas are subdivisions of sub-cities (e.g., Nifas Silk Lafto has 13 woredas).

Private Secondary Schools: Educational institutions offering grades 9–12, funded through tuition fees and private entities, operating independently of government control but adhering to national curriculum standards.

Transformational Leadership: A leadership style (Bass & Riggio, 2006) measured in this study via four dimensions: (Idealized Influence: Principals as ethical role models, Inspirational Motivation: Articulating a shared vision, Intellectual Stimulation: Encouraging innovation, Individualized Consideration: Personalized teacher support.

Teacher Performance: Measured through self-reported effectiveness in: Instructional practices (lesson planning, assessment), Professional development (training participation), Collaboration (peer resource-sharing), Student engagement (classroom participation).

Sub-City Education Office: The local government body overseeing education policies, school quality, and teacher performance within a sub-city (e.g., Nifas Silk Lafto).

ESDP VI (Education Sector Development Plan VI, 2021–2025): Ethiopia’s national policy framework for education, emphasizing equity, teacher development, and leadership training (MoE, 2021).

GEQIP-E (General Education Quality Improvement Program): A World Bank-supported initiative in Ethiopia to enhance teacher effectiveness and school leadership (World Bank, 2021)

1.7 Limitations of the Study

During the initial stages of data collection, some principals and teachers demonstrated reluctance to complete and return the questionnaires in a timely manner. This delayed response was compounded by minimal support from certain school leaders, which created additional challenges in gathering the necessary data. To address these participation issues, the researcher implemented targeted engagement strategies, including personalized follow-ups, simplified instructions, and assurances of confidentiality. While these obstacles posed temporary limitations to the study's progress, the proactive measures taken ultimately improved response rates and participation. As a result, the enhanced engagement strengthened both the quantity and quality of collected data, thereby increasing the overall reliability of the study's findings.

1.9 Organization of the Study

This research is structured into five chapters. Chapter one serves as the introduction, laying the groundwork for the study. It covers key topics such as the introduction, background information, statement of the problem, research objectives, and significance of the study, scope and limitations, definitions of key operational terms, and an overview of the study's organization.

Chapter two presents a review of relevant literature. Chapter three outlines the research design and methodology, detailing the sources of data, sample size and sampling techniques,

instruments for data collection, procedures for gathering data, ethical considerations, and methods of data analysis. Chapter four focuses on the presentation, analysis, and interpretation of data obtained from both primary and secondary sources. Finally, chapter five summarizes the study's findings and offers conclusions and recommendations based on the results.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides a comprehensive examination of the existing body of research surrounding transformational leadership and its perceived contributions to teachers' performance within educational settings. It begins with an introduction to transformational leadership, outlining its key principles and relevance in contemporary school leadership. The discussion then transitions to the pivotal role of school leaders in shaping educational outcomes, focusing on how their leadership styles influence teachers' effectiveness and overall performance.

Further exploration reveals the intricate connections between transformational leadership and teachers' performance, highlighting the positive effects that effective leadership can have on educators' professional growth, job satisfaction, and instructional practices. The chapter emphasizes the importance of understanding how transformational leadership fosters an environment conducive to high levels of teacher engagement and effectiveness, which in turn can enhance student learning outcomes.

Despite the growing body of literature, significant gaps remain regarding the specific perceptions of teachers about the contributions of transformational leadership to their performance. This chapter aims to identify these gaps, thereby establishing a foundation for the present research to contribute valuable insights into the dynamics of transformational leadership and its impact on teachers' performance in Nifas Silk Lafto Sub City private secondary schools.

2.2 The Concept of Transformational Leadership

Transformational leadership is a leadership style that seeks to inspire and motivate followers to achieve their highest potential and to foster significant changes within an organization. According to Bass (1985), transformational leaders are characterized by their ability to create a vision, inspire followers, provide intellectual stimulation, and offer individualized consideration. These leaders prioritize the development of their subordinates, encouraging them to transcend their self-interests for the sake of the organization or community.

Transformational leadership is characterized by, idealized Influence: leaders serve as role models for their followers, instilling respect and trust, inspirational Motivation: They articulate a compelling vision that inspires followers to commit to shared goals, intellectual Stimulation: Transformational leaders encourage creativity and innovation, challenging followers to think critically and solve problems and individualized Consideration: They recognize and respond to the individual needs of followers, fostering personal growth and development (Bass Riggio, 2006).

In summary, transformational leadership is characterized by its focus on vision, relationship-building, and intellectual stimulation (Bass Riggio, 2006). Leaders who adopt this style not only seek to achieve organizational goals but also prioritize the development of their followers (Northouse, 2018). By inspiring trust, encouraging innovation, and nurturing personal growth, transformational leaders create dynamic teams capable of navigating challenges and driving meaningful change (Kirkpatrick Locke, 1996). This leadership approach ultimately leads to higher levels of engagement, satisfaction, and performance within organizations (Judge Piccolo, 2004), making it a powerful model for contemporary leadership practices.

Historical Context and Evolution of Transformational Leadership Theories

Transformational leadership theory has evolved significantly since its inception, influenced by various educational, social, and organizational contexts. The roots of transformational leadership can be traced back to the works of James MacGregor Burns in 1978, who differentiated between transactional and transformational leadership styles. Burns posited that transformational leaders inspire and motivate followers to exceed their own self-interests for the sake of the organization or a greater cause (Burns, 1978). This foundational concept laid the groundwork for further exploration into how leaders can effect change within educational settings.

In the context of educational leadership, transformational leadership began to gain traction in the late 20th century as schools faced increasing demands for reform and improvement. Leithwood and Jantzi (2000) expanded on Burns' work by identifying specific dimensions of transformational leadership that could be applied within schools, such as setting a vision, providing individualized support, and fostering a collaborative culture. Their research

highlighted the positive correlation between transformational leadership practices and various outcomes, including teacher motivation and student performance.

The evolution of transformational leadership theories has also been influenced by the work of scholars such as Bass (1985), who introduced the concept of transactional leadership as a counterpart to transformational leadership. Bass's model emphasized the importance of both styles in effective leadership, suggesting that transformational leaders can also engage in transactional behaviors to achieve goals. This duality is particularly relevant in educational settings where leaders must navigate complex environments while inspiring their staff and students.

In recent years, researchers have focused on the application of transformational leadership in diverse educational contexts, including private secondary schools. For instance, research conducted by Day et al. (2016) indicates that transformational leadership is crucial in fostering a positive school climate, which in turn enhances teacher motivation and student achievement. This highlights the relevance of transformational leadership in addressing contemporary challenges faced by schools, particularly in urban settings like Nifas Silk Lafto Sub City.

Furthermore, the globalization of education has led to a cross-cultural examination of transformational leadership practices. Studies have shown that while the core principles of transformational leadership remain consistent, cultural nuances can influence how these principles are enacted in different contexts (Harris Jones, 2017). This is particularly pertinent for private secondary schools in Ethiopia, where local cultural values may shape leadership practices and their impact on teacher motivation and student performance.

In summary, the historical context and evolution of transformational leadership theories reveal a rich tapestry of thought that has adapted to meet the needs of educational institutions over time. As the landscape of education continues to evolve, understanding these theories' historical roots will provide valuable insights into their application and effectiveness in enhancing teacher motivation and student performance in Nifas Silk Lafto Sub City private secondary schools.

Theoretical Frameworks for Transformational Leadership

One of the most prominent frameworks for understanding transformational leadership is Bass's Transformational Leadership Theory. This theory posits that transformational leaders can elevate their followers' motivation and performance through four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985).

Bass further developed this theory by introducing the concept of transactional leadership, contrasting it with transformational leadership. While transactional leaders focus on exchanges or transactions with their followers (e.g., rewards for performance), transformational leaders seek to elevate the motivation and morality of both themselves and their followers (Bass Avolio, 1994).

In the educational context, transformational leadership is viewed as a vital component in promoting positive school environments and improving educational outcomes. Research has shown that transformational leadership behaviors can lead to increased teacher motivation, job satisfaction, and ultimately, improved student performance (Leithwood Jantzi, 2006).

Transformational Leadership in the Educational Context

Transformational leadership has gained significant attention in educational research due to its potential impact on school effectiveness and student achievement. Leithwood et al. (2004) highlight that transformational leaders in schools can foster a positive school culture by promoting collaboration among teachers, encouraging professional development, and engaging parents and the community.

Studies indicate that transformational school leadership positively influences teachers' motivation by creating an environment where teachers feel valued and supported. For instance, a study by Day et al. (2016) found that transformational leadership practices correlate with higher levels of teacher commitment and engagement, which in turn enhance student learning outcomes.

Moreover, transformational leaders often implement strategies that promote shared decision-making and empower teachers, leading to greater job satisfaction and retention rates among educators (Harris Chapman, 2002). This empowerment is crucial in private secondary schools

like those in Nifas Silk Lafto Sub City, where teachers may face unique challenges that require innovative solutions.

In summary, transformational leadership plays a critical role in shaping educational environments that motivate teachers and enhance student performance. By fostering a culture of collaboration, support, and innovation, transformational leaders can significantly impact both teacher effectiveness and student learning outcomes.

Conclusion and Researcher's Viewpoint: From the researcher's perspective, transformational leadership is not merely a theoretical construct but a practical approach that aligns closely with the needs of modern educational institutions, particularly in Nifas Silk Lafto Sub City private secondary schools. The emphasis on vision, inspiration, intellectual stimulation, and individualized consideration makes this leadership style uniquely suited to fostering teacher motivation and performance. While Bass (1985) and Burns (1978) provide foundational theories, the researcher argues that the adaptability of transformational leadership to cultural and contextual nuances such as Ethiopia's collectivist values enhances its relevance. The researcher posits that transformational leadership, when effectively implemented, can bridge gaps in teacher morale and institutional goals, creating a synergistic environment where both educators and students thrive.

2.3 School Leadership and its Role in Education

Overview of School Leadership Styles and Their Significance

School leadership plays a pivotal role in shaping educational outcomes and fostering an environment conducive to learning. Various leadership styles have been identified within the educational context, each with distinct characteristics and implications for school effectiveness. According to Leithwood et al. (2006), effective school leadership is characterized by the ability to influence teachers and students positively, promoting a shared vision and collaborative culture.

In the Ethiopian context, particularly in the Nifas Silk Lafto Sub City, leadership styles have evolved in response to both local educational needs and broader global trends. The Ethiopian

Ministry of Education emphasizes the importance of effective leadership in achieving educational reforms and improving student outcomes (Ministry of Education, Ethiopia, 2018).

Comparison of Transformational Leadership with Other Leadership Styles

Transformational leadership is often compared to other leadership styles such as transactional, laissez-faire, servant, and authoritarian leadership. Each style has distinct characteristics and impacts on educational settings.

Transactional Leadership

Unlike transformational leadership, transactional leadership emphasizes an exchange relationship between leaders and followers. Leaders set clear tasks and expectations and reward compliance while punishing deviations (Burns, 1978). This style is often effective in maintaining order and achieving short-term goals. However, its focus on external rewards may limit creativity, collaboration, and intrinsic motivation among teachers and students (Bass, 1985). In the Ethiopian context, studies have highlighted the prevalence of transactional leadership in some schools, where compliance with administrative rules is prioritized over fostering teacher initiative (Local Study Example: Mesfin, 2019). While transformational leadership encourages innovative practices and long-term vision, transactional leadership may result in rigid adherence to rules without fostering deeper engagement or ownership of educational outcomes.

Laissez-Faire Leadership

Transformational leadership contrasts sharply with laissez-faire leadership, where leaders adopt a hands-off approach and provide minimal guidance or intervention. Laissez-faire leadership can create confusion and a lack of accountability, often resulting in underperformance among teachers and students (Harris & Spillane, 2008). In some Ethiopian secondary schools, laissez-faire leadership has been linked to a lack of teacher motivation and declining student performance due to insufficient support from school leaders (Local Study Example: Tesfaye, 2020). In contrast, transformational leaders actively engage with their teams, offering vision, support, and motivation, which are critical for improving school performance and cultivating a sense of purpose among staff (Bass & Avolio, 1994).

Servant Leadership

Servant leadership prioritizes the needs of followers and emphasizes empathy, ethical behavior, and community building (Greenleaf, 1977). While servant leadership shares some overlap with transformational leadership in terms of fostering trust and promoting growth, it places more emphasis on serving others rather than leading change (Eva et al., 2019). Ethiopian research suggests that servant leadership is often practiced in communities where leaders work closely with teachers to ensure their well-being, though it may sometimes lack a focus on long-term organizational goals (Local Study Example: Getachew, 2018). Transformational leadership, however, balances the focus on people with a clear drive for organizational improvement and innovation.

Authoritarian Leadership

Authoritarian or autocratic leadership is another style often contrasted with transformational leadership. Authoritarian leaders make decisions unilaterally, enforce strict discipline, and expect obedience without fostering dialogue or collaboration. While this style can be effective in crisis situations requiring quick decision-making, it may stifle creativity and morale in educational environments (Lewin et al., 1939). Studies in Ethiopia show that authoritarian leadership remains prevalent in some schools, where leaders enforce rigid policies that discourage innovation and teacher autonomy (Local Study Example: Bekele, 2021). In contrast, transformational leaders encourage participation, innovation, and a sense of shared responsibility, which are essential for building a thriving school culture (Bass & Riggio, 2006).

Conclusion

In summary, transformational leadership is favorable because it inspires and empowers followers while fostering a shared vision and promoting long-term growth. While transactional and authoritarian leadership may achieve immediate compliance, they often fall short in cultivating intrinsic motivation and adaptability. Similarly, the passive nature of laissez-faire leadership contrasts with the proactive engagement of transformational leadership, making the latter a more effective approach for driving sustained educational improvement.

In the Ethiopian educational landscape, transformational leadership has been recognized as particularly relevant given the need for innovative approaches to improve educational quality and equity (Mekonnen, 2020).

Importance of Leadership in Shaping School Outcomes

The significance of school leadership cannot be overstated. Effective leaders not only set high expectations but also create a supportive environment that encourages collaboration and continuous improvement (Day et al., 2016). Studies show that schools led by transformational leaders tend to have higher student achievement levels due to increased teacher motivation and commitment (Robinson et al., 2008).

In the context of private secondary schools in Nifas Silk Lafto Sub City, the role of school leaders is crucial in navigating challenges such as resource constraints, curriculum implementation, and community engagement. Research conducted by Tesfaye (2021) highlights that school leaders who adopt transformational practices are more successful in mobilizing resources and fostering partnerships with stakeholders, which ultimately enhances student performance.

In summary, school leadership is integral to educational success. Transformational leadership stands out as a particularly effective approach in enhancing teacher motivation and student achievement, especially within the unique context of Ethiopian private secondary schools.

Conclusion and Researcher's Viewpoint: The researcher views school leadership as the cornerstone of educational quality, particularly in private secondary schools where autonomy and innovation are critical. While transactional and authoritarian leadership may offer short-term compliance, transformational leadership stands out for its long-term impact on teacher engagement and student achievement. In the Ethiopian context, where educational reforms are ongoing, the researcher emphasizes that transformational leaders can act as change agents by fostering collaboration, shared decision-making, and a culture of continuous improvement. The researcher also highlights the need for school leaders in Nifas Silk Lafto Sub City to balance visionary leadership with practical support, ensuring that teachers feel both inspired and equipped to excel.

2.4 Teachers' Performance

Concept and Dimensions of Teacher's Performance

Teacher performance is a multifaceted construct that encompasses various dimensions of educators' effectiveness in fulfilling their roles. It includes not only the delivery of instructional content but also engagement in professional development, collaboration with colleagues, and commitment to student success. Teacher performance specifically refers to the effectiveness and quality of a teacher's instructional practices, classroom management, and professional conduct, as measured by student outcomes, peer evaluations, and self-assessments (Danielson, C. (2011)). It encompasses various dimensions including pedagogical knowledge, the ability to engage and motivate students, assessment methods, and contributions to the school community. According to Deci and Ryan (2000), intrinsic motivation defined as engaging in an activity for its inherent satisfaction plays a crucial role in enhancing teacher performance. Conversely, extrinsic motivation, which involves performing tasks to achieve separable outcomes, also influences educators' effectiveness in the classroom.

In the context of private secondary schools in Nifas Silk Lafto Sub City, teacher performance is particularly vital for improving educational outcomes. Research by Teshome (2020) highlights those teachers who perceive themselves as motivated are more likely to adopt innovative teaching practices, foster collaborative environments, and dedicate time to student development. These factors collectively contribute to enhanced student performance, underscoring the importance of transformational leadership in cultivating a motivating environment for teachers. By understanding the dimensions of teacher performance, including professional development, recognition, job satisfaction, and commitment to student achievement, we can better assess the perceived contributions of transformational leadership within this educational setting.

Factors Influencing Teachers Performance in Secondary Schools

Teacher performance is a critical determinant of educational quality and student success, particularly in secondary school settings. In the context of Nifas Silk Lafto Sub City private secondary schools, various factors influence teachers' effectiveness, with transformational leadership emerging as a significant contributor.

Transformational leadership is characterized by the ability to inspire and motivate educators, fostering an environment conducive to professional growth and collaboration. Leaders who exhibit transformational qualities such as vision, support, and encouragement—can enhance teachers' intrinsic motivation, leading to improved performance in the classroom. Research indicates that when teachers feel empowered and valued by their leaders, they are more likely to engage in innovative teaching practices, invest time in professional development, and prioritize student achievement (Teshome, 2020).

Additionally, external factors such as school culture, resources available for teaching, and opportunities for professional development play crucial roles in shaping teacher performance. A supportive school culture that promotes collaboration among educators can enhance job satisfaction and commitment to the institution. Conversely, a lack of resources or inadequate support from leadership can hinder teachers' ability to perform effectively.

Understanding the perceived contributions of transformational leadership on teacher performance is essential for identifying strategies that enhance educational outcomes. By exploring these dynamics within Nifas Silk Lafto Sub City private secondary schools, this study aims to provide insights into how effective leadership can positively influence teacher performance and ultimately benefit student learning experiences.

The Relationship between School Leadership and Teacher's Performance

Effective school leadership is a critical determinant of teacher performance, influencing not only the teaching environment but also the overall educational outcomes within schools. In the context of Nifas Silk Lafto Sub City private secondary schools, transformational leadership stands out as a particularly impactful approach that can enhance teacher performance.

Transformational leadership involves leaders who inspire and motivate their staff by fostering an inclusive and supportive school culture. Leaders who exhibit transformational qualities—such as vision, encouragement, and recognition can significantly influence teachers' engagement, satisfaction, and commitment to their roles. Research has shown that when teachers perceive their leaders as supportive and visionary, they are more likely to demonstrate higher levels of performance, innovation in teaching practices, and dedication to student success (Teshome, 2020; Leithwood Jantzi, 2006).

The relationship between transformational leadership and teacher performance can be explored through several key dimensions:

Supportive Leadership: Transformational leaders provide emotional and professional support to teachers, creating an environment where educators feel valued and empowered. This support can lead to increased motivation and a willingness to go above and beyond in their teaching efforts (Bass Riggio, 2006).

Professional Development: Transformational leaders prioritize ongoing professional development, encouraging teachers to enhance their skills and adapt to new teaching methodologies. This commitment to growth not only improves teacher performance but also contributes to better student outcomes (Gordon et al., 2009).

Collaboration and Teamwork: A transformational leader fosters a collaborative atmosphere, promoting teamwork among teachers. When educators work together, share best practices, and support one another, their collective performance improves (DuFour Eaker, 1998).

Recognition and Feedback: Effective transformational leaders recognize and celebrate the achievements of their teachers. Providing constructive feedback and acknowledging hard work can boost teachers' morale and motivation, leading to enhanced performance in the classroom (Hattie Timperley, 2007).

Visionary Leadership: A clear and compelling vision articulated by transformational leaders helps align teachers' goals with the school's objectives. When teachers understand how their contributions fit into the broader mission of the school, they are more likely to be motivated and perform at higher levels (Senge, 1990).

This study aims to explore the perceived contributions of transformational leadership on teacher performance in Nifas Silk Lafto Sub City private secondary schools. By examining the dynamics between leadership practices and teacher effectiveness, this research seeks to provide insights that can inform school leadership strategies aimed at enhancing both teacher performance and student achievement.

Conclusion and Researcher's Viewpoint: Teachers' performance encompasses instructional quality, professional behavior, and commitment to student learning. The researcher concludes that enhancing performance requires more than technical skills it demands motivation, continuous professional development, and institutional support. In the study context, the researcher emphasizes that transformational leadership plays a critical role in shaping the conditions under which teachers thrive. Recognizing performance as multidimensional, the researcher posits that any serious effort to improve education in Nifas Silk Lafto Sub City must involve leadership strategies that elevate teachers' morale, competence, and professional identity.

2.5 Transformational Leadership and Teacher's Performance

Empirical Studies on Perceived Contribution of Transformational Leadership on Teacher's Performance

Transformational leadership has been widely recognized as a crucial factor influencing teacher performance in educational settings. Research indicates that transformational leaders inspire and motivate teachers by fostering a positive school culture, promoting professional development, and creating a shared vision (Leithwood Jantzi, 2000).

A study conducted by Yilmaz (2019) in Turkish private schools found that transformational leadership significantly enhances teachers' performance by promoting autonomy and encouraging collaborative practices among staff. This empowerment not only boosts teachers' confidence but also translates into improved instructional quality and student engagement.

Similarly, Teshome (2020) conducted research in Ethiopian private secondary schools, revealing that teachers working under transformational leaders reported higher levels of job satisfaction and commitment. These factors are critical in enhancing teacher performance, as motivated teachers are more likely to invest effort into their teaching practices, leading to better outcomes for students.

Furthermore, an empirical study by Sinha and Sharma (2021) highlighted the direct correlation between transformational leadership behaviors such as individualized consideration and intellectual stimulation and enhanced teacher performance. The findings suggest that when

leaders demonstrate genuine concern for teachers' professional growth and provide intellectual challenges, it positively impacts teachers' effectiveness in the classroom.

Overall, these studies underscore the perceived contributions of transformational leadership to teacher performance, indicating that effective leadership practices can lead to a more motivated and high-performing teaching workforce, ultimately benefiting student learning outcomes.

In summary, while transformational leadership has a significant potential to enhance teacher performance through various mechanisms, this relationship is intricately moderated by contextual factors including school type, available resources, and cultural influences. Understanding these dynamics is crucial for maximizing the effectiveness of transformational leadership practices in private secondary schools in Nifas Silk Lafto Sub City.

Conclusion and Researcher's Viewpoint: The researcher synthesizes empirical evidence (e.g., Yilmaz, 2019; Teshome, 2020) to argue that transformational leadership directly and indirectly enhances teacher performance through motivation, job satisfaction, and professional empowerment. However, the researcher also critically examines potential limitations—such as the risk of over-reliance on charismatic leadership without structural support. In Nifas Silk Lafto Sub City, where private schools may face unique challenges (e.g., resource constraints, parental expectations), the researcher advocates for a tailored approach where transformational leadership is complemented by practical policies (e.g., mentorship programs, incentive structures) to sustain teacher performance improvements.

2.6 Gaps in the Existing Literature That This Research Aims to Address

Despite the substantial body of research on transformational leadership, several critical gaps remain that this study aims to address:

Lack of Comprehensive Studies Linking Transformational Leadership and Teacher Performance: Existing studies in Ethiopia often focus on the impact of leadership on either teacher motivation or performance separately. There is a pressing need for integrated research that examines how transformational leadership specifically influences teacher performance within the same framework. This study will address this gap by investigating the relationships

among transformational leadership practices and their perceived contributions to teacher performance in private secondary schools.

Implementation Challenges of Transformational Leadership in Ethiopian Secondary Schools: While some literature acknowledges barriers such as resource constraints, administrative burdens, and resistance to change, there is a lack of empirical evidence detailing strategies for overcoming these challenges within the Ethiopian educational context. This research will contribute by identifying specific challenges faced by principals in private secondary schools and exploring potential solutions to enhance the effectiveness of transformational leadership.

Limited Focus on Private Secondary Schools: Much of the existing literature primarily concentrates on public schools or higher education institutions. There is a notable absence of studies specifically examining the impact of transformational leadership on teacher performance within private secondary schools, particularly in developing countries like Ethiopia. This research aims to fill this gap by focusing on private secondary schools in Nifas Silk Lafto Sub City, thereby contributing valuable insights into this underexplored area.

Lack of Policy-Oriented Research: Many studies highlight the benefits of transformational leadership but fail to provide practical, policy-oriented recommendations for its implementation at a systemic level. This research will address this gap by exploring policy implications that could guide educational leaders in effectively adopting transformational leadership practices to enhance teacher performance in Ethiopian private secondary schools.

Cultural Context: Most studies have been conducted in Western contexts, which may not be directly applicable to Ethiopian educational settings. This research will examine how cultural factors influence the relationship between transformational leadership and teacher performance in a local context, thereby providing a more nuanced understanding of these dynamics.

Conclusion and Researcher's Viewpoint: The existing literature, while rich in theory, lacks specificity in applying transformational leadership concepts to private secondary schools in Ethiopia. The researcher identifies critical gaps such as limited context-specific studies, lack of integrated models linking leadership to performance, and insufficient policy recommendations. This study contributes by focusing on local perceptions and challenges, aiming to bridge theory

and practice. The researcher's perspective is that meaningful educational advancement requires not only understanding the benefits of transformational leadership but also addressing its implementation barriers within the unique socio-cultural and institutional landscape of Ethiopian private schools.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction:

This chapter provided a comprehensive framework for conducting empirical research, outlining the essential components that guided the inquiry process. It began by discussing the research approach, followed by a detailed exploration of the research design that aligned with the research objectives. The chapter addressed the target population and sampling methods, as well as the data sources and collection instruments utilized to gather relevant information. The importance of validity and reliability was emphasized in ensuring accurate measurements, and the procedures for data collection and analysis methods employed were outlined. Finally, ethical considerations were discussed to ensure that the research was conducted responsibly and with respect for participants' rights, establishing a solid foundation for credible and impactful findings.

3.2 Research Design

The study implements a descriptive correlational design to systematically examine the relationship between transformational leadership and teacher performance without experimental manipulation. This design is ideal for addressing the research questions, as it allows for the description of existing leadership practices and their association with teacher performance metrics (e.g., instructional effectiveness, job satisfaction). Data is collected at a single point in time (cross-sectional), enabling the analysis of patterns and trends across the selected schools. The correlational aspect is particularly valuable for identifying the strength and direction of relationships, such as whether principals exhibiting idealized influence (a dimension of transformational leadership) are perceived to enhance classroom innovation among teachers. By focusing on description and correlation, the design supports the study's objective of mapping perceived contributions while laying groundwork for future causal research.

3.3 Research Approach

The study adopts a mixed-methods approach, underpinned by a pragmatist philosophical stance, to comprehensively address the research problem. Pragmatism supports the integration of both quantitative and qualitative methods, as it prioritizes practical outcomes and acknowledges the value of diverse perspectives in understanding complex phenomena. The quantitative component employs structured surveys to measure the correlation between transformational leadership practices and teacher performance, providing statistical generalizability. Meanwhile, the qualitative component utilizes interviews with principals to explore contextual nuances, such as cultural and institutional factors influencing leadership effectiveness. This dual approach ensures a holistic understanding of how transformational leadership is perceived in Nifas Silk Lafto Sub City private secondary schools, aligning with the study's goal of generating actionable insights for educational policy and practice.

3.4 Research Methodology

The methodology details the specific procedures for data collection and analysis, ensuring rigor and reproducibility. For sampling, two techniques are employed: (1) simple random sampling selects 104 teachers (with ≥ 3 years of experience) and (2) cluster sampling includes all 22 principals from 11 schools pre-identified as high-scoring in transformational leadership (via the TLQ). This ensures representation of key stakeholders while maintaining focus on the study's context. Data collection combines the Multifactor Leadership Questionnaire (MLQ) and Teacher Performance Questionnaire (TPQ) for quantitative analysis, alongside semi-structured interviews for qualitative depth. Analysis involves descriptive statistics (e.g., mean, SD) and Pearson's correlation for quantitative data, while interview responses are thematically analyzed to identify recurring patterns. The methodology's transparency in sampling, tool adaptation, and analytical steps reinforces the study's validity and relevance to Ethiopian educational settings.

Justification for the Mixed-Methods Approach

The choice to use a mixed-methods approach in the study was made because it was important to understand the complex relationship between transformational leadership and teachers' performance. This approach combined both numbers and personal stories to explore the research question more thoroughly.

Exploring Relationships (Quantitative: Correlational Design): The quantitative part used a correlational design to analyze how transformational leadership behaviors related to teachers' performance indicators. Surveys were given to collect measurable data about teachers' views on transformational leadership in their schools. By using statistical tools like correlation coefficients, the study measured how strong and in what direction these relationships were, providing an objective look at how transformational leadership was seen to affect teachers' performance.

Gaining Deeper Insights (Qualitative Component): To support the quantitative analysis, qualitative data was gathered through interviews and open-ended survey responses, providing deeper insights. This helped to explore teachers' views on how transformational leadership affected their performance in more depth. The qualitative part was important for discovering contextual factors, personal experiences, and detailed interpretations that might not be captured by numbers alone. By understanding teachers' real-life experiences, the study highlighted specific ways that transformational leadership practices influenced their effectiveness.

Identification of Patterns and Trends: By using correlational analysis, the study aimed to find patterns and trends in how transformational leadership was perceived to influence teachers' performance. These findings would not only improve understanding of the situation but also provide useful information for educational leaders and policymakers in Nifas Silk Lafto Sub City. By identifying effective transformational leadership practices, stakeholders could create strategies that promote better teacher performance.

In conclusion, the mixed-methods approach was justified because it combined both quantitative and qualitative research methods to give a complete understanding of how transformational leadership was perceived to contribute to teachers' performance in Nifas Silk Lafto Sub City

private secondary schools. This combined view would ultimately help improve practices and policies in education

3.5 Population and Sampling

Target Population

The target population for this research included two main groups from private secondary schools in Nifas Silk Lafto Sub City. The first group was teachers, and the second group was principals, who were important for carrying out transformational leadership practices. Understanding teachers' perceptions and experiences was essential to see how this type of leadership affected their performance.

The population and sample schools were identified based on the 2017 E.C. Annual Statistical Report from the Nifas Silk Lafto Sub City Education Office. Although the sub city has thirteen woredas, there were only 26 private secondary schools located in seven of those woredas. The total number of teachers working in these private secondary schools was 693. And, the actual target population defined based on the preliminary data collected and analyzed from these schools in the sub city.

Sampling Technique

For this study, a simple random sampling approach was used. This method was chosen to make sure that the sample accurately represented the different roles within the educational environment, specifically teachers and school principals. By dividing the sample into groups, we could gather various viewpoints and experiences from each group, which was important for understanding the different ways transformational leadership contributed to the school.

Table 3. 1 Preliminary Sample Size

No	Name the School	Total Score	Total population at each School(2017 E.C)	No of Sample taken for the preliminary survey
1	Dream Success	55.7	32	3
2	Felege Neway	39.0	19	3
3	Neway Challenge	52.7	50	3
4	Pan Nations	47.7	24	3
5	School of Redemption	49.3	25	3
6	Abune Gorgorios	53.0	38	3
7	Dombosco School	51.3	33	3
8	Yeneta Academy	37.3	12	3
9	Michael School	51.7	26	3
10	Gybson School System	37.7	16	3
11	Spring of Knowledge A.	53.0	28	3
12	Meiraf Academy	52.3	18	3
13	Southwest Academy	45.0	44	3
14	Dynamic School	49.0	16	3
15	Future Generation Hope	49.0	26	3
16	Liza Academy	38.3	28	3
17	Aspier Youz Academy	52.3	14	3
18	Southwest School Jemo	37.5	18	3
19	School of Tomorrow	39.7	19	3
20	Kids New Flower	36.8	32	3
21	B.G.I.S	37.5	20	3
22	Ele-Bethel Academy	34.7	20	3
23	Falcon School	39.2	48	3
24	Gibson School S.(Lafto)	32.6	12	3
25	Finote Loza Academy	35.8	22	3
26	ABINFO	36.4	32	3
	Total		672	78

The preliminary data collection has been completed, with 3 samples taken from each of the 26 private secondary schools under Nifas Silk Lafto Sub-city, resulting in a total of 78 respondents analyzed. Based on the schools' scores (out of 60), 11 schools scoring above 48 were selected for the study, as their principals were identified as practicing transformational leadership. To determine the final sample size, a combination of stratified sampling and purposive techniques was applied, ensuring comprehensive and representative data collection. This approach provided valuable insights into the impact of transformational school leadership on teacher performance within the specified sub-city.

Sample Size

Previous research shows there is no fixed rule for deciding sample sizes. Borg and Gall (1979) gave suggestions for correlation studies, while Yin (2018) stated that qualitative research usually needs at least 30 cases. For quantitative surveys, larger samples (often 100 or more) are recommended to ensure meaningful results (Fraenkel, Wallen, & Hyun, 2012). Creswell (2012) and Cohen et al. (2007) also advised using a 95% confidence level and a 3% margin of error in survey research.

In this study, the sample size was determined after collecting initial data from all 26 private secondary schools in the sub-city. The preliminary analysis identified principals who practiced transformational leadership, and the total population for sampling was found to be 185. This number was based on the initial data review.

Using Yamane's (1967) formula, the sample size was calculated as follows:

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

$$n = \frac{185}{1 + 185(0.05)^2}$$

$$n = \frac{185}{1 + 185(0.0025)^2}$$

$$n = \frac{185}{1 + 0.4625}$$

$$n = \frac{185}{1.4625}$$

$$\mathbf{n \approx 126}$$

Rounding up, the required sample size was 126.

The study used stratified sampling and purposive sampling to ensure the data was representative. This approach helped gather useful insights into how transformational leadership by principals affects teacher performance in private secondary schools in Nifas Silk Lafto Sub-city.

Table 3.2 Sampling

No	Sample Schools	Total Population		Total Sample Size Taken	
	Name of the School	Principals	Teachers	Principals	Teachers whose Work exp. ≥ 3
1	Dream Success School	2	17	2	11
2	Neway Challenge	2	27	2	14
3	School of Reedemtion	2	13	2	9
4	Abune Gorgorios	2	17	2	16
5	Dombosco	2	18	2	10
6	Michael School	2	13	2	8
7	Spring of Knowledge Academy	2	24	2	13
8	Mieraf Academy	2	14	2	9
9	Dynamic School	2	16	2	4
10	Future Generation Hope	2	14	2	7
11	Aspier Youz Academy	2	12	2	3
Total		22	185	22	104

3.5 Data Sources

In this research, a comprehensive approach to data collection was employed, utilizing both primary and secondary data sources. This mixed-methods strategy provided a robust framework

for understanding the contribution of transformational school leadership on teacher performance in the context of private secondary schools in Nifas Silk Lafto Sub-city.

Primary Data Source

1. Surveys for Teachers: A structured survey was administered to teachers across selected private secondary schools in Nifas Silk Lafto Sub City. This survey encompassed two specific types of structured questionnaires: the Transformational Leadership Questionnaire (TLQ) and the Teachers Performance Questionnaire (TPQ). The TLQ was adapted from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) to fit the educational context. It measured four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This adaptation ensured that the scale was relevant to the unique dynamics of school leadership. The TPQ assessed self-reported performance indicators, including lesson planning, classroom management, participation in professional development, and collaboration with colleagues. These components were crucial for evaluating the effectiveness and engagement of teachers within their educational environment.

2. Interview: To enrich the quantitative data obtained from the surveys, follow-up qualitative interviews were conducted with 22 principals from the 11 selected schools under the sub-city, this approach aimed to capture diverse perspectives on the impact of leadership styles, ensuring a comprehensive understanding of the relationship between transformational leadership and teacher performance.

3.6 Data Collection Instrument

Quantitative Data Collection Instruments

Identification of Principals Practice Transformational Leadership: Prior to the actual data collection, a preliminary assessment was conducted to identify principals who exemplified transformational leadership practices within the selected sub-city. This was achieved using a simplified version of the Transformational Leadership Questionnaire, which focused on key dimensions of transformational leadership, such as Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. By administering this preliminary

questionnaire, I aimed to categorize school leaders based on their transformational leadership styles, ensuring that the subsequent data collection focused on those principals who actively demonstrated these practices. This targeted approach enhanced the relevance and effectiveness of the study by aligning the research focus with leaders who embodied transformational leadership qualities.

Transformational Leadership: The Multifactor Leadership Questionnaire (MLQ) was utilized to assess transformational leadership styles among school leaders. This instrument consisted of five subscales, including Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration and overall assessment. A modified version was employed to suit the local context, ensuring clarity and relevance for respondents.

Teachers' Performance: This study examined the role of teachers' performance as the primary outcome influenced by transformational leadership. The Teacher Performance Questionnaire (TPQ) was developed to assess various dimensions of teachers' performance, including instructional effectiveness, classroom management, and professional engagement. The TPQ was administered to teachers in the selected schools to evaluate how principals' transformational leadership practices contributed to enhancing teachers' overall performance.

Qualitative Data Collection Instruments

Interviews: Semi-structured interviews were conducted with a purposive sample of school leaders and teachers to gain deeper insights into their experiences and perceptions regarding transformational leadership and its perceived contribution to teachers' performance. The interview guide included open-ended questions designed to encourage participants to elaborate on their thoughts, experiences, and observations related to the influence of transformational leadership on their professional practices and performance outcomes.

3.7 Data Collection Procedure

Questionnaires were prepared for both teachers and principals. The researcher required the cooperation of each school's leaders and obtained permission to distribute the questionnaires. After explaining the purpose and significance of the questionnaires, they were given to those willing to participate. An appointment was scheduled at a time that was convenient for the

participants. On the designated day, the researcher returned to the school to gather the data and also conducted interviews with several teachers and school leaders.

Quantitative Data Collection

The preliminary assessment was conducted to identify principals who exemplified transformational leadership practices within the selected schools. This initial step involved administering a simplified version of the Transformational Leadership Questionnaire to categorize school leaders based on their transformational leadership styles. The quantitative component consisted of distributing the Multifactor Leadership Questionnaire (MLQ) and the Teacher Performance Questionnaire (TPQ) to teachers following the identification of principals who exemplified transformational leadership practices within the selected schools. Throughout this process, we prioritized the anonymity and confidentiality of all participants.

Qualitative Data Collection: For qualitative data, semi-structured interviews were arranged at times convenient for participants, fostering a comfortable environment conducive to open dialogue.

Sampling: A purposive sampling technique was employed to select participants, which included school leaders and teachers from private secondary schools in Nifas Silk Lafto Sub City. The sample comprised schools identified through preliminary data collection as practicing transformational leadership, along with teachers from those institutions. The selection process ensured a diverse representation of perspectives on the perceived influence of transformational leadership on teachers' performance.

3.8 Validity and Reliability of the Instrument

Validity

To ensure the validity of the research instruments for measuring transformational school leadership and teachers' performance, the following steps were taken:

- 1. Expert Reviews:** The researcher utilized the feedback provided by advisors to refine the instruments, specifically addressing ambiguous items identified. As a result of this feedback,

three ambiguous questions were revised, two lengthy statements were shortened, and other necessary adjustments were made to enhance clarity and relevance.

2. Pilot Testing: Before the full-scale study commenced, pilot testing of the quantitative instruments (MLQ and TPQ) was carried out with a small group of participants from comparable contexts. This process aimed to identify any problems concerning the clarity, relevance, or cultural suitability of the items.

Following the pilot test, each instrument underwent careful examination to ensure its effectiveness before being administered to the main participants of the study. Consequently, two irrelevant items were removed, and unclear items were clarified. The instruments were thus improved and prepared for final data collection. In the actual field study, the revised questionnaires were distributed to the sample subjects, allowing them ample time to complete the necessary information.

Reliability

1. Internal Consistency: The internal consistency of the MLQ and TPQ was evaluated using Cronbach's alpha. A threshold of 0.70 or higher indicated acceptable reliability, confirming that the items within each scale consistently measured their respective constructs. The prepared questionnaires were distributed and the result of the pilot testing was statistically computed by excel sheet.

Table 3.3 Reliability Test Results with Cronbach's Alpha

No	Dimension	Cronbach's Alpha (α)	Interpretation
	Transformational Leadership		
1	Idealized Influence	0.85	Excellent
2	Inspirational Motivation	0.88	Excellent
3	Intellectual Stimulation	0.82	Good
4	Individualized Consideration	0.89	Excellent
5	Overall Assessment	0.86	Excellent
	Teacher Performance		
6	Instructional Effectiveness	0.84	Excellent
7	Professional Development	0.81	Good
8	Collaboration & Collegiality	0.83	Good
9	Student Engagement	0.87	Excellent
10	Overall Job Performance	0.79	Acceptable

Based on the pilot test the reliability was found to be 0.81 and hence reliable which was regarded as acceptable and strong correlation coefficient by (Kothari, 2004). Supporting this, Creswell (2013) also suggest that, the cronbach's Alpha result >0.9 excellent >0.8 good >0.7 acceptable \leq 0.6 questionable, and <0.5 poor. That was the instrument was found to be reliable as statistical literature recommended a test result of 0.81(81% reliability) and above variables as acceptable and reliable.

3.9 Data Analysis Methods

Preliminary Data Analysis

The primary respondents for this study were be teachers, staff, and administrators from private high schools located in the Nifas Silk Lafto area. A questionnaire was distributed to a representative sample of teachers and staff in each of the 26 secondary schools. This ensured a diverse range of perspectives on transformational leadership practices. After distributing the questionnaire, responses were collected systematically. The transformational leadership scores for each school were calculated by aggregating the individual scores from all respondents.

Each questionnaire consists of 15 items, with scores ranging from 0 to 4 for each item, leading to a total possible score of 60 (maximum) and a minimum score of 0. Higher total scores indicated stronger transformational leadership practices within the school. A threshold score was established 48 to identify schools that effectively practiced transformational leadership. Schools that achieve scores above the predetermined threshold will be identified as practicing transformational leadership.

Quantitative Data Analysis

The data analysis began by checking if all the information was present and complete. Any questionnaires with missing answers were removed to ensure the research results were valid. Next, the numerical data was organized and entered into Excel sheer for analysis. To describe the background of the participants, information such as age and gender was analyzed using percentages and frequency tables. To assess school leadership practices, various statistics like frequency, percentage, mean, and standard deviation were calculated. According to Creswell (2012), the survey questions used a five-point scale where 1= strong Disagree; 2=Disagree; 3=Neutral; 4= Agree and 5= strongly Agree. In addition to examine relationships between transformational leadership and teachers' performance, correlation analyses were conducted. This helped the researcher to determine the strength and significance of these relationships.

Qualitative Data Analysis

Qualitative analysis methods were used alongside the quantitative analysis to support and validate the findings. The interviews provided additional insights that helped explain the results from the questionnaires. The data from interviews and open-ended questions were first organized by topic, then categorized to reflect both what respondents said and what the researcher understood. Finally, the data was presented in a narrative format. Overall, the data was primarily analyzed using quantitative methods, with qualitative analysis serving as a helpful addition. To enhance the validity of the findings, results from quantitative and qualitative analyses were compared and integrated. This triangulation provided a more holistic view of the perceived contribution of transformational school leadership to teachers' performance.

3.10 Ethical Considerations

The research was carried out with careful attention to all professional and ethical considerations. The researcher clarified the study's objectives, highlighting its relevance and importance to the participants. Additionally, the researcher provided details about the questionnaire and described the study's nature. Participants were guaranteed that their personal privacy and confidentiality would be rigorously maintained. They were also informed that any collected information would be used solely for research purposes. Subsequently, agreements were established with those participants who responded positively.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents a comprehensive examination of the data collected from private secondary school teachers and Principals in Nifas Silk Lafto Sub-City to explore the perceived contribution of transformational leadership to teacher performance. By systematically organizing both quantitative data from questionnaires and qualitative insights from interviews, the chapter identifies patterns and relationships between transformational leadership practices such as idealized influence and inspirational motivation and key teacher performance metrics, including instructional effectiveness and professional development. The analysis is structured into two main parts: the first provides an overview of the characteristics and general information about the respondents, while the second focuses on the detailed analysis and interpretation of the collected data, utilizing methods such as tabulation, percentages, and frequency counts for quantitative data, alongside descriptive presentations of qualitative responses. Through this approach, the chapter aims to provide evidence-based insights that address the fundamental research questions of the study.

4.2 Respondents' Demographic and Professional Characteristics

Describing the characteristics of the respondents provided valuable background information about the sample population involved in the study. The following tables present the general characteristics of the respondents categorized by sex, age, education level, and total years of service in their positions. A total of 126 teachers and principals were selected and invited to complete the questionnaires and semi-structured questionnaire. Out of these 126 respondents, 109 teachers and 22 principals successfully completed and submitted usable responses. But 5 respondents are not usable and discarded. In total, 121 respondents provided valid and usable answers for the researcher, resulting in a response rate of over 96.032%.

Table: 4.1 Respondents by, Sex, Age, Educational Level and work experience.

No	Items	Teachers	Principal	Number in %	
1	Sex	Male	87	22	90.08
		Female	12	-	9.92
		Total	99	22	100
2	Age	20 - 30	8	1	7.44
		31 - 40	18	8	21.48
		41 - 50	46	12	47.93
		Above 50	27	1	23.14
		Total	99	22	100
3	Years of Teaching Experience	1–5 years	11	-	9.09
		6–10 years	31	1	26.45
		11–15years	52	8	49.59
		Above 15 years	5	13	14.87
		Total	99	22	100
4	Educational Qualification	BA/B.ED	63	3	54.54
		MA	36	19	45.45
		PhD & greater	-	-	-
		Total	99	22	100

As shown in Table 4.1, Item 1, all 22 principals were male, indicating a complete absence of female representation in leadership positions. Among the 99 teachers, 87 (87.9%) were male, while only 12 (12.1%) were female. This suggests a significant gender imbalance, with males dominating both teaching and administrative roles in the sub-city’s private secondary schools.

With regard to age distribution (Table 4. 1, Item 2), the majority of principals, 12 (54.5%), were within the 41–50 years age group, followed by 8 (36.4%) in the 31–40 age range, and only 1 (4.5%) above 50 years. This shows that most principals were mid-career professionals. For teachers, the largest group was also aged 41–50 (46 teachers or 46.5%), followed by 27 (27.3%) above 50, 18 (18.2%) aged 31–40, and 8 (8.1%) in the 20–30 bracket. These figures reflect a relatively experienced and mature teaching workforce.

Concerning years of teaching experience (Item 3), 13 principals (59.1%) had more than 15 years of experience, and 8 (36.4%) had between 11–15 years. Only 1 (4.5%) had experience in the 6–10 years range. This indicates that nearly all principals were highly experienced educators. Among the teachers, the majority, 52 (52.5%), had 11–15 years of experience, while 31 (31.3%) had 6–10 years, 11 (11.1%) had 1–5 years, and only 5 (5.1%) had over 15 years of service.

In terms of educational qualifications (Item 4), the majority of school principals, 19 (86.4%), held a Master's degree, and only 3 (13.6%) had a Bachelor's degree. Among the teachers, 63 (63.6%) held a Bachelor's degree, while 36 (36.4%) possessed a Master's degree. None of the respondents held a PhD. These results indicate that almost all principals meet the minimum qualification standards set by the Ministry of Education (MOE, 2008), while the majority of teachers are qualified at the undergraduate level.

Finally, regarding position (Item 5), all 99 teachers occupied teaching roles, whereas the 22 school leaders were equally divided between Principal and Vice Principal positions, with 11 (50%) in each role. This confirms a clearly defined administrative structure within the private schools of Nifas Silk Lafto Sub-City.

In conclusion, the data collected from the principals and teachers demonstrates a reliable representation of the educational workforce, characterized by significant factors such as age, work experience, and qualifications. The absence of female leaders and the predominance of male teachers highlight a critical gender imbalance in leadership roles. The age distribution indicates that both principals and teachers are predominantly mid-career professionals, suggesting a mature and experienced workforce. With a majority of principals boasting over 15 years of experience and holding advanced degrees, it is evident that they meet the educational standards set by the Ministry of Education. Furthermore, the clear administrative structure, with an equal division of roles among school leaders, reflects an organized approach to management within these institutions. Overall, this analysis underscores the importance of these demographic factors in understanding the dynamics of leadership and teaching within the sub-city's educational framework.

4.3 Analysis of Transformational Leadership Practices

This section presents an analysis of respondents' perceptions of transformational leadership practices exhibited by principals in the selected schools. The data is organized into five key dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and an Overall Assessment. Each dimension is evaluated based on specific items, with responses categorized into Strongly Agree (S.A), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (S.D).

Table 4.2 Reponses of 99 respondents on transformational leadership practice

No	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	f	%	f	%
Section 1: Idealized Influence											
1	The principal serves as a role model for teachers and students.	37	37.4	36	36.4	8	8.1	15	15.1	1	1
2	The principal demonstrates high ethical standards in decision-making.	37	37.4	38	38.4	21	2.1	2	2	1	1
3	The principal is respected and trusted by staff members.	35	35.4	52	52.3	11	11.1	1	1	1	1
4	The principal communicates a clear vision for the school.	45	45.4	38	38.4	14	14.1	1	1	1	1
Section 2: Inspirational Motivation											
5	The principal inspires and motivates teachers to achieve their best.	42	42.4	41	41.4	10	10.1	6	6.1	-	-
6	The principal encourages a positive school culture.	36	36.4	44	44.4	15	15.1	4	4.1	-	-
7	The principal articulates a compelling vision of the future for the school.	44	44.4	43	43.4	9	9.1	3	3.1	-	-
8	The principal fosters enthusiasm and commitment among staff.	43	43.4	43	43.4	10	10.1	2	2.1	1	1
Section 3: Intellectual Stimulation											
9	The principal encourages innovative thinking and problem-solving among teachers.	30	31.3	53	53.5	12	12.1	1	1	3	3.1
10	The principal values and promotes creative ideas from staff.	38	38.4	49	49.5	5	5.1	4	4.1	3	3
11	The principal challenges the status quo in educational practices.	38	38.4	48	48.5	11	11.1	2	2	-	-
12	The principal supports professional development opportunities for teachers.	33	33.3	42	42.4	13	13.1	2	2	2	2
Section 4: Individualized Consideration											
13	The principal shows genuine concern for the personal and professional growth of teachers.	32	32.4	27	27.3	27	27.3	11	11.1	2	2
14	The principal provides mentorship and coaching to staff members.	36	36.4	31	31.4	20	20.2	10	10.1	2	2
15	The principal listens to and addresses the individual needs of teachers.	21	21.2	25	25.2	24	24.2	22	22.2	7	7.1
16	The principal recognizes and appreciates the contributions of all staff members.	32	32.4	27	27.2	17	17.2	19	19.2	4	4.1
Section 5: Overall Assessment											
17	Overall, I believe the principal demonstrates transformational leadership qualities.	40	40.4	38	38.4	20	20.2	1	1	-	-
18	I feel motivated to perform at my best under this principal's leadership.	43	43.4	45	45.4	10	10.1	1	1	-	-
19	Teacher collaboration and teamwork are encouraged by this principal.	44	44.4	44	44.4	9	9.1	2	2	-	-
20	I believe that this principal positively impacts student performance through their leadership style.	45	45.4	36	36.4	17	17.2	1	1	-	-

Idealized Influence (Items 1-4)

As shown in Table 4.2, the findings highlight the principal's role as a role model for teachers with 74.8% agreeing (Item 1). Additionally, 74.8% of respondents agreed that the principal demonstrates high ethical standards in decision-making (Item 2). A significant majority also acknowledged the principal's ability to earn trust and respect, with 87.8% agreeing (Item 3), and effectively communicate a clear vision for the school, with 83.8% agreeing (Item 4). These results underscore the principal's strong influence in promoting core values and fostering a shared sense of purpose within the school community.

Inspirational Motivation (Items 5-8)

Respondents perceived the principal as effective in motivating teachers to achieve their best (Item 5: 83.8% agree) and encouraging a positive school culture (Item 6: 80.8% agree). The principal was also seen as articulating a compelling future vision (Item 7: 87.8% agree), but there was slightly lower agreement on their ability to foster enthusiasm among staff (Item 8: 86.8% agree, with 10.1% disagreeing). This suggests room for improvement in maintaining staff morale and commitment. In summary, while the principal is viewed positively in motivating staff and promoting a positive culture, there remains an opportunity to enhance enthusiasm and engagement among teachers.

Intellectual Stimulation (Items 9-12)

The principal was recognized for encouraging innovation and problem-solving (Item 9: 84.8% agree) and valuing creative ideas (Item 10: 87.9% agree). A strong majority also agreed that the principal challenges the status quo in educational practices (Item 11: 86.9% agree) and supports professional development opportunities (Item 12: 75.7% agree). In conclusion, these findings indicate that the principal fosters a culture of innovation and continuous improvement, promoting an environment where creative ideas are valued and professional growth is supported.

Individualized Consideration (Items 13-16)

As shown in Table 4.2, principals demonstrated strong but varied performance in providing individualized support to teachers. The data shows that 59.7% of teachers agreed their principal showed genuine concern for their personal and professional growth (Item 13). While this

represents a majority positive response, the 27.3% neutral and 11.1% disagreeing responses suggest that nearly 40% of staff may not consistently experience this level of personal attention from school leaders. Mentorship and coaching (Item 14) received slightly stronger endorsement, with 67.8% agreeing, though the 20.2% neutral and 10.1% disagreeing ratings indicate this support may not be uniformly distributed across all staff members.

The most significant area for improvement emerged in principals' attention to individual teacher needs (Item 15), where only 46.4% agreed, while 24.2% remained neutral and 29.3% disagreed. This substantial portion of negative responses suggests that many teachers feel their specific concerns and requirements are not being adequately addressed. Recognition of staff contributions (Item 16) showed moderate performance, with 59.6% agreeing, but the 17.2% neutral and 23.3% disagreeing responses disclose room for improvement in how appreciation is demonstrated across the school community. Generally, while a majority of teachers perceive their principals as supportive in mentorship and recognition, a notable portion feel their individual needs are overlooked. Strengthening personalized attention and consistent acknowledgment of staff efforts could enhance overall leadership effectiveness.

Overall Assessment (Items 17-20)

A significant proportion of respondents agreed with the principal's transformational leadership qualities (Item 17: 78.8%) and their ability to motivate staff to perform at their best (Item 18: 88.8%). Collaboration and teamwork were also strongly encouraged (Item 19: 88.8%). Notably, 45.4% strongly agreed that the principal positively influences student performance through their leadership (Item 20). These outcomes suggest that the principal's transformational practices are perceived as effective in driving both staff engagement and student success. Hence, the principal's transformational leadership is widely recognized, with strong agreement on their ability to inspire staff, foster collaboration, and impact student outcomes. However, the slightly lower agreement on influencing student performance (compared to staff-related items) may warrant further attention.

Generally, the data discloses a predominantly positive perception of the principal's transformational leadership across all dimensions. Strengths include role modeling, vision communication, and fostering innovation, while areas such as sustaining staff enthusiasm may

require further attention. Overall, the findings align with the core tenets of transformational leadership, emphasizing ethical influence, motivation, intellectual growth, and individualized support. These practices appear to contribute significantly to a collaborative and high-performing school environment.

4.4 Descriptive analysis of teacher performance

This section presents an analysis of respondents' self-reported performance across five key dimensions: Instructional Effectiveness, Professional Development, Collaboration & Collegiality, Student Engagement & Classroom Management, and Overall Job Performance. The data reveals high levels of self-efficacy among teachers, with strong agreement on most items, though minor areas for improvement are noted.

Table 4.3 Reponses of 99 respondents on teacher’s performance

No	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	f	%	f	%
	Section 1: Instructional Effectiveness										
1	I design lesson plans that align with curriculum standards and student needs.	44	44.5	47	47.4	4	4	2	2	2	2
2	I use varied instructional strategies (e.g., group work, technology) to engage diverse learners.	53	53.5	45	45.4	1	1	-	-	-	-
3	I regularly assess student understanding and adjust teaching methods accordingly.	54	54.5	43	43.4	2	2	-	-	-	-
4	I provide timely and constructive feedback to students on their work.	55	55.5	43	43.4	-	-	1	1	-	-
5	My teaching methods promote critical thinking and problem-solving skills.	42	42.4	53	53.5	1	1	3	3	-	-
	Section 2: Professional Development										
6	I actively participate in professional development workshops/training.	47	47.4	52	52.5	-	-	-	-	-	-
7	I apply new teaching strategies learned from professional development in my classroom.	49	49.4	44	44.4	3	3	3	3	-	-
8	I seek opportunities to improve my teaching skills (e.g., peer observations, online courses).	53	53.5	40	40.4	4	4.1	2	2	-	-
9	I reflect on my teaching practices to identify areas for improvement.	39	39.4	49	49.4	10	10.1	1	1	0	0
	Section 3: Collaboration & Collegiality										
10	I collaborate with colleagues to share teaching strategies and resources.	49	49.5	40	40.4	4	4	5	5	1	1
11	I contribute to a positive and supportive school environment.	54	54.5	34	34.4	7	7.1	3	3	1	1
12	I communicate effectively with administrators to address classroom needs.	49	49.5	40	40.4	6	6	3	3	1	1
	Section 4: Student Engagement & Classroom Management										
13	My students are actively engaged during lessons.	16	16.1	25	25.2	33	33.4	24	24.2	1	1
14	I maintain a well-organized and respectful classroom environment.	24	24.2	29	29.3	30	30.4	13	13.1	3	3.1
15	I build positive relationships with students to foster their academic growth.	13	13.1	19	19.2	28	28.3	27	27.2	12	12.1
	Section 5: Overall Job Performance										
16	I am satisfied with my overall performance as a teacher.	48	48.5	45	45.4	2	2	1	1	3	3
17	My teaching positively influences student learning outcomes.	49	49.5	42	42.4	5	5	2	2	1	1

Instructional Effectiveness (Items 1–5)

As shown in Table 4.3, teachers demonstrated exceptional competence in curriculum-aligned lesson planning, with 91.9% agreeing that they can design lessons that meet standards and student needs (Item 1). The use of diverse instructional strategies was even more strongly rated, with 98.9% agreeing (Item 2), indicating near-universal adoption of varied pedagogical approaches. Assessment practices showed remarkable strength, as 97.9% of teachers agreed they regularly evaluate student understanding and adjust methods accordingly (Item 3). Feedback provision emerged as the strongest area, with 98.9% agreeing they consistently provide timely, constructive feedback (Item 4). Critical thinking promotion received slightly lower but still robust endorsement (95.9% agreeing), with only 1% neutral and 3% disagreeing responses (Item 5), and suggesting minor room for refinement in higher-order thinking instruction.

Interviews with principals confirmed that while teachers demonstrate strong foundational instructional skills, some struggle to consistently integrate critical thinking frameworks into their lessons. As participant one (P1) noted, "Some of my teachers are pedagogically competent, struggling to integrate critical thinking frameworks into lessons, and large class sizes can limit student engagement". Principals highlighted the need for targeted professional development in Socratic questioning and problem-based learning strategies. Overall, teachers reported strong effectiveness in lesson planning, varied teaching strategies, assessment, and feedback. The small percentage of neutral or disagreeing responses regarding critical thinking instruction suggests it is an area for further development.

Professional Development (Items 6–9)

Participation in professional growth activities was nearly universal, with 99.9% of teachers agreeing they actively engage in development workshops (Item 6). The application of new strategies showed similarly high agreement (93.8%), though the 3% disagreeing responses (Item 7) hinted at occasional gaps in translating training to practice. Teachers demonstrated strong initiative in skill improvement, with 93.9% agreeing they seek enhancement opportunities (Item 8). Reflective practice was widely adopted (88.8% agreeing), though the 10.1% neutral responses (Item 9) suggested some teachers may benefit from structured reflection protocols.

Principals highlighted that while workshop attendance is excellent, the transition to classroom implementation varies by individual. As Participant Three (P3) noted, "In our school, I assure that there is excellent workshop attendance, good peer coaching and follow-up, but sometimes we face misalignment between training content and teachers' immediate needs and translating training to practice." They identified peer coaching and follow-up observation as underutilized supports that could bridge this gap. Time constraints and occasional misalignment between training content and teachers' needs were cited as persistent challenges, prompting calls for more personalized, job-embedded professional learning. Overall, while teacher participation in professional development is nearly universal and most report applying new strategies, the small percentage of disagreement and neutral responses indicates room for improvement in implementation support. Structured follow-up through peer coaching and more personalized learning opportunities could help bridge the gap between training and classroom practice.

Collaboration & Collegiality (Items 10–12)

Collaborative practices were particularly strong, with 89.9% of teachers agreeing they work closely with colleagues to share resources and strategies (Item 10). Contribution to school culture received exceptional ratings, with 88.9% agreeing they foster a positive environment (Item 11). Administrative communication was also effective, as 89.9% agreed they have productive exchanges with school leaders (Item 12).

Qualitative insights from interviews with school principals in Nifas Silk Lafto Sub City Private Secondary Schools reinforced the quantitative findings. Principals emphasized the significance of collaborative practices, with Participant Two (P2) stating, "Collaborative practices is our habit; teachers are frequently engaged in teamwork and share their practices through regular meetings." They also highlighted the importance of a positive school culture. As Participant Four (P4) noted, "In my school, there is a positive school culture, good communication, encouraged feedback and dialogue."

These elements contribute to recognizing teacher achievements, boosting morale, and strengthening community ties. Effective administrative communication was a recurring theme, with principals noting that open lines encourage feedback and dialogue, creating an atmosphere where teachers feel valued. Collectively, these insights underscore a strong, cooperative professional community within the schools. The consistently high agreement levels across all

three items indicate a collaborative environment where teachers actively contribute to a positive school culture and maintain effective communication with administration, suggesting healthy collegial relationships.

Student Engagement & Classroom Management (Items 13–15)

The data discloses significant classroom challenges, with only 41.3% of teachers agreeing they observe active student participation (Item 13). Classroom organization showed somewhat better results (53.5% agreeing), though the 30.4% neutral and 16.2% disagreeing responses (Item 14) indicate substantial difficulties in maintaining structured environments. Relationship-building emerged as the most challenging area, with just 32.3% agreeing about positive student-teacher relationships while 39.3% disagreed (Item 15).

Principals identified several compounding challenges, including "excessive screen time and digital distractions," as Participant 7 noted, which "influence student engagement and hinder teacher performance regarding student engagement." Participant 5 added that "poor study habits, lack of self-discipline, and peer pressure are among the challenges for teachers to engage students." Furthermore, Participant 6 observed that "low motivation, limited parental involvement, and increasingly diverse student needs are serious challenges" that hinder the implementation of effective student engagement strategies. They described teachers as "overwhelmed but persevering," noting that many resorted to corrective discipline rather than relational strategies. Interview data revealed plans to prioritize social-emotional learning training and reduce administrative burdens, allowing teachers more capacity for relationship-building. Some schools are piloting classroom management mentorship programs, though systemic constraints continue to pose significant barriers.

Generally, these results highlight concerning gaps in classroom engagement and management, with particularly weak performance in relationship-building. The high rates of neutral and disagreeing responses suggest systemic challenges in creating participatory, well-organized classrooms with strong teacher-student connections. Targeted interventions in these areas appear necessary.

Overall Job Performance (Items 16–17)

Nearly 93.9% of teachers agreed they feel satisfied with their performance (Item 16), and 91.9% agreed their teaching positively influences student learning (Item 17). The overwhelming agreement on both items demonstrates strong professional confidence among teachers, with nearly all educators expressing satisfaction with their performance and belief in their positive impact on student learning. These results reinforce the overall pattern of high self-efficacy throughout the survey.

In addition, the data gathered from Nifas Silk Lafto Sub City Private Secondary Schools through interviews with school principals revealed that nearly all educators are committed to fostering a positive learning environment. Principals noted that teachers often engage in self-reflection and seek feedback, which contributes to their sense of self-satisfaction and reinforces their belief in the effectiveness of their teaching methods. This qualitative insight supports the quantitative findings, highlighting a strong correlation between teachers' confidence in their performance and their perceived influence on student learning.

Generally the findings illustrate a highly competent and collaborative teaching workforce, with strengths in instructional adaptability, professional development engagement, and collegiality. Areas for targeted improvement include enhancing critical thinking pedagogy (Item 5) and deepening student-teacher relationships (Item 15). The overwhelmingly positive self-assessment suggests that institutional support and existing practices are effective, though periodic training on student engagement strategies could further optimize performance.

4.5 Relationship between Transformational Leadership and Teacher Performance

This section examines the interplay between principals' transformational leadership practices (Section 4.3) and teacher performance (Section 4.4), identifying key correlations and their implications for school effectiveness. The analysis discloses strong alignment between leadership behaviors and teacher competencies, with particular interactions in areas of shared vision, professional growth, and collaborative culture.

Table 4.4 Person Correlation between Transformational Leadership and Teacher Performance Dimensions

No	Leadership Dimensions	Performance Dimensions	Correlation Coefficient(r)	Strength of Relationship
1	Idealized Influence	Instructional Effectiveness	0.769	Strong
2	Inspirational Motivation	Professional Development	0.881	Very Strong
3	Intellectual Stimulation	Collaboration & Collegiality	0.991	Nearly Perfect
4	Individualized Consideration	Student Engagement	0.324	Weak
5	Overall Assessment	Overall Job Performance	0.769	Strong

Idealized Influence and Instructional Effectiveness

Principals' demonstration of idealized influence (Items 1-4: 73.8-83.8% positive) shows strong correlation with teachers' instructional effectiveness (Items 1-5: 84.9-98.9% positive). The principal's role as an ethical exemplar (Item 2: 75.8% positive) aligns particularly with teachers' commitment to providing timely feedback (Item 4: 98.9% positive) and using diverse instructional strategies (Item 2: 98.9% positive). This relationship suggests that when school leaders model professional integrity and communicate a clear vision, teachers are more likely to implement rigorous, student-centered practices. However, the 15.1% disagreement on principals serving as role models (Item 1) indicates this influence isn't uniformly experienced across all staff members.

Inspirational Motivation and Professional Development

The data reveals a robust connection between principals' inspirational motivation (Items 5-8: 79.8-86.8% positive) and teachers' professional development engagement (Items 6-9: 88.8-99.9% positive). Principals who articulate compelling visions for school improvement (Item 7: 87.8% positive) appear to foster cultures where teachers actively seek skill enhancement opportunities (Item 8: 93.9% positive). Notably, the near-universal participation in PD workshops (Item 6: 99.9% positive) suggests motivational leadership effectively promotes

continuous learning, though the 3% disagreement on applying new strategies (Item 7) points to potential implementation challenges that may require additional support structures.

Intellectual Stimulation and Collaborative Practices

Principals' emphasis on innovation (Items 9–12: 75.7–87.9% positive) correlates strongly with teachers' collaboration (Items 10–12: 88.9–89.9% positive). For example, principals who challenge the status quo (Item 11: 86.9% positive) likely cultivate environments where teachers freely share strategies (Item 10: 89.9% positive). This reciprocal relationship underscores how leadership that values creativity fosters a culture of collective problem-solving. Leaders who promote intellectual stimulation create conditions for teacher collaboration, enhancing resource-sharing and peer learning.

Individualized Consideration and Student Engagement

Principals' individualized consideration practices (Items 13-16: 46.4-67.8% positive) demonstrate complex relationships with classroom outcomes. While mentorship provision (Item 14: 67.8% positive) shows moderate correlation with teacher performance, its impact on student engagement metrics remains limited (Items 13-15: 32.3-41.3% positive). The significant dissatisfaction with addressing individual needs (Item 15: 29.3% negative responses) particularly contrasts with teachers' overall job satisfaction (Item 16: 93.9% positive), suggesting that while personalized leadership approaches benefit staff morale, their translation to classroom practice may be mediated by external factors like class sizes or resource limitations. This disconnect highlights the need for leadership strategies that bridge staff support with direct classroom impact.

Overall Leadership Influence and Teacher Efficiency

The strong consensus on principals' transformational qualities (Item 17: 78.8% positive) mirrors teachers' job satisfaction (Item 16: 93.9% positive) and influence on learning (Item 17: 91.9% positive). This mutual reinforcement highlights how transformational leadership cultivates teacher confidence and perceived effectiveness. Holistic transformational leadership practices (vision, motivation, support) correlate with teachers' self-efficacy and belief in their influence. Generally transformational leadership practices are not only complementary to teacher

performance they are catalytic, creating ecosystems where pedagogical excellence, collaboration, and student-centered practices increase. Schools should invest in leadership development programs that emphasize these interconnected dimensions

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the key perceptions gained from the research, emphasizing the significant relationship between transformational leadership practices and their influence on teachers' performance within the educational context. The chapter further synthesizes the conclusions drawn from the data analysis, highlighting the implications for educational leaders and policymakers. Additionally, it offers practical recommendations aimed at enhancing leadership strategies to foster an environment conducive to improved teacher performance. By integrating the findings with existing literature, this chapter aims to provide a holistic understanding of how transformational leadership can be leveraged to elevate educational outcomes in private secondary schools.

5.2 Summary of key Findings

The findings disclose that teachers generally perceive their principals as demonstrating transformational leadership behaviors to a significant extent, particularly in the domains of idealized influence and inspirational motivation, with agreement rates ranging from 73.8% to 86.8%. This positive perception indicates that teachers view their principals as ethical leaders with a compelling vision that resonates with their professional aspirations. Additionally, principals are recognized for fostering intellectual stimulation, as evidenced by agreement levels between 75.7% and 87.9%, however, there is a notable concern regarding individualized consideration, which gathered lower agreement rates of 46.4% to 67.8%. This suggests that teachers feel their specific needs are not adequately addressed, highlighting an area where principals could enhance their transformational leadership practices to better support teacher development.

In terms of the contribution of transformational leadership practices to teacher performance, teachers reported high levels of competence in instructional effectiveness (91.9% to 98.9% agreement), professional development (88.8% to 99.9% agreement), and collaboration (88.9% to 89.9% agreement). These findings reflect a strong commitment among teachers to improve their skills and collaborate with peers, which may be influenced by the supportive leadership

behaviors of their principals. However, challenges remain in areas such as student engagement and classroom management, with only 41.3% and 53.5% agreement, respectively. These challenges are largely attributed to external factors like excessive screen time and digital distractions, which reduce students' focus during lessons. A lack of study habits and self-discipline also contributes to inconsistent academic effort among students. Peer pressure and social distractions further disrupt classroom cohesion, undermining the learning atmosphere. Additionally, low student motivation and a perceived irrelevance of curriculum content diminish participation and interest in learning. Compounding these issues is limited parental involvement, which weakens the essential home-school support system necessary for reinforcing academic engagement. Overall, while transformational leadership practices positively impact teacher performance, there is a critical need for principals to focus on individualized support and address specific challenges to create a more conducive educational environment.

The findings indicate that teachers perceive specific transformational leadership behaviors as significantly influential on their performance, highlighting the importance of these behaviors in fostering a productive educational environment. Among the various dimensions of transformational leadership, idealized influence is notably linked to instructional effectiveness, with a strong correlation coefficient of $r = 0.769$. This suggests that when principals exemplify ethical behavior and serve as role models, teachers feel more empowered and capable in their instructional practices. Inspirational motivation also plays a crucial role, demonstrating a very strong correlation of $r = 0.881$ with professional development. This indicates that principals who articulate a compelling vision and inspire teachers are likely to enhance their commitment to personal and professional growth. Furthermore, intellectual stimulation discloses an almost perfect relationship with collaboration ($r = 0.991$), suggesting that principals who encourage innovative thinking and problem-solving foster a collaborative culture among teachers, leading to improved teamwork and shared practices. Conversely, individualized consideration has a weaker correlation with student engagement ($r = 0.32$), implying that while this leadership behavior is important; its influence may be moderated by external factors such as teacher workload. Overall, the findings underscore that idealized influence, inspirational motivation, and intellectual stimulation are perceived by teachers as the most influential transformational leadership behaviors affecting their performance.

Generally, the study confirms that transformational leadership significantly enhances teacher performance, particularly in instructional practices, professional growth, and collaboration. However, targeted improvements are needed in personalized teacher support and student engagement strategies. Schools should invest in leadership training and systematic mentoring programs to bridge gaps. These findings contribute to educational leadership literature and provide actionable insights for school administrators and policymakers in Nifas Silk Lafto Sub-City and similar contexts.

5.2 Conclusions

This study sought to analyze the perceived contribution of transformational leadership to teachers' performance in private secondary schools in Nifas Silk Lafto Sub-City. Based on the data collected and analyzed, the following conclusions were drawn.

1. The findings exposed that principals in the selected schools predominantly exhibit transformational leadership behaviors, particularly in idealized influence and inspirational motivation. Teachers perceived their principals as ethical role models who articulate a compelling vision, fostering a shared sense of purpose within the school community. However, the study identified inconsistencies in individualized consideration, with many teachers feeling their specific professional and personal needs were not adequately addressed. This gap suggests that while transformational leadership positively influences teacher motivation and performance, its full potential is hindered by the lack of personalized support.
2. Regarding teacher performance, the study found high levels of competence in instructional effectiveness, professional development, and collaboration. Teachers demonstrated strong pedagogical skills, actively engaged in professional growth, and worked collaboratively with colleagues. However, challenges persisted in student engagement and classroom management, attributed to external factors such as over extended screen time, and digital distractions, lack of study habits and self-discipline, Peer pressure and social distractions, low motivation and perceived irrelevance of curriculum content, limited parental involvement. These findings indicate that while transformational leadership enhances teacher performance in many areas, its influence on classroom dynamics is moderated by contextual constraints.

3. The correlation analysis further highlighted the strong relationship between transformational leadership and teacher performance. Idealized influence and inspirational motivation were particularly influential in fostering instructional effectiveness and professional development, respectively. Intellectual stimulation also showed a near-perfect correlation with collaboration, emphasizing the role of principals in promoting innovative and team-oriented practices. However, the weaker link between individualized consideration and student engagement underscores the need for more tailored leadership approaches to address classroom-level challenges.
4. Additionally, the study uncovered systemic issues, such as gender disparities in leadership roles and insufficient resources, which limit the effectiveness of transformational leadership. The absence of female principals and the predominance of male leadership may restrict diverse perspectives in decision-making, while resource constraints hinder the implementation of individualized support strategies.

In summary, the study concludes that transformational leadership significantly enhances teacher performance in private secondary schools, particularly in instructional practices, professional growth, and collaboration. However, its effectiveness is constrained by gaps in personalized support and systemic challenges. To maximize the benefits of transformational leadership, schools must address these barriers through targeted leadership training, improved resource allocation, and policies that promote inclusive and supportive educational environments. These measures will ensure that transformational leadership translates into tangible improvements in both teacher performance and student outcomes.

5.3 Recommendation

School Leaders (Principals and Administrators): to enhance transformational leadership practices, school leaders are advised to prioritize ongoing leadership training that focuses on individualized consideration, active listening, and mentorship skills. Research shows that transformational leadership positively influences teacher motivation and job satisfaction, which in turn affects student outcomes. This will empower principals to better support teachers' personal and professional development needs. Additionally, fostering gender-inclusive leadership is essential; school leaders should actively encourage and mentor female educators to take on administrative roles, addressing the current gender imbalance in leadership positions.

Improving teacher support systems is also crucial. Implementing structured mentorship programs where experienced teachers guide their peers can significantly enhance areas such as student engagement and classroom management. Furthermore, reducing administrative burdens on teachers will allow them more time for relationship-building with students and for engaging in innovative teaching practices. Lastly, strengthening communication and collaboration through monthly feedback sessions with teachers will create an environment where challenges can be addressed collectively. Promoting peer observation and collaborative planning can facilitate the sharing of best instructional practices.

Teachers: teachers are encouraged to actively engage in professional development opportunities that focus on student engagement techniques, including socio-emotional learning (SEL) and differentiated instruction. Studies indicate that professional development grounded in these areas can lead to improved student outcomes and engagement. By participating in these trainings, educators can enhance their classroom dynamics and better meet the diverse needs of their students. Additionally, reflective teaching practices should be embraced; maintaining teaching journals or participating in peer discussions can help teachers identify areas for growth and improvement. In terms of classroom strategies, adopting student-centered teaching methods, such as project-based learning, will significantly increase active participation among students. Furthermore, utilizing formative assessments regularly allows teachers to adjust their teaching approaches based on real-time feedback from students, ultimately fostering a more responsive and effective learning environment.

Policy Makers (Education Bureaus and Stakeholders): Policy makers play a vital role in resource allocation to improve educational outcomes. They should ensure that schools are equipped with adequate teaching materials and consider reducing class sizes to facilitate better student-teacher interactions. Additionally, allocating funds specifically for leadership development programs focused on transformational leadership principles will enhance the capacity of school leaders. Monitoring and evaluation mechanisms should also be established; creating a school-based monitoring committee can provide regular assessments of the implementation of leadership and teaching strategies. Moreover, requiring quarterly progress reports from schools on teacher performance and student engagement metrics will foster accountability. Lastly, stakeholder involvement is essential; organizing workshops for parents

and community members can educate them on their roles in supporting school improvement plans. Recognizing and rewarding high-performing teachers and principals will motivate sustained excellence within the educational system.

Future Research: Future research should aim to conduct longitudinal studies that assess the long-term impact of transformational leadership on student outcomes. This will provide valuable insights into how effective leadership practices influence educational success over time. Additionally, exploring case studies of schools that have successfully implemented student engagement strategies can identify replicable models that other institutions can adopt. By focusing on these areas, researchers can contribute to a deeper understanding of the factors that drive teacher performance and student learning, ultimately informing best practices in educational leadership and pedagogy. Achieving sustainable improvements in teacher performance and student learning necessitates collaboration among school leaders, teachers, policymakers, and the community. By addressing systemic challenges and investing in both leadership and teacher capacity, schools in Nifas Silk Lafto Sub-City can cultivate a more effective and motivating educational environment that benefits all stakeholders involved.

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APPENDICES



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Perceived Contribution of Transformational Leadership to Teachers Performance in Nifas Silk Lafto Sub City Private Secondary Schools

SECTION A: Background and Personal Data

Directions: 1, Please give information about you for each of the categories below.

Put a tick (✓) mark in the appropriate box where in the necessary.

1. Gender?

Male Female

2. Your Age?

20-30 31-40 41-50 Above 50

3. Years of Teaching Experience:

1-5 years 6-10 years 11-15 years

Above 15 years

4. Your Highest Level of Educational Qualification:

Diploma Bachelor's Degree Master's Degree Doctorate and above

What is your current position? Principal Vice Principal Teacher

Part: I

Direction;-2, the following statements address is to study and explore the Transformational Leadership and Its contribution on teachers Performance.

The findings and recommendations of the study will contribute to the improvement of transformational leadership role, which will have a positive impact on school effectiveness. Please **answer** by placing a tick (√) in the corresponding boxes that matches your position most, according to the following five rating scales.

Preliminary Data Collection Instrument

Instructions: Please rate the following statements based on your observations or experiences with your school leader the Principal

Use the Scale below;

4 = Frequently, if not always 3 = Fairly often 2 = Sometimes 1 = Once in a while 0 = Not at all

No	Items	Rating Scale				
		4	3	2	1	0
	Idealized Influence (Behavior)					
1	My school leader instills pride in others for being associated with them.					
2	My school leader goes beyond self-interest for the good of the school.					
3	My school leader acts in ways that build others' respect.					
4	My school leader talks about their most important values and beliefs.					
5	My school leader emphasizes the importance of having a collective sense of mission.					
6	My school leader considers the moral and ethical consequences of decisions.					
	Inspirational Motivation					
7	My school leader talks optimistically about the future.					
8	My school leader expresses confidence that goals will be achieved.					
9	My school leader articulates a compelling vision of the future.					
	Intellectual Stimulation					
10	My school leader seeks differing perspectives when solving problems.					
11	My school leader suggests new ways of looking at how to complete assignments.					
12	My school leader encourages me to think creatively about problems.					
	Individualized Consideration					
13	My school leader spends time teaching and coaching.					
14	My school leader treats me as an individual rather than just a member of a group.					
15	My school leader helps me develop my strengths.					

Part: II

Assessing Transformational Leadership of School Principals

Direction;-2, the following statements address is to study and explore the Transformational Leadership and Its contribution on teachers Performance.

The findings and recommendations of the study will aid in enhancing the role of transformational leadership, which will positively influence school effectiveness. Please indicate your level of agreement by placing a tick (√) in the appropriate box according to the following five-point rating scale.

Use the Scale below

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No	Items	Rating Scale				
		5	4	3	2	1
	Section 1: Idealized Influence					
1	The principal serves as a role model for teachers and students.					
2	The principal demonstrates high ethical standards in decision-making.					
3	The principal is respected and trusted by staff members.					
4	The principal communicates a clear vision for the school.					
	Section 2: Inspirational Motivation					
5	The principal inspires and motivates teachers to achieve their best.					
6	The principal encourages a positive school culture.					
7	The principal articulates a compelling vision of the future for the school.					
8	The principal fosters enthusiasm and commitment among staff.					
	Section 3: Intellectual Stimulation					
9	The principal encourages innovative thinking and problem-solving among teachers.					
10	The principal values and promotes creative ideas from staff.					
11	The principal challenges the status quo in educational practices.					
12	The principal supports professional development opportunities for teachers.					
	Section 4: Individualized Consideration					
13	The principal shows genuine concern for the personal and professional growth of teachers.					
14	The principal provides mentorship and coaching to staff members.					
15	The principal listens to and addresses the individual needs of teachers.					
16	The principal recognizes and appreciates the contributions of all staff members.					
	Section 5: Overall Assessment					
17	Overall, I believe the principal demonstrates transformational leadership qualities.					
18	I feel motivated to perform at my best under this principal's leadership.					
19	Teacher collaboration and teamwork are encouraged by this principal.					
20	I believe that this principal positively impacts student performance through their leadership style.					

Part: III

Teacher Performance Questionnaire (TPQ)

The insights and suggestions derived from this study are expected to significantly contribute to strengthening the role of transformational leadership, thereby fostering a meaningful improvement in overall school effectiveness. Kindly express your level of agreement by placing a tick (√) in the box that best reflects your opinion, using the five-point rating scale provided.

Use the Scale below:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

No	Items	Rating Scale				
		5	4	3	2	1
I	Instructional Effectiveness					
1	I design lesson plans that align with curriculum standards and student needs.					
2	I use varied instructional strategies (e.g., group work, technology) to engage diverse learners.					
3	I regularly assess student understanding and adjust teaching methods accordingly.					
4	I provide timely and constructive feedback to students on their work.					
5	My teaching methods promote critical thinking and problem-solving skills.					
II	Professional Development					
6	I actively participate in professional development workshops/training.					
7	I apply new teaching strategies learned from professional development in my classroom.					
8	I seek opportunities to improve my teaching skills (e.g., peer observations, online courses).					
9	I reflect on my teaching practices to identify areas for improvement.					
III	Collaboration & Collegiality					
10	I collaborate with colleagues to share teaching strategies and resources.					
11	I contribute to a positive and supportive school environment.					
12	I communicate effectively with administrators to address classroom needs.					
IV	Student Engagement & Classroom Management					
13	My students are actively engaged during lessons.					
14	I maintain a well-organized and respectful classroom environment.					
15	I build positive relationships with students to foster their academic growth.					
V	Overall Job Performance					
16	I am satisfied with my overall performance as a teacher.					
17	My teaching positively impacts student learning outcomes.					

Part IV

Semi-Structured Interview Guide Questionnaire

Section A: Transformational Leadership Practice (for principals)

(Items based on Bass & Avolio's Transformational Leadership Theory, specifically the Multifactor Leadership Questionnaire - MLQ Form 5X)

Interview Guide for School Principals

Objective: To understand the principal's perspective on how Transformational Leadership contributes to teacher performance in alignment with the five TPQ dimensions.

I. Instructional Effectiveness

1. How do you support teachers in designing lesson plans that align with curriculum standards and student needs? Can you provide examples of how your leadership has influenced teachers' instructional strategies (e.g., use of technology, differentiated instruction)?

II. Professional Development

2. What opportunities for professional developments do you provide or encourage for teachers? How do you ensure that teachers apply newly learned strategies in their classrooms? Could you share a success story?

III. Collaboration & Collegiality

3. How do you foster collaboration among teachers to share strategies and resources? What steps do you take to create a positive and supportive school environment?"

IV. Student Engagement & Classroom Management

4. In what ways does your leadership help teachers improve student engagement and classroom management? How do you support teachers in building positive relationships with students?

V. Overall Job Performance

5. How do you assess or recognize teachers' overall job performance? What role do you believe Transformational Leadership plays in enhancing teacher satisfaction and student learning outcomes?