



ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**TRANSFORMATIONAL LEADERSHIP PRACTICE AND
CHALLENGES IN HOLETA TOWN GOVERNMENT
SECONDARY SCHOOLS.**

By ; Berhanu Shibiru

Advisor; Dejene Niguse[PhD]

**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.**

November, 2023

Addis Ababa, Ethiopia

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university and that all resources of materials used for the thesis has been duly acknowledged.

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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 Berhanu Shibiru entitled, Transformational Leadership Practice and Challenges in Holeta Town government Secondary Schools. Therefore, I recommended that it is to be submitted as fulfilling M.A Thesis.

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ABSTRACT

This study aimed to assess the current practices and challenges of exercising transformational leadership in secondary schools of Holeta Town. To accomplish the objectives of the study mixed, design was employed in the view of both quantitative and qualitative method . A total of 75 participants or respondents were included in the study Quantitative data were collected, through questionnaires, from respondents (principals and teachers),randomly selected from five secondary schools. Semi-structured interviews were also held with respondent s(supervisors and educational officers);Simple random and purposive sampling techniques were used to select them from five secondary school of Holeta Town. Quantitative data were analyzed using descriptive statistics such as frequency and percentage. While the qualitative data were analyzed using content analysis approach .It was identified by the study that level of understanding and ,exercising the domain and its practices of transformational leadership was in low level, especially understanding concepts of transformational school leadership .This supervisors and principals were lack of interest in continuous follow up and understanding level and also the four dimensions(idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation), practicing and exercising were at low level. The study identified major challenges that impede principals 'transformational leadership practices ,namely :poor management system of principals, dominance of routine administrative work to principals, low parental/ community involvement, budget deficit(inadequacy),pressures of internal and external forces. Therefore, it could be concluded that those a fre-mentioned challenges were highly affecting the principals' transformational leadership practices. Base don these findings ,It was recommended that Over all findings from this study suggest that the principals' transformational leadership practices should play important roles in tackling those challenges particularly related to over load administrative work, budget deficit ,parental involvement and pressures of internals for ces through mobilizing community ,engaging self- incoming generating activities, wisely using funds, increasing high commitments ,providing school base training, and ,It is recommended that for Holeta Town education officers solve these problems to overcome the problem of principals and teachers to provide proper transformational leaders in school to support or students ,and others school stakeholders were recommended for the future of education development program. Finally, based on the conclusion made, possible recommendations were forwarded to maximize the practices of transformational leadership in secondary schools and to minimize the identified challenges particularly related to overload administrative work, budget deficit, parental involvement and pressures of internal external forces.

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ACRONYMS AND ABBREVIATIONS

EDTP: Educational Training Policy

ESDP: Educational Sector Development Program.

GESLCE General Education School Leaving Certificate Examination's

GEQIP; General Education Quality Improvement Program

MOE; Ministry of Education s

PTA; Parents, Teachers, Association

TSL; Transformational School Leadership.

CHAPTER ONE:1. INTRODUCTION

This chapter deals with the background of the study that gives detail information on practices and challenges of transformational school leadership in government secondary schools. It also gives about the statement of the problems, basic research questions, objectives of the study, general objectives, and specific objectives, Significance of the Study, Delimitation of the study and definition of key terms and organization of the study.

1.1 Back ground of the study.

Transformational leadership was defined as a leadership approach that cause change in individual and social system. In its creates valuable and positive change in the followers with the end goal of developing followers into leaders Enacted in its form transformational leadership enhance the motivation morale and performance of followers through a variety of mechanisms These include connecting the followers sense of identity and self to the mission and collective identity of the organization, being role mode of followers that inspire them. Challenging followers to take great ownership for their work and understanding the strengths. And weaknesses of followers , so the leader could align followers with tasks that optimize their performance.

Background to the development of transformational leadership theory according to

Cox (2001), there were two basic categories of Transformational leadership has positive consequence on the needed organizational result and commitment of the employees. Leith woodetal. (2016) argue that school leadership plays a vital role in the effectiveness of educational institutions. A school principal effective when he/she helped others believe in themselves, saw and use their own potential and jointly develop a vision and strategy for action (Mazurkiewicz,2017).

The transformational leadership model has been studied and applied to organizations such as schools, the military, hospitals, and banks. Chipunza and Gwarinda (2010) studied how the transformational leadership model impacted employees of two institutions of higher education in South Africa involved in a merger. Nguni, Slegers, and Denessen (2006) examined the leadership effects of transformational leadership on Tanzanian primary school teacher .In general, studied focusing on the roles of school principals as leaders, particularly as transformational school leaders , under core their significance as key actors in bringing about school effectiveness.

Scheerens (2000) proposes that leadership, acquisition of basic skills a secure environment, high student expectations, and frequent performance assessment are critical elements of effectiveness.

leadership, and then political scientist James McGregor Burns (1978) introduced this concept in his Pulitzer Prize-winning book on leadership.

Burns (1978) distinguished two types of leadership. The first type was transactional leadership. In this style, there was an exchange between the leader and the followers (e.g., the follower receives wages prestige for compliance with the leader's wishes). The leader obtains the cooperation of followers by offering something in exchange of their efforts ;therefore, followers accept the leaders' authority because they have something to gain. The second type was transformational leadership, which could be de fined as the process of influencing major changes in the attitudes, beliefs, and values of followers to a point where the goals of an organization and the vision of the leader are internalized and followers achieve performances beyond expectations (Bass, 1985; Yukl, 1999a; 1999b). In this process, leaders and

followers raise one another's levels of morality and motivation (Carlson &Perrewe, 1995), and leaders achieve followers' best efforts by inspiring them to identify with a vision that surpasses their own immediate self-interests. The transformational leader aspires to elevate the followers' higher-order needs meaning that leaders and followers raise each other's motivations and senses of purpose. This implies that the aims and aspirations of both parts congealin to one, being established common goals in which they can identify

Themselves (Bryman, 1992).The distinction between transactional and transformational leadership was the basis for understanding the true nature of transformational leadership. According to Burns (2003), leaders couldnot be both transactional and transformational because the transactional leaders try to satisfy the followers'

Basic needs in exchange to achieve the leaders' objectives. In contrast, transformational leaders interface with followers in a mutually enriching environment that allows them to realize their higher-order needs and enables

Them to initiate a process of self-growth and transformation (Khanin, 2007).Thus, Burns (1978) suggests that transformational

It was specifically argued that transformational leadership helps in shaping principals' perceptions and attitude which results in improving their schools (Marzano, Waters, & Balyer, 2012) Northouse, 2001). Transformational leadership was viewed as being composed of four factors: (1) Idealized or charismatic influence, which views leaders as role models for followers; (2) inspiring and motivating followers through a vision of a brighter future; (3) intellectual stimulation of members through the questioning of organizational assumptions and willingness to innovate; and (4) individualized consideration of organizational members through coaching and mentoring that attends to their needs, including the need to achieve and grow (Bass, 2002). Thus, the purpose of this study was to investigate the transformational leadership: practices and challenges in government secondary schools. The history of school leadership in Ethiopia goes back to the introduction of modern education in 1908 with the opening of Menelik II School. Until the 1940s, the history of school leadership in Ethiopia focused on foreign principals from countries such as France, Britain, Sweden, Canada, and Egypt.

It was after 1964 that Ethiopia started replacing foreign principals with Ethiopians. Besides school leadership, these new Ethiopian principals were also responsible for managing education-related issues in their district. At that time school principals were appointed by the Federal Government appointed school principals primarily on the basis of their educational credentials and work experience (MoE, 2012). Until recent years, though for a few years, principals were selected by their school staff and the placement of a school principal was by open competition. Beginning from 1994, the government of Ethiopia decentralized the educational system by devolving the decision-making and the service functions from the Federal Government to Regional States and then down to school level. This reform affected management practices in the education sector. Program like Education Sector Development Programme (ESDPs, I-V) gave strong emphasis to strengthening the capacity of the system. In addition, improving the school effectiveness and management is one of the goals of these programs. The main aim of ESDP is to improve the educational quality and expand access to education with special emphasis on secondary education in urban and underserved areas, and to promote girls' education (Moe, 2005).

The Proclamation of 217/2000 outlines the transfer of power on management and supervision, curriculum development and employment of teachers from Federal level to Regional Education Bureaus. Directive for Educational Management, Organization, Public Participation, and Finance

(MoE,2002) clearly outlines the duties and responsibilities of various bodies in education management from the office of Ministry of Education down to local governors of schools and school principals. Moreover, the directive further specifies the duties and responsibilities of schools and school leaders. Schools, particularly secondary schools, were accountable to Holeta Education Office in rural areas, and to City Administration Education Office in urban areas. School Boards or Parent Teacher Associations (PTAs) that are elected from parents, teachers and students provide the higher governing body of a school. The secondary school principal was also accountable to City Administration Education Office, depending on location, .

Today, the movement for reform at national and regional levels has gained momentum. Educational reforms such as General Education Quality Improvement Package (GEQIP) was comprehensive covering most of the critical components of quality improvement, including: revising and upgrading the national curriculum; development and provision of new textbooks across all grades and subjects (in local and national languages) based on the new curriculum; improved pre-service teacher education ;strengthened continuing professional development (in-service) for teachers ;capacity development for head teachers to improve school leadership and management ;training for stakeholders in school improvement planning; training for regional and federal ministry officials to improve their planning and budgeting skills and development of national assessment programmes ,in particular at secondary levels(MOE,2008).

One of the most important challenges of GEQIP was how well schools integrate all the various components of the program, and align them to key performance indicators of the program, namely: increased learning outcomes secondary school completion rates and secondary entrance (MoE,2008/09).It is believed, by officials and the community at large ,that the main responsibility to resolve these challenges falls on school principals. Education was a key for development of one country. If educational system fails, it leads to the failure of generation. The failures of education start from failure of leadership. So, conducting research on education was contributing for sustainability of generation. In another way today in our country transformational leadership in schools was declining due to different reasons. Still now government was focusing on accessibility and quality of education. So, the aim of this study was to contribute and awake different concerns concerning leadership part.

1.2. Statement of the problem

In Ethiopia, the duties and responsibilities of secondary school principals were described in a hand book entitled: "School Organization and Management" (MoE, 1994) as well as other policy documents such as ETP (1994). The responsibilities currently assigned to Ethiopian secondary school principals correlate with four dimensions of transformational leadership described in Bass and Riggio (2006). The striking similarities were described here: Creating and sharing vision goes with charismatic leadership which provides vision and a sense of mission; exemplary practices goes with the leader should act as a role model for subordinates to inspire them; empowering and developing followers' potential goes with the idea of individual consideration; and initiation goes with the idea of intellectually stimulating followers toward new ideas that were supposed to stimulate rethinking of old ways of doing things.

Moreover, the roles of secondary school principal were described in the duties and responsibilities in the above document and they match with transformational leadership constructs. In alignment with the constructs, Ethiopian principal were expected to bring academic success in secondary schools in line with the ethical assumptions underlying transformational leadership. However, Federal and Regional reports reveal that secondary schools were not meeting expectations placed by government and the public. For instance, the annual statistical abstracts of the MoE (2008-2012) as well as Education Office of Holeta Town (2008-2014) showed that the student learning outcomes of secondary school students was increasing continuously from time times depending on reference of those office data. **Some local study have been reviewed by the current researchers to found out the research gaps and to rationalized the significant of the study. Accordingly [Tadase Daba 2016] He assess the challenges of transformational leadership in government secondary schools of Walmera Woreda were poor management system of principals and low budget deficit [Haile Damisse 2018] West Wollaga Gulliso Woreda the challenges of transformational leadership were lack of skills and necessary training were what affect the effectiveness of school principals in order to alleviate school problems at hand day to day activities** The researcher wants to filled the gaps through this research transformational leadership practice and challenges in case of Holeta Town government secondary Schools and how they implement transformational leadership in their schools as well as what were the major challenges they have and the use of transformational leadership.

Transformational leadership played significant role directly or indirectly in influencing its followers by promoting and managing school development .There has been empirical evidence that indicate a link between transformational leadership of the school and student ability to succeed academically (Leith wood& Jantzi,2007; Leithwoodetal.2004).So the researcher would fill the major challenges and practices of transformational leadership in Holeta Town government secondary schools and how transformational leadership implement in those schools.

1.3. Basic Research Questions

Specifically, the present study will be guided by the following basic questions in order to address the problem

- 1 .What type of leadership styles did the Holeta Town government secondary schools leaders practice?
2. What were practices of leadership styles in Holeta Town government secondary schools?
- 3 How teachers perceive the level of transformational leadership in Holeta Town in secondary schools?
- 4 .What were the major challenges that affect schools principals on transformational leadership practices in teaching and learning process?

1.4. Objectives of the Study

1.4.1 General Objectives

The main objective of this study were to assess the current practices and challenges of transformational leadership in government secondary schools of Holeta Town. In order to achieve this aimed, the researcher would explore the existence and manifestation of the transformational leadership, perceptions of principals a n d teachers recommend strategies that have contribution to observe and practice the research.

1.4.2. Specific Objectives

In line with the above general objectives the study in tended to met the following specific objectives

To examine how teachers, perceive the level of transformational leadership in Holeta Town secondary school

To assess the practice of the transformational leadership in Holeta Town government secondary schools

To explore the major challenges of practices the transformational school leadership in Holeta Town

Researcher was come up with sound recommendations that can play their own role in its effective utilization by government secondary schools.

1.5. Significance of the Study

It identifying the prevailing practices and challenges of transformational leadership in secondary schools, the school principals, therefore, this research was significant for the following of main reasons

.1. It would suggest strategies that may enhance the effectiveness of school principals' transformational leadership practices; and challenges.

. 2 It would contribute knowledge to the existing research gap regarding transformational leadership in secondary schools of Holeta town.

3 .Research findings might serve as stepping-stone for further investigation regarding specific issues of transformational leadership roles of the principals.

4. It would provide information that might use to understand the transformational; leadership roles of school principals in Holeta Town public secondary schools.

5.. It would help the researcher in increasing his knowledge, analytical skill and make meaningful contribution to the academic world;

In general It might help to identify the gaps which may press Regional Education Bureau in general and the Holeta Education Office in particular to pay due attention to design capacity building training programs that were relevant to transform the necessary knowledge and skills of school principals.

1.6.Delimitation[Scope of the Study]

The study was geographically delimited to five government secondary schools in Holeta Town Oromia Special Zone Surrounding Finfinne. This was because for the sake of manageability and scarcity of resources. Conceptually the study were delimited to the practices and challenges of transformational leadership. Methodologically it focused on the qualitative and quantitative method of data collection and analysis as the nature of the study demanded that

1.7 Limitations of the Study.

Throughout the process of conducting this research there were some limitations observed. For instance the major limitations which faced researcher was shortage of finance like computer and smart phone to conduct this thesis that made more effective on the research. The other challenges that encountered were unwillingness of respondents especially some principals and teachers that fill out questionnaire paper and interviewed on time such challenges confronted or difficult the researcher has tried his best and conducted his stud as possible within the given time. .

1.8 Definition of key terms.

School Principals: was a person who was executive leader of a secondary school and who was responsible for goal attainment and success of schools (Heller, D.A. (2002).

Secondary schools: - The school division following primary schools in education system of Ethiopia comprising of secondary education from grade nine to twelve (MOE, 2002)

School Effectiveness, was performance of the school that focused to bring impact on learners' academic outcome. The learning outcome was measured by examination results obtained during formal assessment (Ololube, 2006).

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

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

1.9. ORGANIZATION OF THE STUDY

The study would be organized into three chapters. Chapter one incorporates the introduction (preliminary) parts of the study, the background, the statement, objectives, significance, delimitation, limitation of the study, definition of terms, and organization of the study. Chapter two was related with literature review on the practices and challenges of transformational school leadership. Chapter three would be provide research design, methodology related issues, Approach, research design, the study population and sampling procedure, sampling techniques and sample size determination, instrumentation and data collection techniques, methods of data and validation and ethical consideration of the studied.

CHAPTER TWO REVIEW OF RELATED LITERATURE

This chapter reviewed the literature on the concept of leaderships planning from trait theory to transformational leadership style .It also focused on the concept to transformational leadership and school effectiveness. The essential components of effective high schools were .learning centered leadership,2 rigorous and aligned curriculum[focuses on the content that schools provide in core academic subjects quality instruction ,systematic use of data , personalized learning connections culture of learning and professional behavior systematic performance accountability connection to external communities. The practices of principals employing transformational leadership in schools, teachers' perceptions of their principals' leadership style and the role of principals' transformational leadership style in school effectiveness are the roughly discussed.

2.1. The Concept of Leadership

Leadership was a construct whose conceptualization was often shaped by then a true of theoretical traditions advocated by its researchers. Hence, depending on schools of thought, researchers offer different definitions of leadership. For instance, scholars like Yukl (2010), McManus (2006), Kestenbaum (2002)and Blanchard (2007)variously define the term leadership in accordance with their perspective .Yukl, after a comprehensive review of the literature, stated that leadership was a way of influencing an individual to work toward the personal or organizational goals or objectives willingly .It wasalso a process of bringing people to gather to strive to achieve shared goals. While willingness to be influenced and shared objectives are key issues to Yukl, McManus (2006), on the

other hand, argues that leadership was a process of establishing a team ,and team spirit using empowerment as a tool to get positive Outcomes.

Northouse (2001) presented that a potential leader was such that one can influence others and ensure that they follow him/her .Leadership was a process in which we find the involvement of both leaders and followers. Never the less it is the leader who initiates this process to be feasible more than their followers.

It was one of this characters that distinguishes a leader from his followers. These factors could contribute teaching tract from the leader, sability to influence others. They were the sources of the individual's strengths or weaknesses.

To the researcher, leadership makes people feel important and then inspire them to exert their maximum me for to achieve the purpose. Koestenbaum (2002) states that leader ship was greatness in all one does. Greatness is a style that leaders' practice in their daily activities such as: innovativeness, foresight, effectiveness, and flexibility giving high value for people and their willingness to take risk. Blanchard (2007) notes that leadership was the process of touching 'thoughts and actions of others.

Leaders were expected to encourage followers and present clear vision to them. They also need to generate a willingness within followers to follow them along a socially accountable and commonly beneficial course of action toward the set target Leadership was not just the territory of officials at the highest position .It could arise at different echelons and by any person. Higher level leaders were also expected to create leadership in those leaders beneath them . This view was at the center of transformational leadership. What is essential to effective leadership was beliefs such as class room instruction and , prominently, to issues of change in social life(Bass &Riggio, 2006).

Leadership was the ability to influence a group to ward achievement of goals. It is considered as the center of group change and activity , and embodies the willingness of the group. Leadership was also conceptualized from a personality perspective. According to Creighton (2005), this perspective considers personality, social, physical, ellectual traits that differentiate leaders from others. Leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power to affect change in others (Northouse,2013). While leadership is as an actor behavior, orchange in a group that we observe as

a consequence of leadership initiatives, Bonnars(2006),Munoz(2013) and Stone and Patterson(2005)find leadership as an instrument in facilitating the followers achieve their goals .It was nothing but enabling their followers translate their vision into reality.

2.1.1 Trait Theory of Leadership

Trait Theory was one of the earliest leadership theories. It assumed that leaders share certain in born personality traits, or that some people were born with certain traits that others did not have. This approach dominated the study of leadership up until the1950s, but failed to produce evidence that personal characteristics influence leadership success(Yukl,2010).

2.1.2 Behavioral Theory of Leadership.

Unlike trait theories, behavioral theory focuses on leaders' effectiveness ,and not on the emergence of an individual as a leader. Moreover, this theory focuses on how leaders behave and how the way leaders behave affected their performance (Yukl,2010). This theory laid the foundation for studied on what constitute effective principals and gave new insight on tasks and activities of school principals.

The primary role of the principal focused on teaching and learning while the secondary task revolves around preparing input to instruction (Kruger&Scheerens,2012). Such typologies help to appreciate the complex duties of principal s in schools. Most researcher results show that principals spend their time on administrative issues rather than on teaching and learning (Hornig, Klasik&Loeb,2009). Kruger and Sheerness (2012) argue that students' achievements will improve and schools will become effective if the principal give the lion's share of his/her time to school vision.

The second style gives high value to relationships and less attention to tasks. School principals who add here to this style try to attain their schools' learning performance through interpersonal behavior. The third style gives less notice to relational orientation and high attention to task. Principals who use such style give priority to the existence and successful implementation of instructional program and procedures. The fourth style is described by lower attention on both dimensions. Such principals are characterized by enormous focus on administrative matters and neglect of academic issues (Kruger&Scheerens, 2012).

This approach starts from an understanding that the leaders can mainly be divided into two while one prioritizes tasks of the organization whereas the other on employees' side of the organization. In addition, Bennis and Deal (2003) noted that principals do not constantly maintain singular style of leadership but choose alternatives to their discourse though they begin by applying most dominant one in their practice. Bennis and Deal (2003) state that, "Managerial Grid principally embodies the Ohio State dimension of consideration and initiation structure or the Michigan Dimension of employee and production oriented". Though the grid contains 81 cells, Blake and Mouton (2003) focused on the most salient five, namely: 1) little concern both for task or people, 2) concern for people but little for task, 3) concern for task but not for people, 4) balance for both task and people, and 5) integrate both task and people.

Development-oriented leaders enable their employees to be innovative, generate new ideas, and will be willing to be dynamic and let their followers to be so. Nevertheless, this statement may be further supported by further evidence. However, development-oriented have more contented employees and are seen as more capable by those staffs.

2.1.3 Contingency Theories

The contingency theory on leadership attempts to identify which of these situational factors was most important and to predict which leadership style will be more effective in a given situation (Yukl, 2006). According to Scherrens (2012), three important situational factors emerge from this view. The first one included leader-subordinate association, which mainly includes a common belief between them. These could-do factors was task structure, which mainly comprises the question of whether and to what degree a manager understands what must be performed in order to make the most of the job. The last element is concerned with the mechanisms on hand to a leader for managing benefits and sanctions.

The proponents of contingency theories believe that approaches of leadership would change from situation-to-situation. As a result, leaders were expected to perform their duties in different situations and adapt different styles to fit the situations in which they operate. Prevalent effort to mix leadership style and organizational circumstance into complete theory of leadership. The essential thought were to "match the leader's style with the situation most favorable for his or her success.

Fiedler developed a contingency model in which three major situational variables function to determine whether a given situation was favorable to the leader or not. These include a leader's personal relationship with members of their group (leader-member relations), the degree of structure in the task their group has been assigned to perform (task structure), and the power and authority their position provides (position n power). Fiedler's contingency theory proposed that leader effectiveness was not determined by leader's ability to adapt to the situation, but by the ability to choose the right leader for the situation. This is transformational leadership where the leader influences others such that they lead themselves.

2.2 The Concept to Transformational Leadership

Transformational leadership was defined as trading one thing for another, whereas transactional leadership is more focused on change. As described by Bass and Riggio (2006), there were three forms of transactional leadership: contingent rewards, management by exception and laissez-faire leadership. The modes were labeled Contingent Reward, Management by Exception-Active, and Management by Exception-Passive. The Contingent Reward mode of transactional leadership is seen as fairly effective by Bass and Riggio in motivating constituents to achieve higher levels of performance. The Management by Exception-Active and the Management by Exception-Passive modes of transactional leadership were not seen as being as effective and may actually be counterproductive (Bass & Riggio, 2006).

These arch for effective leadership style was a continuous process. The summary of how leadership theories evolved indicate show it developed from the earlier trait theory to the transformational leadership style.

Transformational leadership focuses on stimulating and inspiring followers to achieve both extraordinary outcomes and develop their own leadership capacity (Bass & Riggio, 2006). Bass (2002) stated that transformational leadership emphasizes the growth and development of an organization's followers and its goals. In addition, Hargis (2011); Bass and Riggio (2006) classified the dimensions of transformational leadership into the following four categories:

1. *Idealized Influence: The* transformational leader becomes a role model for the followers, facilitates the acceptance of group goals, and encourages them to upgrade their organizational goals. Idealized Influence is the degree to which leaders behave in charismatic ways, causing followers to

identify with them .The followers transcend their self-interest for the sake of the organization and develop a collective sense of mission and purpose.

2 .*Intellectual Stimulation*: The leader's behavior helps the followers to identify new approaches when faced with difficult to challenges. Intellectual stimulation is the degree to which leaders challenge assumptions, take risks, and solicit followers' ideas. Here the transformational leaders question the statuesque, appeal to followers' intellect, stimulate the m to question their assumption, and invite innovative and creative solutions to problems.

3. *Individualized*: Transformational leader provides the followers with helpful advice relevant *Consideration* to each individual. It is the degree to which leaders attend to followers 'needs, act as mentors or coaches, enabling them to develop and self-actualize, and listen to follower' concerns.

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

Thus, transformational leadership gives more attention to the charismatic and emotional b basics of leadership. Northouse (2010) also explains transformational leadership as a process where an individual engages with another person and creates a correlation that raises the level of inspiration and goodness in both the leader and the follower.

The fundamental job of transformational leaders was to increase the responsiveness and consciousness of their subordinates to higher levels of behavior and goodness. The final measurement for actual transformational leaders was their role in promoting employees higher ethical maturity and they move followers to go beyond their self-interests for the benefit of their team, organization, or society(Mulla& Krishnan,2012).Tekleabetal.(2008) maintain that transformational leadership focuses on educating followers 'loyalty to governmental goals and shaping the culture in ways consistent with the organizational plan .According to these authors ,transformational leadership helps to focus followers' effort s on lasting targets .To achieve these objectives, they concentrate on setting goals and stimulating followers' desire for success .Bass(2010)also emphasizes that transformation al leadership goes beyond one's sel f interest for the

wellbeing of the society and that personal interests and values of employees are also aligned with that of the organization.

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

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

The present study, based on the Transformational School Leadership model (TSL) (Leithwood, Steinbach & Jantz, 1999; 2001; 2006), adopts the three categories (setting directions, developing people, and redesigning the organization) and six dimensions (sharing school vision and building consensus, high performance expectation, individualized support, intellectual stimulation and modeling behavior, building collaborative structure and strengthening school culture) of transformational school leadership.

(Gulbin, 2008). Leithwood et al. aligned the behaviors with the concepts of the Multi factor Leadership Questionnaire and organized them into three categories. According to Gulbin (2008) and Leithwood & Jantz (2006), the three categories and specific dimensions of transformational school leadership model are discussed as follows:

Setting Direction. This category has three dimensions, namely: Building school vision, Establishing school goals and Demonstrating high performance expectations. While *building school*

vision focuses on providing staff with an overall sense of purpose ,sharing and exciting staff with visions, helping clarify the meaning of the school's vision in terms of its practical implications for programs and instruction ,assisting staff understanding the relationship between external initiatives for change and the school's vision and the larger social mission of the school ,and using all available opportunities to communicate the school's vision to all the school community; *establishing school goals* concentrate son providing staff with that a process through which to establish school goals and to regularly review those goals ,expecting teams of teachers and individuals to regularly engage in goal setting and reviewing progress to wards those goals ,assisting staff in developing consistency between school visions and both group and individual goals ,encouraging teachers to establish and review individual professional growth goals.

Demonstrating high performance expectations gives attention on expecting staff to be innovative, hard working and professional, commitment to he welfare of students, not accepting second-rate performance from anyone, permitting freedom of judgment and action with in the context of overall school goals and plans. Examining the proximity of constructs between building school vision and establishing school goals ,the researcher merged them into one dimension-sharing school vision and building consensus .Thus, in this study setting direction have two dimensions(sharing school vision and building consensus, and demonstrating high performance expectations).

2.DevelopingPeople. This category has three dimensions, namely: providing Individualized support, providing Intellectual stimulation and Modeling. Offering *individualized support* includes treating everyone equally ,having an 'open -door 'policy ,being approachable ,giving personal attention and being thoughtful about the personal needs of staff .Moreover ,encouraging individual staff members to try new practices consistent with their interests, providing coaching for those staff members who need it ,follow ing through on decisions made jointly with teachers and assuring staff members that they can get what they want personally in exchange for their efforts are behaviors included in this dimension.

Providing *intellectualstimulation*focusesonthepracticeofremovingpenaltiesformaking mistakes as part of efforts toward professional and school improvement, directly challenging the basic assumptionsofstaffabouttheirworkaswellasunsubstantiatedorquestionable beliefs and practices

,encouraging new initiatives ,stimulating the search for and discussion of new ideas and information relevant to school directions.

Modeling behaviors gives attention to best practices and important organizational values, general commitment to the school organization ,working alongside t teachers to plan special events, displaying energy and enthusiasm for own work, commitment to professional growth, demonstrating the value of examining problems from multiple perspectives ,modeling problem-solving techniques that others can adapt for their own work .Further more,this dimension promotes reinforcing key values such as respect for others, trust in the judgment of one's colleagues, integrity and the instrumental value of punctuality.

3. Redesigning the Organization. There are two-dimension s under this category, creating a productive school culture and developing structures. dimension dedicated on clarifying the school's vision in relation to collaborative work and the care and respect with which students were to be treated, reinforcing with staff norms of excellence for their own work and the work of students, using symbols and rituals to express cultural values in the context of social occasion sin which mos t staff participate ,confronting conflict openly and acting to resolve it through he use of shared values, using s and motivational phrases repeatedly, acting in a manner consistent with those beliefs and values shared within the school .Furthermore ,this dimension includes sharing power and responsibility with others, working to eliminate 'boundaries' between administrators and teachers, and providing opportunities and resources for collaborative staff work.

Developingschoolstructuresfocusesondistributingtheresponsibility and power for leadership widely throughout the school ;Sharing decision-making power with staff, Taking staff opinion into account when making decisions; Providing autonomy for teachers(groups ,individuals)in their decisions, altering working conditions that helps staff have collaborative planning time and creating opportunities for staff development.

2.3Transformational Leadership in Education.

Leadership models in education were subject to the same fashion that was evident in other areas of the study. Over the years, researchers have subjected both instructional leadership and transformational leadership approaches to expand practical research. Even though substantial development has been made over the years, the environment of successful leadership at the school

level still requires more investigation to properly understand the substance and form of leadership appropriate for it.

Transformational models to leadership have long been explained as being in situations essentially in schools targeted for reform. As has been pointed out by Leithwood and Jantzen(2010), this approach to leadership basically aspires to promote capacity expansion and higher levels of individual dedication to organizational objectives. Improved approaches and loyalty were believed to create additional attempt and better put .Furthermore ,transformational leaders redesign the processes of the school This results in building a school culture where collaboration prevails, designing organizational structures that promote involvement of members in decisions related to educational issues, and establishing creative society relations.

Bonnars (2006) also argues that the school principal should provide services to the community by modeling the art of teaching and supporting the school community so that they become better followers.

This would lead to a leadership style driven by service and stewardship. A study conducted in Tanzania by Gunmetal.(2006) shows that teachers' value dedication was more influenced by transformational leadership factors whereas loyalty to continue was more influenced by transactional leadership factors. Effective schools were those that show clear organizational purpose, successful leadership and activities, higher expectations secure, logical ,and helpful situation ,great utilization of instructional time and regular follow-up of learners' improvement and encouraging relationships between students' home and the school.

Hence, majority of the studies show positive relationship between principal leadership and student achievement. Marks and Print (2003:128-130) also suggest are as on able well-built, constructive association between transformational and dependable and superior pedagogy. Examination of different school cases revealed the significance of the school leader's role in establishing convincing academic challenges, enhancing academic staff's leadership abilities, and creating numerous and regular links to teachers' job in their classrooms.

In general ,the capacity of a principal to implement the conducts of transformational leaders such as setting clear vision, modeling behaviors, promoting dedication, offering personal assistance ,giving scholarly inspiration and holding better performance outlooks can change the school culture. This

would also help to improve the retention of school staff. So, it could be said that the job of school effectiveness begins with the school leader because the principal was powerful in optimistically planning and implementing the needed change. Transformational school leaders emphasize transforming and positively changing the school environments. "In a healthy and positive school climate, change can be successfully implemented to facilitate school improvement" (McCarley, 2012). Schools with good climate are critical to student achievement.

2.4 .The Concept of School Effectiveness

School effectiveness was one of the concepts that were hard to explain and even more tough to quantify. Many scholars in the areas of educational planning see "effectiveness as a measure of factors that seeks to improve a child's ability to learn irrespective of his/her background. Among different models of school effectiveness, the Five-Factor model put forward the five factors i.e. leadership, high student expectations, a secure environment, acquisition of basic skills, and frequent performance assessment as very important that help attain school effectiveness (Scheerens, 2000). School effectiveness depends on several factors, particularly under the current climate where global reforms in education and innovation have been the order of the day. Researchers, educational planners and policy makers have been much occupied with what constitutes school effectiveness. They are also concerned with how to make their schools more effective and raise quality and standards of achievement.

According to sociological perspectives, Socio Economic Status (SES), gender, social and cultural factors have effects on student achievement. The effectiveness of education was measured by its ability to provide schooling to the needs of different groups of students. They took school climate, culture, and structure as main factors for effectiveness).

In 1970s and 1980s, researchers used school results such as the number of transfer for special education, transitions from one level of education to the other and repetition ratio as criteria for school effectiveness, current studies mostly used data from national tests (Creemers & Kyriakides, 2008). Hornig, Klasik, and Loeb (2009), in their study, principal time-use and school effectiveness, also use four types of school effectiveness measures: student achievement on state standardized tests, teachers' assessments of the school, teacher satisfaction, and parents' assessments of the school.

Moreover, quality and equity were used as measurement of effectiveness. The criteria for effectiveness would be measured at the level of individual students, classes, and schools (Creamers & Kyriakides, 2008), as well as how far each school manages to reduce the variance between students (equity). Quality was measuring outcomes of schooling by investigating whether what was achieved exceeded the expectations, the expected was achieved, or less than expected was achieved. Equity is measuring outcomes of schooling by investigating whether the gap was reduced, remains the same.

Researchers most frequently used student achievement or student learning outcome to measure the impact of transformational leadership on school effectiveness (Ross, 2004; Leithwood et al., 2003; Leithwood et al., 2004; Griffith, 2004; Silins & Mulford, 2002). While Day et al. (2001) and Griffith (2004) used local and national tests cores, Ross (2004), Silanes and Mulford, (2002) and Leithwood et al. (2003 & 2004) used state and national test results in math and language skills to measure student achievement.

All the above studies reported significant and positive correlation between transformational leadership and student achievement, except the study by Leithwood et al. (2004) (Leithwood & Jantzi, 2007). This study uses Ethiopian National School Leaving Certificate Examination' segregated results to measure the relationship between transformational school leadership with student achievement at secondary school of Holeta, in Oromia of Ethiopia.).

Transformational school leaders formulate and articulate idealized future goals that serve to energize and create a sense of empowerment to followers who internalize these goals. Sergovanni (2001) points out that most of the time the best principal is engaged in transformational leadership behaviors. They do this by generating enthusiasm or achieving goals and by providing meaning and challenge in the followers' work. Inspirational motivation generally increases the follower's self-identity.

2.5. The Perceptions of Teachers' Towards Their Leaders

In transformational leadership, followers develop strong affinity influencing their commitment and behavior (Castro et al., 2008). This leadership style encourages teachers to be involved in continuous learning and work with the staff to identify individual goals (Hellinger, 2010). Analysis done by Bass and Riggio (2006) revealed that each component of transformational leadership does help build followers' commitment in different ways. When the leaders' exercise idealized influence,

teachers want to imitate the leader or identify with the leader emotionally identifies with the goals, interests, and values of the leader. When leaders used inspirational motivation, teachers perceive that principals were trying to build emotional commitment to them goals, values beliefs, and responsibilities.

By employing leadership, particularly by creating opportunity to deal with problems in a creative way, transformational leaders increase followers' commitment. Since followers feel their personal career needs were being met and the coaching and support provided by their leader enhances their competency to carryout assignments, their commitment towards the leader, the task and the larger organization will escalate.

Leadership were a significant issue for employees' happiness since leaders have considerable power on work strains and work resources both of which can affect followers' emotional wellbeing (Holstad,Korek,Thomas&Mohr,2014).As clearly depicted by these authors, transformational leadership style clearly contains the supply of necessary resources .Teachers positively perceive if leaders pay attention to the problems of the followers and if principals show that they were concerned for every one of the employees (individual consideration).Transformational leadership was also related to different job satisfaction s that all over again associate to minimize tension levels of employees. Social support, empowerment, meaningful tasks, high level of task be heavier, clarity of responsibility, and opportunity for growth are positively related to transformational leadership (ibid). Since transformational leadership creates good working conditions and fulfil the necessary resources to a higher level ,it was associated with enhanced comfort of employees

Finally, the positive impact of transformational leadership on school outcomes such as teachers' satisfaction, student achievement and other performance indicators is well established (Basset al.,2003;Castroetal,2008;RossGray(2006);

Leithwood&Jantzi,2007;Sun&Leithwood,2019;2012).Besides these impacts ,it would be not free from possible negative costs and challenges .Being a transformational school principal is not an easy task. Such leaders face several challenges. One of the challenges experienced by transformational school principal is low student achievement. According to Bass and Riggio (2006), matching their philosophy with those of the staff, school and community is one of the challenges that confront a transformational school principal.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research methodology of the studied According to Kothari (2004), research methodology might be defined as a technique that indicates how a research was done systematically; and it was the general principle that guides one's research practice (Dawson, 2002). It includes research processes, tools and procedures or steps to be taken in accomplishing the research. Thus, this chapter presents the research methodology that comprises, based on the above conceptualization, the research approach and design, the research instruments and type of data collection techniques which the researcher has used.

The chapter also describes how the data have been organized, summarized, analyzed and interpreted by using appropriate statistical methods based on the type of data .This chapter also comes out with the discussion on the validity and reliability of the research and the ethical considerations involved in pursuing the same.

3.1. Research Design

The study attempts to examine the way how the selected secondary schools in Holeta Town government practices as transformational leadership were assessed in terms of perceptions of school communities. It also tries to explore the current practice of the schools principals as transformational leadership compares to the practices and challenges transformational leadership. To assess this, both qualitative and quantitative[mixed] research designs method employed in this study.

. The combination of both research approaches were the most effective way in achieving the research objective due to their balancing strengths. A mixed-methods approach were used in this study, combining both qualitative and quantitative components. According to Gall, Gall and Borg (2003) qualitative research was best used to discover themes and relationships at the case level while quantitative research is best used to validate those themes and relationships in samples and populations. In addition, Frankel and Wallen (2004) described a mixed – methods study as one containing both a quantitative and a qualitative portion. A mixed-approach design were employed in this study. The reason was that the researcher has used a mixed method approach to broaden understanding by incorporating both qualitative & quantitative approaches to use one approach to better explain or build on the results from the other approach. Since the educational activities have

been run by different stakeholders, were invited to have participation in the study. To utilize these stakeholders and for triangulation, the researcher is interested to use mixed method design for this studied.

3.2. Research Method

The research method employed for this study were both qualitative and quantitative methods (mixed method) with convergent parallel approach to undertake this study because the intention of the study was to assess the existing situation and to describe opinions that were held on transformational leadership practices by participants of the study and to look into transformational leadership challenges. Therefore, the method was appropriate as it helps the researcher to substantiate the results of quantitative with the qualitative in order to strengthen the conclusions and validity of the findings (Schoonen boom& Johnson, 2017). Moreover, the basic assumption of using of both quantitative and qualitative methods in combination provided a better understanding of the research problem and question than either method by itself (Creswell, 2012).

The quantitative data were collected using the questionnaire, while the sources of qualitative data were open-ended questions in interviews and focus group discussion with the study participants. Quantitative results was gathered from the self-designed questionnaires rooted in Transformational School Leadership model, developed by Leithwood et al. (1996; 2001; 2006) were then compared with the qualitative data that was collected from the interviews and focus group discussions. Quantitative results from the questionnaire, along with the qualitative data from the interviews and focus group discussion was analyzed after transcribing the field notes, finding patterns and identifying common themes.

The questionnaires were developed to tap on the features of transformational style of school leadership. Data from the questionnaire was examined to determine the manifestation of TSL role based on four dimensions of STL. Information garnered from the interview and focus group discussions transcripts was also analyzed for common themes of actions, behaviors, and practices relevant to transformational leadership

3.3 Study Population and Sampling Procedure

The schools involved in this study were located in Oromia special Zone surrounding Finfinne in Holeta Town that had five government schools in which have 400 teachers principals 5 vice principals 10 supervisors 2 Holeta Education Office 45 from each five secondary schools respectively. The target/study population for this study were school principals, vice principals Holeta Education office supervisors and some teachers who were working as assistant directors and unit leaders in the schools .

Population would be selected by using some sampling method. The sampling method of this study would be based on a specific participant criterion, which includes three or more years of leadership experience as a principals. (Mills,2008) and to check the relationship between transformational leadership role and student achievement. The principals' role has been assessed through collecting and analyzing quantitative data using a questionnaire, and qualitative data that have been collected through open-ended interviews and focus group discussions. The student achievement, secondary data, would be assessed based on the pass percentage in standardized assessments for the school year (2013-2014) of record

3.4. Sampling Techniques and Sample Size Determination

In this study five government secondary schools of Holeta town will be selected. Those five schools named were :- , Burka Harbu, Arada , Gilgal kuyu, Tulu Harbu and Sadamo secondary schools respectively. The researcher would use purposive sampling methods other name deliberative sampling in the manner shown in below table. Out of these schools the researcher would take only supervisors 2, principals 5, teachers,40 vice principals 10 from Holeta town education office 18 Totally 75 respondents would be participated in this study.

Table 3.1: *Summary of total population, Sample size and Sampling techniques*

NO	Respondents selected from each of schools	Total Population	Sample size	%	Sample Techniques
1	Teachers	400	40	10	purposive sampling
2	Principals	5	5	100	Purposive Sampling
3	Vice principals	10	10	100	Purposive Sampling
4	Supervisors	2	2	100	Purposive Sampling
5	Holeta Town education officers.	45	18	40	Purposive sampling
	Total	462	75	----	

3.5 Sources of Data

3.5.1 Primary sources of data

The primary data would be gathered from principals, teachers, and supervisors. These sources would help the researcher to acquire first hand information and strengthen the study. The approach for primary data collection would survey research approach because this type of approach best suited for gathering descriptive information about people's knowledge, attitudes and preferences that could be understood by asking them directly.

3.5.2 Secondary sources of data

Secondary data would be collected from different sources if it was important. It was be considered that through the analysis of such documents, challenges would be highlighted to provide evidence would be based on findings for designing improved and strengthened strategies for better transformational school leadership.

3.6. Instrument and Data Collection Techniques

Quantitative data would be collected using the questionnaire, while the sources of qualitative data will be open-ended questions in interviews and focus group discussion with the study participants. Quantitative results would be gathered from the self-designed questionnaires rooted in Transformational School Leadership(TSL)model ,developed by Leith woodetal.(1996; 2001;2006)were then would be compared with the qualitative data that would be collected from the interviews and focus group discussions .Quantitative results from the questionnaire ,along with the qualitative data from the interviews and focus group discussion would be analyzed after transcribing the field notes, finding patterns and identifying common themes. The self-reported measures(questionnaires) would be developed to tap on the features of transformational style of school leadership.

Data from the questionnaire would be examined to determine the manifestation of TSL role based on six dimensions of TSL (Sharing school vision and building consensus ,Building high performance expectancy ,Modeling Behavior ,Providing Individualized Support, Providing Intellectual Stimulation, Building collaborative structure and culture)goals. Information gazered from the interview and focus group discussions transcripts would be also analyzed for common themes of actions, behaviors ,and practices relevant to transformational leadership .The present study would use the concurrent triangulation mixed research design. The rationale for using the concurrent triangulation design is presented in next section

3.6.1QUESTIONNAIRE

The surveys questionnaire consists of two sets of questionnaire that would be administered separately for the principals .vice principals teachers . The reasons the researcher use questionnaire for the principals were they would like to filled the questionnaires and the wanted to did the questionnaire when they were free time. The preferred styles of leadership practices of the principal and how their leadership practices were perceived by teachers were be measured by using these survey questionnaires. While the questionnaire were be used to assess how an individual principal believed he/she is engaged in particular leadership behaviors ,the second were be used to assess how teachers working with them perceive their principals' leadership style

3.6.2 Interview and focus group discussion (FGD)

The second form of data collection were be through individual structured or semi-structured interviews and focus group discussions .Semi-structured interviews with 2 supervisors and questionnaires with 5 principals were created and focus group discussion would be created dialogue that used open-ended questions which specifically targeted the research questions(Creswell,2009:181). In addition, individual interview would allow participants to share information and ideas through questions and responses, result ing in communication with meaning and purpose. A semi- structured interview allows respondents to express themselves at length, but also offered a framework to prevent un necessary rambling(Creswell, 2009: 183). In this studied, among 5 secondary schools 2supervisors existing in study area, 5 School principals 10 vice principals , teachers,40 and 18 Holeta Town education office .

totally 75 would be involved in the interview .The interview will take approximately 4 hours minutes each .Questions would be open-ended and focused on principal transformational leadership practices. The data collected from interview coded based on the six dimensions of transformational school leadership .i n addition to interviews ,focus group discussions(FGD) would be also conducted. This type of primary data collection tool has advantage of recording individual thoughts and experiences freely. This tool let the researcher document particular experiences and views of the participants.

In this study, for the purpose of triangulating the data obtained from the each school would be randomly selected . The focus group discussion with Holeta Town experts in were involve the FGD took approximately four hours and the participants would be placed in groups and allowed to discussion issues related to principals' transformational leadership, their roles and manifestation, relation between leadership and student achievement and challenges that principals face ,etc .The data collected from interview would be coded based on the four dimensions of transformational leadership style.

3.7. Study Population and Sampling Procedure

The schools involved in this study were located in Oromia special Zone surrounding Finfinnee in Holeta Town that had five government schools in which have 400 teachers principals 5 vice principals 10 supervisors2 Holeta Education Office 45 from each five secondary schools

respectively. The target/study population for this study was school principals, vice principals Holeta Education office supervisors and some teachers who were working as assistant directors and unit leaders in the schools .

Population would be selected by using some sampling method. The sampling method of this study would be based on a specific participant criterion, which includes three or more years of leadership experience as a principal. (Mills,2008) and to check the relationship between transformational leadership role and student achievement. The principals' role has been assessed through collecting and analyzing quantitative data using a questionnaire, and qualitative data that have been collected through open-ended interviews and focus group discussions. The student achievement, secondary data, would be assessed based on the pass percentage in standardized assessments for the school year (2013-2014) of record.

In this study, both quantitative and qualitative (mixed) data collection tools and techniques would be employed to study the transformational leadership roles of secondary school principals and the relationship between transformational leadership roles of principals and student achievement. Questionnaire, interview, and focus group discussion would be used as data collection tools. The aggregate results of General Education School Leaving Certificate Examination (GESLCE) data of sample secondary schools(2013-2014) would be used as student achievement data.

3.8. Methods of Data Analysis and Validation

This study would employ mixed methods data analysis techniques. The paragraphs below provide the detailed procedures that would be involved . Data classification and different tabulation would be done based on the main research question as well as demographic data. The quantitative analysis of the data would be also presented by simple tabulation. The questionnaire would be framed to identify leadership style which is based on Transformational School Leadership Model (TSL) developed by Leithwood et al. (1999;2001;2006). The responses from participants would be utilized to fulfill research questions. The quantitative data from these respondents joined with results from the interviews and FGD, to provide the results for research questions. The data that would be collected through FGD and interview would be analyzed by descriptive methods, like tabulation, pie charts, histogram and other methods as their importance.

3.9 Ethical Considerations

Ethical considerations in conducting research were very important. While collecting data ,rules of the schools would be respected by the researcher. The research plan would be showed and participants' permission would be sought be fore participants were included in the study by having them read and sign the 'informed consent form'. Permission would be sought to get access to schools and participants, by writing letter to Holeta town Education Office that has authority to approve and inform concerned offices. Necessary precautions would be taken not to disturb the participants 'daily flow of activities as much as possible

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with Presentation, Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview, and Focal Group Discussion/FGD) to search for appropriate solutions to the basic questions of the study. The data collected through close-ended questions and some were open ended questions from teachers and school principals were presented in the form of qualitative and quantitative data with some tables and analyzed using in the form of tabulation, percentages, frequency counts and others was applied.

The qualitative data obtained through interview and some information was presented and analyzed in descriptive for together with the quantitative analyses of related questionnaire items. This section of the research report is categorized into two major parts. The first part presents the characteristics and general data of respondents and the second part deals with the analysis and interpretation of the collected data on (put the issue under the following investigation).

4.1. Description of the Study Participants

Describing the characteristics of the respondents was possible to know some background information about the sample population who participated in the study. The following tables show that the general characteristics of respondents by Sex, Age, Education level, total year of service with their position. In this study, the total numbers of 55 respondents of principals and teachers were selected and invited to complete the questionnaires. From those fifty five (55) of respondents, thirty five (35) of teachers and fifteen principals were properly completed and submitted usable questions. Totally fifty (50) respondents were properly completed and submitted usable questions for the researcher which is generating a response rate of over 90% percent.

Table 4.1 The Respondents Characteristics and their general data

Item of Variables	Different Variables	Principals		Teachers	100%
1. Sex	In Kinds/types	No	%	No.	%
	Male	12	80	25	71.4
	Female	3	20	10	28.6
	Total	15	100	35	100
2. Age	25-30	-	-	8	22.9
	31-35	3	20	12	34.3
	36-40	9	60	7	20
	41-45	3	20	5	14.3
	>46	-	-	3	8.6
	Total	15	100	35	100
3. Education level	BA	2	13.3	8	22.8
	BA	2	13.3	12	34.3
	MA	8	53.4	10	28.6
	MA	3	20	5	14.3
	Others	-	-	-	-
	Total	15	100	35	100
Field of study	EdPM/S/Leadership	10	66.6	5	14.3
	Teaching Subjects	5	33.4	30	85.7
	Total	15	100	35	100
Year of service	3-5	-	-	-	-
	6-10	-	-	6	17
	11-15	3	20	20	57.3
	>16	12	80	9	25.7
	Total	15	100	35	100
Current position	Principals	5	33.4	-	-
	Vice principals	10	66.6	-	-
	Teachers	40	100	35	100
	Total	55	100	35	100

As we can see from Table 4.1 item 1, 12 (80%) of the principals were males and 3 (20%) of them were females. This indicates that the majority of the principals in the selected secondary schools of Holeta Town were Male. As their age indicates the ages structure of the respondents in which, none of principals were in the age category of 25-30 years. Most of them were between 31-40 years, and only 3 (20%) were above 41 years old. This shows that majority of principals were in a young ages group.

As Indicated in item 3 of table 4.1 regarding their qualification level, 4(26.6%) of school principals were first degree holders by both of BA and BSc, and 11 of them (73.4%) were second degree holders by both of MA and BSC and their service were above eleven years. This result show that majority of principals were second degree holders. This shows that particularly ,almost all school principals were meet the minimum requirements for the post set by the MOE(2008). All of school principals were working as Principals and Vice principals for the above of ten years within different schools by their professional.

As mentioned in table 4.1 under item number three 20(57.2%) of teachers were first degree and 15(42.8%) of teachers were second degree holders by both of BA/BSC and BA/MSC respectively. This indicates that the majority of the teachers in the selected secondary schools of Holeta town administration were first degree holders.

Regarding to their field of specialization in item 4 of table 4.1, 10(66.6%) of the principals studied in Educational leadership and Management and 5(33.3%) specialized their field by teaching subjects. The fifth item in table 4.1 shows that the respondents' years of services as principals, 3(20%) of 11-15 years, 12(80%) of above of 16 year of services, and 6(17%) between 6-10 year and 20(57.3%) between 11-15 and also 9(25.7%) had above of 16 years of teaching experience.

Lastly ,principals were asked how they did come to the leadership position.

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

4.2. Perceptions of teachers and principals on the Practices of Managing Instructional Programs on dimensions of transformational school leadership.

Managing Instructional Programs accounts for transactional leadership approaches, added as a response to criticism regarding the model's initial emphasis on solely transformational leadership practices (Leithwood and Jantzi, 2005a). This dimension includes establishing effective staffing practices, providing instructional supports, monitoring school activities, and buffering staff from excessive and distracting external demands.

4.2.1. Levels of understanding on the concepts of transformational leadership

Each item was analyzed based on the data obtained through questionnaires responded by teachers and principals and further backed by the data obtained from interview by schools supervisors and Holeta Town education office. The major indicators of the issues were selected and presented of respondents to be rated on a five-point rating scale from very high 5 to very low 1. Percentages were interpreted as: 80% and greater was Very highly practiced or not practiced, to 60% - 80% was highly practiced; 40% - 60% was moderately practiced 20% - 40% was low, and percentages less than 20% were very low. Moreover, there was a statistically significant difference between percentages scores of principals and teachers due to respondents' position as a teacher and as principals.

Table 4.2 Levels of understanding on the concepts of transformational leadership

Item	Item	Respondents	N	Respondent response rate (by frequency)									
				VL=1	L=2		M=3		H=4		VH=5		
1	Attitude of Principals on Schools transformational	Principal	15	-	-	3	20	9	60	3	20	-	-
		Teachers	35	-	-	15	42.	12	34	8	22.	-	-
		Total	50	-	-	18	-	21	-	11	-	-	-
2	Attitude of teachers on school transformational leadership process.	Principal	15	-	-	5	33.	8	53	2	13.	-	-
		Teachers	35	-	-	16	45.	12	34	7	20	-	-
		Total	50	-	-	21	-	20	-	9	-	-	-
3	Extent of Consideration to different needs, abilities, and aspirations	Principal	15	-	-	2	13.	6	40	3	20	4	26.
		Teachers	35	-	-	4	11.	12	34	13	37.	6	17
		Total	50	-	-	6	-	18	-	16	-	10	-
4	Extent of consideration moral and ethical	Principal	15	-	-	-	-	5	33	8	53.	2	13.
		Teachers	35	-	-	-	-	13	37	17	48.	5	14.
		Total	50	-	-	-	-	18	-	25	-	7	-
5	Emphasizes the importance of having a collective sense of Visions, mission and	Principal	15	-	-	2	13.	8	53	3	20	2	13.
		Teachers	35	-	-	5	14.	18	51	5	14.	7	20
		Total	50			7	-	26	-	8	-	9	-
6	Teachers and principals perception on school transformational leadership	Principal	15	-	-	-	-	3	20	9	60	3	20
		Teachers	35	-	-	-	-	9	25	21	60	5	14.
		Total	50	-	-		-	12	-	30	-	8	-
7	The methods of evaluating the concepts of understanding	Principal	15	4	26	8	53.	3	20	-	-	-	-
		Teachers	35	9	60	14	40	12	34	-	-	-	-
		Total	50	13	-	22	-	15	-	-	-	-	-
8	Transformational school leadership helps teachers in developing	Principal	15	-	-	-	-	3	20	7	46.	5	
		Teachers	35	-	-	-	-	7	20	21	60	7	20
		Total	50	-	-	-	-	10	-	28	-	12	
9	The constitutes that transformational leadership role of	Principal	15	-	-	3		9	60	3	20	-	-
		Teachers	35	-	-	5	14.	18	51	12		-	-
		Total	50	-	-	8	-	27	-	15	-	-	-
	Transformational leaders	Principal	15	-	-	3	20	9	60	3	20	-	-
		Teachers	35	-	-	7	20	14		14		-	-

10	playa great role in facilitating the availability	Total	50	-	-	10	40	23	10	17	60	-	-
									0				

□ **Key:**-Response rate: 1=VL/very low, 2= L/low, 3=M/moderate, 4=H/high,5= VH/ very high.

As it can be observed in item 1 of Table 4.2, respondents were asked to indicate the methods of evaluating the levels of understanding about the concepts of transformational leadership was employed by Principals and teachers. In this regard, 3(20%) of Principals respondents were responded low on concepts of transformational leadership, 9(60%) of Principals respondents was responded medium/moderate on the issue while 3(20%) of Principals were responded high on the concepts of transformational school leadership. Similarly, 15(42.8%) of teachers were responded low, and 12(34.2%) of teachers was responded moderate and also, 8(22.8) of teachers respondents responded that the methods of evaluating the concepts of transformational school leadership was responded high. On the other hand, the calculated percentages values of principals (60%) and that of teachers(42.8%) indicates the methods of evaluating the concepts of understanding about transformational school leadership level is moderate and low respectively.

This means that, about transformational school leadership is low. In addition, the data gathered from secondary schools Supervisors and Holeta education officers or education experts through interview were confirmed that the concepts of transformational school leadership were less employed by principals when we were measured by respondent response rate as the above table. As indicated in table 4.2, item 2 the total of 5(33.33%) Principals respond low on about the attitude of teachers in schools transformational leadership process on the awareness of its instruction and from both of group 18(36%) of the Principals and teachers were responded low, and 8(53.33%) given that moderate result and also 2(13.4) responded high rate for attitude of teachers on the school transformational leadership process. On the other hand, 16(45.7%), 12(34.3%), and 7(20%) of respondents teachers response their ideas to said Low, moderate and high respectively. Most of teachers react to respondent Attitude of teachers on school transformational leadership process. It showed there were low level of understanding teachers on school transformational leadership process.

In Similar with this, the data gathered from secondary schools Supervisors and Holeta education officers through interview were confirmed that the concepts of transformational school leadership were less employed by teachers and principals when we were measured by respondent response rate as the above table.

From the collected data it can be stated that the attempt on levels of understanding about the concepts of school Transformational leadership process Principals very important to help teachers in developing the attitude of teachers for the implementation of school transformational leadership within their secondary schools.

While responding to item 3 in the same table 4.2, of respondent Principals were responded Low, Moderate or medium, High and Very highly respectively on consider an individual as having different needs, abilities, and aspirations from others. while 4(11.4%), 12(34.3%), 13(37.2%) and 6(17%) of respondent teachers revealed as low, moderate, High and Very high respectively on Consider an individual as having different needs, abilities, and aspirations from others. On this concepts both of Principals and teachers responded 6(40%) and 13(37.2%) which means moderate and high respectively for both them on the above item that referred medium consideration as individual for others.

The four the item in table 4.2 5(33.3%), 8(53.3%), and 2(13.4%) of respondents of Principals were responded Moderate, high, and Very high and also 13(37.2%), 17(48.6%) and 5(14.3%) respectively on Consider the moral and ethical consequences of decisions making. In these concepts both of Principals and teachers were responded high. That means referred high understanding levels of Principals and teachers about the moral and ethical consequences of decisions making.

school objectives for their future goals, Similarly, 5(14.3%) and 18(51.4%) of teachers were responded low and medium respectively importance of having a collective sense of Visions, mission and school objectives for their future goals. This data or given result showed that medium activity on that plan for the future of action. As the evidence, the calculated percentage values of Principals(53.3) and that of teachers (51.4) indicates the importance of having a collective sense of Visions, mission and school objectives for their future goals was medium

which means less expectation when we want to compare with the current global condition. This means that, the concepts of understanding about transformational school leadership was low.

In addition, to this the data gathered from secondary schools Supervisors and Holeta education officers or education experts through interview were confirmed that having a collective sense of Visions, mission and school objectives for their future goals by respondent response rate was very important which need to high consideration for all of the school staffs to bring good achievement for the school improvement program.

In Similar with this ,the data gathered from secondary schools Supervisors and Holeta education officers through interview were confirmed on that the concepts of Teachers and principal's perception on school transformational leadership were high by both of Principals and teachers when we were measured by school supervisors and other Holeta experts.

From the collected data it could be stated that the attempt on levels of understanding about the concepts of school Transformational leadership program of Principals were very important to help them in developing their attitude and perception of school staffs for school Transformational leadership within their secondary schools.

While responding to item 7 in the same table 4.2, On the concepts of principals and teachers responded 8(53.3%) and 14(40%) said that very low rate which means no any evaluation on the process of school transformational leadership program respectively for both them on the above item that referred no any consideration as all for others.

In addition, to this the data gathered from secondary school supervisors and Holeta education officers through interview were confirmed that the concepts of Transformational school leadership helps teachers in developing instructional goals and objectives to use the appropriately were high employed by Principals and teachers in this area.

In addition, to this the data gathered from secondary school supervisors of Holeta Town education officers through interview program were done that the concepts of Transformational leaders play a great role in facilitating the availability of instructional materials and others to encouraging teachers and other staffs were to use them appropriately employed by Principals and teachers in this area.

4.3. The Extent of transformational leadership roles has been practiced by secondary school principals in each of five secondary schools of Holeta Town

The second purpose of this study was to assess the extent of school principals' practiced of transformational leadership behavior. This part deals respondents on principals and teachers' transformational leadership practices. According to Leithwood and Jantzi(2005a), the mode of transformational leadership practices/characteristics centers on four major categories of leadership practices. These are:-Setting directions which refers(articulating as shared vision, fostering acceptance of a common goals, and demonstrating high performance expectation).Developing people(providing an appropriate role model ,intellectual stimulation, and individualized consideration),Redesigningtheorganization(strengthening school culture, building collaborative school structure, and creating a productive community relationship),and Managing instructional programs(establishing effective staffing practices, providing instructional supports, monitoring school activities, and buffering staff from excessive and distracting external demands).

4.3.1. Principals' Transformational Leadership Practices in Setting Directions

Setting direction is an essential task for leaders. Transformational leaders seek to accomplish these task in ways which clarify the direction of the school and give each teacher the motivation to progress toward those of its dimensions ,namely: articulating a shared vision, fostering acceptance common goals, and high performance expectations .Accordingly, in table 4.3a respondents of Principals and teachers were requested to rate to extent the secondary school principals practice these dimensions in their schools.

□□**Key:**-Responserate: 1=VL/ very low, 2= L/low, 3=M/moderate, 4=H/high,5= VH/very high

As indicated in Table 3a for items of articulating a shared vision, the results suggest that the responding to item number one in table 4.3a, on being the role model to counted on the right things On this concepts both of Principals and teachers responded which means most of Principals and teachers agreed on the implementation of Being the role model to counted on the right things in their schools ,the calculated percentage score of Principals(60%)and that of Teachers was (42.8%).This indicates that Being the role model to counted on the right things in their schools was measured agree on it.

The two item in table 4.3a,3(20%),8(53.3%),and4(26.7%)of respondents of Principals were responded Agree, Undecided and Dis Agree and also like this 6(17%), 17(48.6%) and 12(34.3%) of respondent teachers said that Agree, Undecided and Dis Agree like as Principals on the Deeply respected, admired and trusted by most staffs respectively. In these concepts both of Principals and teachers were responded Undecided. This means referred not both of Agree or dis Agree on trust and respect of themselves on the teaching learning process.

In addition, to this the data gathered from secondary school supervisors and Holeta education officers through interview were confirmed that the on that Deeply respected, admired and trusted by most staffs use the appropriately were high employed by Principals and teachers in this area.

As responding to item three (3)inthesametable4.3a,3(20%), 9(60%), 3(20%) and also 5(14.3%), 16(45.7%) and 14(40%) of respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on Displays the most important schools beliefs, values, norm and objectives. On this concepts most of Principals and teachers responded 9(60%) and 16(45.7%) said that Undecided/moderate rate which means unsatisfactory results on Displays the most important schools beliefs, values, norm and objectives principals and teachers respectively for them on the above item that referred not enough consideration as all for others. This indicates that Displays the most important schools beliefs, values, norm and objectives in the school principals and teachers for both of them was very few which means

under an expectation result within the current condition of today of educational program.

The fourth item in table 4.3a was 8(53.3%), 4(26.7%), and 3(20%) of the respondents Principals were responded Agree, Undecided/Moderate and Dis Agree, and also similar with this 12(34.3%), 10(28.6%) and 13(37.2%) of respondent teachers said that Agree, Undecided/Moderate and Dis Agree like as Principals respectively on the Demonstrates high standard of ethical and moral values and conduct. In these concepts most of Principals and teachers were responded Dis Agree rate. That referred no any action understanding levels of Principals and teachers on the Demonstrates high standard of ethical and moral values and conduct and others to encouraging teachers to use them appropriately.

In addition, to this the data gathered from secondary school supervisors of Holeta Town education officers through interview program were done that the concepts of Demonstrates high standard of ethical and moral values and conduct were to use them appropriately employed by Principals and teachers in this area.

The fifth and final item (5) in the same table 4.3a, was 5(33.4%), 8(53.3%), 2(13.3%) and also 9(25.7%), 14(40%) and 12(34.3%) of respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on Provides staff with a collective sense of vision and mission. On this concepts most of Principals and teachers responded 9(60%) and 16(45.7%) said that Undecided/moderate rate which means poor results on Provides staff with a collective sense of vision and mission by principals and teachers respectively for them on the above item that referred not enough consideration as all for others.

To measure it, the calculated score of Principals(53.3%) and that of Teachers was (40%). This indicates that Provides staff with a collective sense of vision and mission for principals and teachers for both of them was very few which means under an expectation result within the current condition of today of educational program.

Regarding this issue (MOE, 2002) stated that transformational principals were not engaged in solving school problems, because they went to school only to collect information from the school principals. But they do not give necessary support for the school personnel. As Singhal *et al.*, cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the

current poor reputation of schools and the presumed failure of many that principals have not had adequate, well informed to help, understand and implement new practice.

Generally the research finding indicated that the transformational principals didn't apply different teaching methods and didn't assist teachers to improve their limitations. As a result the teachers hadnot got enough professional support to improve the day to day classroom instruction and instructional skills. Hence, it might be reduced the effectiveness of students and teachers initiation and achieving the school goals. Concerning articulating vision, Barnett and McCormick (2003) stated that if the vision must not reflect the needs, interests and the values of the whole school community ,it may be viewed as wishful thinking.

Table 4.3b:- Reponses of respondents on motivation of school transformational leadership.

It	B. School Principals and teachers inspirational to	Resp- ondents	N	Respondent response rate by frequency &									
				SA=5		A=4		UN/M		DA=2		SDA	
1	Achieves and committed for their vision properly.	Principals	15	-	-	3	20	3	20	9	60	-	-
		Teachers	35	-	-	12	34	8	22	15	42	-	-
		Total	50	-	-	15	-	11	-	24	-	-	-
2	Team spirit for working together.	Principals	15	-	-	5	33	2	13	8	53	-	-
		Teachers	35	-	-	16	45	7	20	12	34	-	-
		Total	50	-	-	21	-	9	-	20	-	-	-
3	Articulates a clear and attractive vision of future.	Principals	15	3	20	8	53	4	26	-	-	-	-
		Teachers	35	5	14	13	37	3	14	-	-	-	-
		Total	50	8	-	21	-	7	-	-	-	-	-
4	Facilitates effective communication among in the staff	Principals	15	-	-	6	40	3	20	6	40	-	-
		Teachers	35	-	-	14	40	5	14	16	45	-	-
		Total	50	-	-	20	-	8	-	22	-	-	-
5	Demonstrates high personal standards and Inspires the staff and others stake holders	Principals	15	-	-	3	20	3	20	9	60	-	-
		Teachers	35	-	-	14	40	6	17	15	42	-	-
		Total	50	-	-	17	-	9	-	24	-	-	-

□ **Key**:-Responserate: 1=VL/ very low, 2= L/low, 3=M/moderate, 4=H/high,5= VH/veryhigh

As shown in Table 3b for items number one, to Achieves and committed for their vision through properly manner 3(20%), 3(20%), 9(60%) and also 12(34.3%), 8(22.9%) and 15(42.8%) of

respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on Achieves and committed for their vision through properly. On this concepts both of Principals and teachers responded Dis Agree rates which means most of Principals and teachers dis agreed on the implementation of this program in their schools ,the calculated score of Principals(60%)and that of Teachers was (42.8%).This indicates that Achieves and committed for their vision through properly ways in their schools.

The two item in table 4.3b,5(33.3%),2(13.4%),and8(53.3%)of respondents of Principals were responded their views Agree, Undecided and Dis Agree and on the other hand, 16(45.7%), 7(20%) and 12(34.3%) of respondent teachers said that Agree, Undecided and Dis Agree respectively like as Principals on the Motivates the team spirit for working together. In these concepts both of Principals and teachers were responded Undecided. This means referred not both of Agree or dis Agree on trust and respect of themselves on the teaching learning process.

In addition, to this the data gathered from secondary school supervisors and Holeta Town education officers which was related to this through interview were confirmed that Motivates the team spirit for working together were high employed by Principals and teachers in this area.

As responding to item three (3)inthesametable4.3b,3(20%), 8(53.3%), 4(26.7%) of respondents of Principals were responded their views Strong Agree, Agree, and Undecided and on the other hand 5(14.3%), 13(37.2%), 3(8.6%) and 14(40%) of respondents of teachers were responded their views Strong Agree, Agree, and Undecided and Dis Agree rates their views respectively Articulates a clear and attractive vision of future. On this concepts most of Principals and teachers responded 8(53.3%) and 14(40%) said that Agree and Dis Agree respectively rate which means Satisfactory and unsatisfactory results on the Articulates a clear and attractive vision of future of principals and teachers respectively for them on the above item that referred not enough consideration.

This indicates that Articulates a clear and attractive vision of future in the school principals and teachers for both of them were moderate which means under an expectation result within the current condition of today of educational program.

The fourth item in table 4.3b was 6(40%), 3(20%), and 6(40%) of the respondents Principals were responded Agree, Undecided and Dis Agree, and also similar with this 14(40%), 5(14.3%) and 16(45.7%) of respondent teachers said that Agree, Undecided and Dis Agree like as Principals respectively to Facilitates effective communication among in the staff on school transformational leadership process.

In addition, to this the data gathered from secondary school supervisors of Holeta Town a education officers through interview program were done that the concepts of Demonstrates high standard of ethical and moral values and conduct were to use them appropriately employed by Principals and teachers in this area.

The fifth and final item (5) in the same table 4.3a, was 5(33.4%), 8(53.3%), 2(13.3%) and also 9(25.7%), 14(40%) and 12(34.3%) of respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on Provides staff with a collective sense of vision and mission. On this concepts most of Principals and teachers responded 9(60%) and 16(45.7%) said that Undecided/moderate rate which means poor results on Provides staff with a collective sense of vision and mission by principals and teachers respectively for them on the above item that referred not enough consideration as all for others. This indicates that Provides staff with a collective sense of vision and mission for principals and teachers for both of them was very few which means under an expectation result within the current condition of today of educational program.

However, Leithwood *et al.*, (2004) who suggested that the setting of goals that the group found challenging but achievable, it helped them to make sense of their work. With the same goal to be aimed at, it gave the group a sense of identity with their work place.

Table 4.3c: Responses on Principals' Practices in High Performance Expectation

Item	Principals and teachers intellectual stimulation	respondents	No	Respondent response rate (by Frequency)									
				SA=5		A=4		UN/M		DA=2		SDA	
11	Ask and answering to test and think others.	Principal	15	-	-	8	53	3	20	4	26.	-	-
		Teachers	35	-	-	13	37	12	34	10	28.	-	-
		Total	50	-	-	21	-	15	-	14	-	-	-
12	Encourage staff and others to challenge their status quo.	Principal	15	-	-	8	53	4	26	3	20	-	-
		Teachers	35	-	-	14		5	14	16	45.	-	-
		Total	50	-	-	22	-	12	-	19	-	-	-
13	Seeks different ideas from when solving problem.	Principal	15	5	33	8	53	2	13	-	-	-	-
		Teachers	35	3	8.	13	37	3	8.	16	45.	-	-
		Total	50	8	-	21	-	5	-	16	-	-	-
14	Show ability to work together and to sell the new ideas.	Principal	15	5	33	7	46	3	20	-	-	-	-
		Teachers	35	3	8.	5	14	7	20	20	57	-	-
		Total	50	8	-	12	-	10	-	20	-	-	-
15	Helps individuals to look problems on different angles.	Principal	15	3	20	5	33	3	20	4	26.	-	-
		Teachers	35	3	8.	13	37	6	17	16	48.	-	-
		Total	50	6	-	18	-	9	-	20	-	-	-

Key:-Responserate: 1=VL/ very low, 2= L/low, 3=M/moderate, 4=H/high,5= VH/veryhighs

As it was indicated in table 4.3c for items of ask and answering to test and think others was, 8(53.3%), 3(20%), 4(26.7%) and also 13(37%), 12(34.3%) and 10(28.6%) of respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on ask and answering to test and think others. On this concepts both of Principals and teachers responded Agree rates which means most of Principals and teachers agreed on the implementation of this program in their schools ,the calculated score of Principals(53.3%)and that of Teachers were (37%).This indicates ask and answering to test and think others on the properl

The twelve item in table 4.3c, 8(53.3%), 4(26.7%), and 3(20%) of respondents of Principals were responded their views Agree, Undecided and Dis Agree respectively. which was agreed on this view, and on the other hand, 14(40%), 5(14.3%) and 16(45.7%) of respondent teachers said that Agree, Undecided and Dis Agree respectively like as Principals on Encourage staff and others to challenge their status quo.

In these concepts teachers were responded Undecided that referred not Agree or dis Agree on Encourage staff and others to challenge their status quo on the teaching learning process. On this concepts, that calculated score of Principals(53.3%) and teachers (45.7%) on the implementation of this theory.

In addition, to this the data gathered from secondary school supervisors and Holeta Town education officers which was related to this through interview were confirmed that Encourage staff and others to challenge their status quo by Principals and teachers in this area.

As responding to item thirteen (13) in the same table 4.3c, 5(33.3%), 8(53.3%), 2(13.3%) of respondents of Principals were responded their views Strong Agree, Agree, and Undecided and on the other hand 3(8.6%), 13(37.2%), 3(8.6%) and 16(45.7%) of respondents of teachers were responded their views Strong Agree, Agree, and Undecided and Dis Agree rates their views respectively Seeks different ideas from when solving problem. On this concepts most of Principals and teachers responded 8(53.3%) and 16(45.7%) said that Agree and Dis Agree respectively rate which means Satisfactory and unsatisfactory results on the Seeks different ideas from when solving problems respectively for them on the above item that referred enough and not enough consideration for most of Principals and teachers respectively.

This indicates that Seeks different ideas from when solving problem in the school principals and teachers for both of them was low which means under an expectation result within the current condition of today of educational leadership program.

, Undecided and Dis Agree like as Principals respectively to Show ability to work together and to sell the new ideas on school transformational leadership process.

In these concepts most of Principals and teachers were responded Dis Agree rate. That referred no any action understanding levels of Principals and teachers on the Show ability to work together and to sell the new ideas for teachers to use them appropriately.

In addition, to this the data gathered qualitative method from secondary school supervisors of Holeta Town education officers through interview program were done that the concepts of Show ability to work together and to sell the new ideas to use them appropriately employed by Principals and teachers in this area.

.4.3.2.Principals' Transformational Leadership Practices in Developing People

Developing people, was the second category of transformational leadership, was primarily focused on leader practices that “contribute directly or in directly to the develop ment of teachers”“ dispositions,motivations,bodiesofknowledgeandskills,whicharerequiredto establish and pursue the shared directions of the school. The dimensions of this category are individualized consideration, intellectual stimulation and modeling important values and practices(Leithwood, 1990)

Table 4.4 Responses of Principals' and teachers Practices in Individualized Consideration

Item	Principals and Teachers Individual Consideration.	respondents	No	Respondent response rate (by)									
				SA=5		A=4		UN=3		DA=2		SDA	
16	Treats and tolerate staffs equally good work together.	Principals	15	-	-	3	20	3	20	9	60	-	-
		Teachers	35	-	-	9	25	11	32	15	42	-	-
		Total	50	-	-	12	-	14	-	24	-	-	-
17	Accept and recognize the different ability to work for	Principals	15	-	-	5	33	2	13	8	53	-	-
		Teachers	35	-	-	12	34	7	20	16	45	-	-
		Total	50	-	-	17	-	9	-	24	-	-	-
18	Help principals to develop their own leadership skills and	Principals	15	3	20	8	53	4	26	-	-	-	-
		Teachers	35	5	14	7	20	6	17	17	48	-	-
		Total	50	8	-	15	-	10	-	17	-	-	-
19	Establish a climate of trust and foster cooperative	Principals	15	-	-	5	33	3	20	7	46	-	-
		Teachers	35	-	-	9	25	5	14	21	60	-	-
		Total	50	-	-	14	-	8	-	28	-	-	-
20	Delegate tasks and monitor for the shared tasks to determine the followers need additional	Principals	15	-	-	6	40	2	13	7	46	-	-
		Teachers	35	-	-	4	11	3	8	28	80	-	-
		Total	50	-	-	10	-	5	-	35	--	-	-

Key:-Responserate: 1=VL/ very low, 2= L/low, 3=M/moderate, 4=H/high,5= VH/veryhigh.

As it was listed in table 4.3d for items sixteen of Treats and tolerate staffs equally good work together were 3(20%), 3(20%), 9(60%) and also 9(25.7%), 11(32.4%) and 15(42.8%) of respondent Principals and teachers were responded Agree, Undecided and Dis Agree rates respectively on Treats and tolerate staffs equally good work together. On this concepts both of Principals and teachers responded Agree rates which means most of Principals and teachers agreed on the implementation of this program in their schools, the calculated score of Principals(60%)and that of Teachers were (42.8).This indicates Treats and tolerate staffs equally guide to good work together on the properly waysin the process schools program.

The seventeen item in table 4.3d, was 5(33.3%), 2(13.4%), and 8(53.3%) of respondents of Principals were responded their views Agree, Undecided and Dis Agree respectively. which was agreed on this view, and on the other hand, 12(34.3%), 7(20%) and 16(45.7%) of respondent teachers said that Agree, Undecided and Dis Agree respectively like as Principals on Accept and recognize the different ability to work for new changes. In these concepts teachers were responded Dis Agree that referred not Agree or dis Agree Agree on Accept and recognizes the different ability to work for new changes on the teaching learning process.

As responding to item Eighteen (18) in the same table 4.3d, 3(20%), 8(53.3%), 4(26.7%) of respondents of Principals were responded their views Strong Agree, Agree, and Undecided and on the other hand 5(14.3%), 7(20%), 6(17%) and 16(45.7%) of respondents of teachers were responded their views Strong Agree, Agree, and Undecided and Dis Agree rates their views respectively Help principals to develop their own leadership skills and takes as a time mentor of coaches teachers. On this concepts most of Principals and teachers responded 8(53.3%) and 16(45.7%) said that Agree and Dis Agree respectively rate which means Satisfactory and unsatisfactory results on the Help principals to develop their own leadership skills and takes as a time mentor of coaches teachers respectively for them on the above item that referred enough and not enough consideration for most of Principals and teachers respectively.

This indicates that help principals to develop their own leadership skills and takes as a time mentor of coaches teachers in the school principals and teachers for both of them were vice versa which means under an expectation result within the current condition of today of educational leadership program.

In these concepts most of Principals and teachers were responded Dis Agree rate that referred no any action understanding levels of Principals and teachers on the Show Establish a climate of trust and foster cooperative relationship with immediate colleagues for teachers to use them appropriately. On this concepts, that calculated score of Principals(45.7%) and that of teachers (80%) on the implementation of this program.

In addition, to this the data gathered qualitative method from secondary school supervisors of Holeta Town education officers through interview program were done that the concepts of Show ability to work together and to sell the new ideas to use them appropriately employed by Principals and teachers in this area.

teachers.

Regarding this, Bromely *et al.*, (2007) described that „what was valuable in up holding the individualized consideration was communicating effectively to subordinates. Communicating effectively described as leaders who listen attentively ,pay ing special attention to their followers “achievements and growth requirements.

Finally, the Table 4.3d items results disclosed that most of the principals and teachers in secondary schools lack ability, interest to inculcate school members (like teachers ,students and administrative staff) with sense of a shared mission-one which depends on exceptional level of performance to succeed. Thus, regarding the constructs of TSL, the interview results of supervisors largely coincide with what principals said in the quantitative survey. Similar to principals, supervisors ranked building collaborative structures and strengthening school culture ,sharing vision and building consensus, modeling behavior ,intellectual stimulation ,performance expectation and individualized support, respectively .A possible reason for this similarity between principals and supervisors could be their familiarity with activities of school management. However, in the interviews and document analysis, teachers” priorities were slightly different from those of principals and supervisors .The teachers gave high value to offering individualized support and providing intellectual stimulation ,then Modeling Behavior of the principal, Building Collaborative Structures and Strengthening the School Culture, Building School Vision and Establishing the School Goals, respectively. Teachers argued that an organization defined by its staff .To be effective ,its staff should be well treated and managed. Thus ,to teachers a transformational leader was more of some one who works with his/her staff and supports them to deliver their best (Northouse, 2010, Leithwood and Jantiz, 2006; Bass and Avolio, 2004 ;).

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

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

Table4.5:Challenges of school principal in transformational leadership style

I t e	Some challenges of school leaders on transformational leadership process	resp- ondents	N o	Respondent response rate (by frequency &									
				VH=5	H=4	M=3	L=2	VL=1					
1	Budget deficit and lack of school facilities	Principa	15	3	20	9	60	3	20	-	-	-	-
		Teacher	35	5	14	20	57	10	28	-	-	-	-
		Total	50	8	-	29	-	13	-	-	-	-	-
2	Low staff morale toward team spirit of works	Principa	15	-	-	8	53.	5	33	2	13	-	-
		Teacher	35	-	-	16	45.	12	34	7	20	-	-
		Total	50	-	-	24	-	17	-	9	-	-	-
3	Lack of appropriate motivation on work mechanism system.	Principa	15	-	-	8	53.	4	26	3	20	-	-
		Teacher	35	-	-	16	45.	14	40	5	14	-	-
		Total	50	-	-	24	-	18	-	8	-	-	-
4	Low community participation and staff related disciplinary.	Principa	15	5	33	7	46.	3	20	-	-	-	-
		Teacher	35	7	20	18	51.	10	28	-	-	-	-
		Total	50	1	-	25	-	13	-	-	-	-	-
5	Lack of qualified principals and teachers in teaching learning	Principa	15	-	-	-	-	3	20	9	60	3	
		Teacher	35	-	-	-	-	7	20	14	40	14	
		Total	50	-	-	-	-	10	-	23	-	17	-
6	Lack of effective training concerning on leadership and	Principa	15	-	-	3	20	5	33	7	46	-	-
		Teacher	35	-	-	9	25.	11	31	15	42	-	-
		Total	50	-	-	12	-	16	-	22	-	-	-
7	Reluctant of principals to provide school transformational	Principa	15	-	-	3	20	9	60	3	20	-	-
		Teacher	35	-	-	6	17	15	42	14	40	-	-
		Total	50	-	-	10	-	24	-	17	-	-	-
8	Excessive administrative work related Condition and lack of communication skills.	Principa	15	-	-	4	26.	8	53	3	20	-	-
		Teacher	35	-	-	8	22.	17	48	10	28	-	-
		Total	50	-	-	12	-	25	-	13	-	-	-
9	Pressure of internal and external socio economic status in and out of schools.	Principa	15	-	-	-	-	3	20	9	60	3	
		Teacher	35	-	-	-	-	10	28	18	51	7	
		Total	50	-	-	-	-	12	-	28	-	10	-

4.6. Major Challenges that affecting School Principals' on Transformational Leadership Practices in teaching learning process

The other purpose of this study attempted to identify the challenges that time principals "Transformational leadership, which focuses on second-order changes to build and sustain as School. The results showed that the problem of pressure of external forces was highly affecting "transformational leadership practices.

Regarding the issue raised, majority of interviewed inform revealed that the Transformational principals were Poor management system of the principals, Excessive (overload)administrative work to principals, Pressure of internal forces, Low level of parent(community) involvement ,Budget deficit, and pressure of external forces were the major challenges of transformational school leadership according to the respondents' responses which collected from principals and teachers in addition to the interviews.

When the transformational school leadership planed a visiting program to share experiences from other schools surrounding of zone ,its implementation was dependent on the willingness of education of fice managers since the s c h o o l s Transformational leaders had no authority to decide to budgetary issues. Besides, when there were ward program for the effective performance of educators, the decision could be made by the Town managers.

It means there ward to whom given and what would be the reward was taken decisions by managers, Concerning this view, Tekleselassie(2006) mentioned that " over load" affecting principals "task in Ethiopia. It impede effectiveness of principals" leadership because principal is one person in a school who oversees the entire activities and holds great responsibility of his/her respective school. Regarding parental involvement, Condy (1998) stated that developing good community relation.

In addition, to this the data gathered Via qualitative method of data from those secondary school supervisors and other staffs of HOLAETA Town education officers through open ended questionnaire and interviews on the implementation program of school transformational leadership were lack of commitment, scarce of budget and shortage of human resource in school administration were the common challenge of implementing school transformational leadership in their schools.

CHAPTER FIVE

5.SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1.Summary of the Findings

This study focused on the principal's role in providing the practice and challenges of exercising transformational school leadership as defined by Leithwood and Jantzi (2006). The study was conducted in the secondary schools of Holeta Town Government Schools.

This study used mixed research methods to examine the perception, practice and challenges of Principals and teachers towards schools transformational leadership as defined by Burn and Bass (2006) and operationalized by Leithwood and Jantzi (2006;1999).

The study was designed to establish the extent to which the principal's transformational school leadership practice, challenges and its concepts. The Nature of School Leadership (NSL) (Leithwood and Jantzi, 2006) scores were used to measure transformational school leadership (TSL). Secondary schools in Holeta Town whose principals had been the could be for three or more years in studied schools were selected purposively. A total of 40 item s survey questions were distributed for fifteen 15 of schools principals and 40 teachers as survey questionnaires in identified schools. 15 school principals and 35 teachers returned the survey s representing 100% and over 90% return rate for principals and teacher ,respectively.

Interviews and Focus Group Discussion (FGD) were conducted with School Supervisors and Holeta Town Education officers who are working as educational experts.

The study tried to identify understanding levels about the concepts ,the dimensions ,the practices and challenges of exercising transformational school leadership in the studied area. This study sets out to address the following objectives.

1. To examine how Principals and teachers perceive the level of transformational leadership in Holeta Town secondary school
2. To assess the Practice of the Transformational leadership in Holeta Town government secondary schools.

3. To examine the Major Challenges in the practices of transformational school leadership in Holeta Town government secondary schools.

1, Analysis of the principals and teachers data demonstrated that majority of them were male who had less years of experience in both the school leadership and the teaching profession and also only a few of them had second degree mostly in different teaching subject were including with some educational leadership.

2)To what extent school principals and teachers understand on the concept of transformational school leadership.

That understanding levels about the concepts of transformational school leadership of teachers,

Principals ,supervisors and Town Educational officers on about transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them appropriately ,the methods of evaluating the concepts of understanding about Transformational leadership ,the constituents that transformational leadership roles, and the impact of Transformational leadership in developing instructional goals and objectives for teachers were low .This indicates that the Concepts of understanding about the role of transformational school leadership in facilitating the availability of instructional materials and encouraging teachers to use them were low.This reveals that there is a gap about the concepts of role transformational school leadership. This meant that ,the concepts of understanding about transformational school leadership was low. From the data it can be stated that the attempt on levels of understanding about the concepts of Transformational school leadership was low. This implies that there were gaps about some concepts of understanding about Transformational school leadership and lack commitments in secondary school principals, teachers, and supervisors and at Holeta Town Educational officers in the study area.

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

As the findings of the study, all items which were tested scored was low. Under category

Of setting directions ,the average means score of the items for principals "practices in articulating a shared vision was low in setting common goals and in high-performance expectations was for groups of respondents.

The study has clearly revealed that the extent of principals" practices in managing instructional programs in secondary schools were low. The results suggested that the average means score of items was less for the group of the respondents, and it affirmed that the principals" transformational leadership practices in managing instructional programs was exercised in low level. Finally there were practice gaps on transformational school leadership role in secondary school principals, teachers and supervisors in the study area.

4). Challenges Impede Principals' Transformational Leadership Practices .

The study has shown that among the main barriers of school leadership poor management systems of principals high ,which associated with lack of commitment principals "recruitment and selection, lack of appropriate training in leadership and management, lack of using appropriate leadership competencies and motivation mechanism in leading, and others; over load administrative work to principals, which also accompanied with preparing and responding reports ,monitoring students" and teachers" disciplinary problems and others non-instructional activities ,low parental/community involvement ,budget deficit ,pressures of internal and pressures of external forces.

As their weighted percentages scores indicated they were recognized as burning challenges that impeded the effectiveness of principals" transformational leadership practices in the government secondary schools of Holeta Town Secondary Schools. Thus ,the results suggest that there were no significantly different perspectives between school principals and teachers on the stated challenges that to hinder principals "transformational leadership practices.

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

The results reveal that the relationship between the means scores of the principals and teachers" regarding the effects of principals" transformational leadership practices on setting direction were almost average, which was the means "score of principals and teachers"on the items was low or less effort. In other words, the result showed that there was no positive relationship

between principals "transformational leadership practices on setting direction in most schools. The study points out that the relationship between means" scores of principals and teachers concerning

effectsofprincipals"transformationalleadershippracticesondevelopingpeople.Thus,theresults show that there was no positive relationship between the principals" transformational leadership practices and developing people, as the principals "transformational leadership practices were low attitudes on this program.

Finally ,the study concludes that different results were reported by the principals and teachers regarding the principals" transformational leadership practices to make impact on teachers' organizational commitments. The results suggest that there were no positive relationship between the principals "transformational leadership practices and teachers" organizational commitments due to Principals "transformational leadership practices in their schools were understood in low level by their teachers. Even though principals rated themselves high with strong transformational behaviors ,including in Sharing School Vision and Building Consensus, Building High Performance Expectation ,Modeling Positive Behavior, Providing Intellectual Stimulation ,and Building Collaborative Structure and School Culture; the evidence collected in the interviews and document analysis did not fully support the principals" claims. The qualitative data analysis revealed that principals in secondary schools of Holeta Town practiced able not do leadership styles. While most principals practiced from autocratic to laissez-faire and some were of course transformational leadership.

Research studies(Munoz,2013;Bass andAvolio,2004;Bolton,2010)support these findings. While Munoz"s(2013) study reported that principals rate themselves high with strong transformational leadership characteristics rather than teachers, Bass and Avolio(2004)stated that leaders tend to rate themselves higher on transformational leadership than their followers rated them. Bolton (2010)revealed that principals look at their transformational leadership styles in an exaggerated way. As Bolton and other Authors suggestion, there were high implementation of school transformational leadership incase Principals in most items rather than the ideas of teachers to some extent when the want to make comparison in between of principals and teachers respondents. But, as I want to check in my study there were similar result in between of

principals and teacher respondent in most of items in the practice and challenges of school transformational leadership of incase of Holeta Town Secondary schools.

5.2. Conclusion

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

In the review of literature ,particularly it is believed that school principals to be transformational. The reason was that transformational leadership focuses more on change ,and inspires followers to commit to a shared vision and goals for the schools ,challenges them to be innovative problem solvers ,and develops followers "leadership capacity through coaching, mentoring and provision of both challenge and support.

As a result ,transformational leadership was important and a powerful tool for fostering group goals and evoking positive change in the educational field .However ,the findings of study revealed that most of secondary school principals in Holeta Town Secondary schools more focused on using out-dated leadership practices like first- order change tasks ,or leadership styles. Thus ,this clearly shows the school principals lack Commitment and clear awareness/ adoption of the new leadership paradigm, transformational leadership .As a result ,the teachers "perceptions about tthe existence of the principals" transformational leadership practices in their schools were low.

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

3.Transformational leadership of this study comprises four dimensions, as earlier mentioned in the section of conceptual frame work of the study. Those dimensions of it had positive relationship to school effectiveness and organizational commitments. In other words, the cumulative percentages scores of respondents results indicated that the principals "transformational leadership practices to make impact setting directions, developing people, and organizational commitments were not effective within each of their schools. For that, the positive

relationship between principals' transformational leadership practices on setting direction, developing people and organizational commitments were low level.

However, the research findings revealed that most of secondary school principals had requirement of qualification and professional prepared less related with school leadership and management while lack of their commitments on the work. As a result, according to findings of

The study, most of the principals' extent of effectiveness in their leadership skills was not that much to the level of expectation on the implementation of activities.

Thus, many school principals have proficiency in order to provide strong leadership in the selected secondary schools of Holeta Town. Thus, in fact, any defect in leadership was resulted in lack of commitment and other cases. However, the above defects of leadership clearly depict that school leaders lack of several resources in practicing transformational leadership, which enables leaders to challenge the process, inspire a shared vision, model the way, help others act and encourage the heart. Therefore, there are wide gaps in practices of implementing transformational leadership in Holeta Town secondary schools. Thus, on the basis of findings obtained it is possible to conclude that in the sampled secondary schools in they had almost a poor transformational leadership practices.

However, there were a lot of challenges such as low participation of local community, shortage of educational resources that hinder achievement of the Zonal and Town Education Goals. On top of these, this study conclude that the Town Education Office was not adequately responding to the local needs particularly in the areas of school leadership. Besides, to this the study was obtained the re were: knowledge gap among school principals which might result into low level of commitment and devolution of power, shortage of resources to achieve the intended educational objectives, challenges from the poor management system of principals and backward economy; poor management of communication network such as transportation, telecommunication, and low capacity to plan, manage and monitor the performance of the education system.

5.3. Recommendations

Based on the findings and conclusions listed in the above of the study, the following recommendations were forwarded to solve the listed problem for the concerned body:-

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

2). First for most of all activity it need to develop their motivation and high commitment for the implementation of school transformational leadership process to make high relationship with other school stakeholders in their schools

3).This study has shown that most of the secondary school principals in the Holeta Town did not have adequate awareness about the transformational school leadership practices, aswell as earlier knowledge and skills in school leadership and management .As a result ,as evidenced by the study, they were in effective in using transformational leadership practices.

In order to fill this gap, it is recommended that secondary School principals need to be provided leadership and management training either in short or in long programs by considering the transformational leadership characteristics. A better understanding of how transformational leadership practiced may help the school leadership fine tune skills as a leader .Moreover, it is suggested that It was necessary to give due attention to human relation skills of candidate principals together with educational qualification with related field to leadership and management during selection or placement of principals.

4). School principals and teachers should be work together or work cooperatively to find school resources and to solve different problem which are to be major challenges on the implementation of school transformational leadership in their schools.

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

6) The researcher recommends to Regional Educational Bureau, Zone Education ,Department and Holeta Town Education Offices regarding to Transformational school leadership practices in the studied area.Thus, the Town Education Office should facilitate a training program for the principals and teachers in order to improve the effectiveness of the schools. Besides ,they must facilitate instructional materials and necessary access for leadership activity with all of school stake holders.

In addition, the supervisors and the school principals are work together to implement this program .Thus, Zonal Education department and Town Education Office should assign all persons who had qualified by educational leadership and management professional on school principal and the supervisory position requires it(MOE,2000).The results suggest that if transformational leadership styles were implemented in schools ,schools as a whole ,teachers and students in particular would be positively impacted. A winning culture will prevail and positive attitudes from school community will produce happier and productive teacher and consequently, student achievement will be improve their results .Such transformation leadership in few schools can create model schools there by carving the way form a in streaming school effectiveness widely .It means the education and training programmes of educational/ school leadership would be revisited .It means that the ways school leaders are trained were re shape d towards participatory and transformational leadership approaches.

5). Generally, the represent study suggests that a more detailed and comprehensives study has to be explored on the practices and challenges of exercising transformational school leadership in secondary schools of Holeta Town so as to complement the deficiencies observed which found

in the study .There searcher recommends further studies from other Towns. That related topics to enhance principals" leadership quality and enhanced school effectiveness and students achievement results to achieve their goals.

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7) APPENDICES
APPENDICS (A)

ADDISABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Principals and Teachers

Dear Principal and Teacher!

First of all, I would like to thank you in advance for your cooperation and devotion of time to answer my research questions. This questionnaire is designed to gather information for M.A thesis which is aimed to assess the practice and Challenges of Transformational leadership in Holeta Town secondary schools. The information you give is really very helpful for the success of the thesis of study.

Therefore, you are kindly requested to respond frankly and honestly. The information you give will be consider on the current practice and challenges of transformational leadership in case of your school. Please answer all of the questions as best as you can do!

Thank you for yours cooperation!!

General Instruction:-

Please, do not write your name on the questionnaire.

Please, follow the directions given in each five section.

Make sure that you have answered all the questions.

SECTION I. BACKGROUND RESPONDANTS INFORMATION

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

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

- 1. Sex: Male Female
- 2. Age: 25-30 31-35 36-40 41-45 46-50 Above 50
- 3. Educational level: - BA BED MA. MSC. Other (specify)_____
- 4. Year of Service. 3-5 6-10 11-15 16 and above years
- 5. What is your current position? Principal Vice Principal Teacher

Direction;-2, The following statements address is to study and explore the Transformational Leadership:

Practices and Challenges in Governments Secondary Schools of Holeta Town.

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.

Section- 1);-Levels of understanding on the concepts of transformational leadership style.

Key:-5=Veryhigh (VH), 4=High(H), 3=Moderate (M), 2=Low(L)1= VeryLow(VL)

N	Items	V	H	M	L	VL
		5	4	3	2	1
1	Attitude of Teachers on school transformational leadership					
2	Attitudes of Principals on school transformational leadership					
3	Consider the moral and ethical consequences of decisions					
4	Consider an individual as having different needs, abilities, and aspirations from others					
5s	Emphasizes the importance of having a collective sense of Visions, mission and school objectives for their future goals.					

6	Teachers and principal perception on school transformational					
7	The methods of evaluating the concepts of understanding					
8	Transformational school leadership helps teachers in					
9	The constitutes that transformational leadership role of					
10	Transformational leaders play a role in facilitating the Availability of instructional materials and others to encouraging					

Section-2: Multi factor Leadership Questionnaire (MLQ)

The following statements are assumed to be the descriptions that reflect the Practice and over all characteristics of transformational leadership style of school principals. Please ,rateon a five point weight the extent to which the principals” work time in your schools pent one each of the following characteristics.

Key,1: (Strongly Agree=5, Agree= 4, Undecided=3, Dis Agree=2, and Strongly Dis Agree =1)

		S	A	UN	DA	SD
		5	4	3	2	1
1	Being the role model to counted on the right things.					
2	Deeply respected ,admired and trusted by most staffs					
3	Displays the most important schools beliefs and valves.					
4	Demonstrates highesst and ethical and moral conduct					
5	Provides the staff with a collective sense of vision					
6	B. School Principals and teachers inspirational to Motivation					
7	Achieves and committed for their vision properly					
8	Motivates the team spirit for working together.					
8	Articulates a clear and attractive vision of future					
9	Facilitates effective communication among staff.					
10	Demonstrates high personal standards and Inspires the staff and others stake holders to follow their vision, mission and					
	C. Principals and teachers Intellectual stimulation					
11	Ask and Answering the questions to test and think others.					
12	Encourages staffs and others to challenge their status quo					
13	Seeks different ideas from staff when solving problems					
14	Shows ability to work together and to sell the new ideas					
15	Helps individuals to look problems to different angles					
	D .Principals and teachers individual consideration					
16	Treats and tolerate staffs equally to good work together.					
17	Accept and Recognizes the different ability of individuals					
18	Helps principals to develop their own leadership skills and takes time as a mentor of coach for their teachers.					
19	Establishes a climate of trust and fosters co-operative					

20	Delegates tasks and monitors the delegated tasks to Determine the followers need additional direction or support					
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Section- 3) Challenges of school principal are in transformational leadership style practices in the school organization.

The following statements are assumed to be the major challenges that may hinder the effectiveness of transformational leadership style of school principals in the school. Please ,rate each problem at a five-point weight the extent to which it affects transformational school principal leadership practices. **Key:** - 5= Very High (VH), 4=High(H), 3 =Moderate (M), 2=Low(L) 1=Very Low (VL) s

		V	H	M	L	VL
		5	4	3	2	1
1	Budget deficit and Lack of school facilities					
2	Low staff morale to ward team-spirit of works					
3	Lack of appropriate motivation self-esteem work mechanism of					
4	Low community participation and others staffs related					
5	Lack of under qualified principals and teachers in teaching learning process (poor management system)					
6	Lack of effective training concerning leadership and management and lack of support supervision roles for principals and teachers.					
7	Principals are reluctant to provide a shared leadership in the					
8	Excessive (overload) administrative work related conditions and					
9	Pressure of internal and external forces (political and socio-economic status inside and outsides of the School environments.					
10	Low commitment of teachers to develops news is ideas on education due to lack of motivation from the higher education officers.					

Section, 4).The Concepts Practice and challenges of transformational leadership based on opened questions.

1, What do you understanding about the concepts of Transformational leadership in your school? _____

_____.

a. How would you evaluate your understanding about transformational leadership in your school?

A. Very High B. High C. Medium D. Low.

b. If it is **Very High!** What is your response on the current practice of transformational Leadership is in your secondary school?

2. What other factors constitutes to the transformational leadership role of school principals in your school? _____

3. Please explain your positive and negative experience as a principal or teachers with some examples!

Thank you for your cooperation

APPENDICS (A)

ADDISABABAS UNIVERSITY

SCHOOL OFGRADUATESTUDIES

INSTITUTE OFEDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Principals and Teachers

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Therefore, you are kindly requested to respond frankly and honestly. The information you give will be consider on the current practice and challenges of transformational leadership in case of your school. Please answer all of the questions as best as you can do!

Thank you for your cooperation

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- 2. Age: 25-30 31-35 36-40 41-45 46-50 Above 50
- 3. Educational level: - BA BED MA. MSC. Other (specify)_____
- 4. Year of Service. 3-5 6-10 11-15 16 and above years
- 5. What is your current position? Principal Vice Principal Teacher

Direction;-2, The following statements address is to study and explore the Transformational Leadership:

Practices and Challenges in Public Secondary Schools of Holeta Town.

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.

Section- 1);-Levels of understanding on the concepts of transformational leadership style.

Key:-5= Very high (VH), 4=High(H), 3=Moderate (M), 2=Low(L)1= Very Low(VL)

N	Items	V	H	M	L	VL
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4	Consider an individual as having different needs, abilities, and ambitions from others					
5	Emphasizes the importance of having a collective sense of vision and mission for the school					
6	Teachers and principal perception on school transformational leadership					
7	The methods of evaluating the concepts of understanding					
8	Transformational school leadership helps teachers in					
9	The constitutes that transformational leadership role of					
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The following statements are assumed to be the descriptions that reflect the Practice and over all characteristics of transformational leadership style of school principals .Please ,rate on a five point weight the extent to which the principals” work time in your school spent each of the following characteristics.

Key,1: (Strongly Agree=5, Agree= 4, Undecided=3, Dis Agree=2, and Strongly Dis Agree =1)s

		S	A	UN	DA	SD
		5	4	3	2	1
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2	Deeply respected ,admired and trusted by most staffs					
3	Displays the most important schools beliefs and values.					
5	Demonstrates highest and ethical and moral conduct					
6	Provides the staff with a collective sense of vision and mission					
7	B. School Principals and teachers inspirational to Motivation on the transformational leadership.					
8	Achieves and committed for their vision properly					
	Motivates the team spirit for working together.					
8	Articulates a clear and attractive vision of future					
9	Facilitates effective communication among staff.					
10	Demonstrates high personal standards and In spires the staff and others stake holders to follow their vision, mission					
	C. Principals and teachers Intellectual stimulation					
11	Ask and Answering the questions totest and think others.					
12	Encourages staffs and others to challenge their statusquo					
13	Seeks different ideas from staff when solving problems					
14	Shows ability to work together and to sell then new ideas					
15	Helps individuals to look problems to different angles					
	D .Principals and teachers individual consideration					

16	Treats and tolerate staffs equally to good work together.					
17	Accept and Recognizes the different ability of individuals to Work for new changes.					
18	Helps principals to develop their own leadership skills and takes time as a mentor of coach for their teachers.					
19	Establishes a climate of trust and fosters co-operative Relationship with immediate colleagues.					
20	Delegates tasks and monitors the delegated tasks to Determinethe followers need additional direction or support					

Section- 3) Challenges of school principal are in transformational leadership style practices in the school organization.

The following statements are assumed to be the major challenges that may hinder the effectiveness of transformational leadership style of school principals in the school .Please ,rate each problem at a five-point weight the extent to which it affects transformational school principal leadership practices. **Key:** - 5= VeryHigh (VH), 4=High(H), 3 =Moderate (M), 2=Low(L) 1=VeryLow (VL)

		V	H	M	L	VL
		5	4	3	2	1
1	Budget deficit and Lack of school facilities					
2	Low staff morale toward team-spirit of works					
3	Lack of appropriate motivation self-esteem work mechanism					
4	Low community participation and others staffs related					
5	Lack of under qualified principals and teachers in teaching learning process (poor management system)					
6	Lack of effective training concerning leadership and management and lack of support supervision roles for principals					
7	Principals are reluctant to provide a shared leadership in the School transformational leadership styles.					
8	Excessive (overload) administrative work related conditions and Lack of open and effective communication skills in the schools.					
9	Pressure of internal and external forces (political and socio-economic status inside and outsides of the School environments.					
10	Low commitment of teachers to develops new ideas on education due to lack of motivation from the higher education officers.					

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Section, 4).The Concepts Practice and challenges of transformational leadership based on opened questions.

1, What do you understanding about the concepts of Transformational leadership in your school?_____

How would you evaluate

your understanding about transformational leadership in your school?

A. Very High B. High C. Medium D. Low.

b. If it is **Very High!** What is your response on the current practice of transformational Leadership is in your secondary school?

_____.

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

3. Please explain your positive and negative experience as a principal or teachers with some examples!

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_____.

Thank you for your cooperation

APPENDICS (B)

ADDIS ABABA UNIVERSITY

Institute of Education and Behavioral studies

Department of Educational Planning and Management

Section-5) Interview guide questions for Supervisors and Education officers.

Interview guide question for Supervisors.

What do you understand about the school transformational leadership?

Would you believe there is positive trusting and respectful climate in the school?

Is there effective leadership toward excellence in teaching and learning process? How?

Do you think teachers are committed to the personal and academic success of each every student? How?

INTERVIEW GUIDE QUESTION FOR EDUCATION OFFICERS!

5) Do you think there is a great attention to foster Principals and teachers professional development in office?

6) Would you think school principals human relation skills are considered when she/he is recruited and selected to leadership position like experience and educational qualification? If no, would you expect any problem associated with this?

7) Do you think the dominant support that made during recruitment and selection for candidates of long years of service and ideological compatibility with existing political orientation of government affect the effectiveness of leadership? How?

8) Would you have any suggestion concerning the over all the school leadership effectiveness of ?