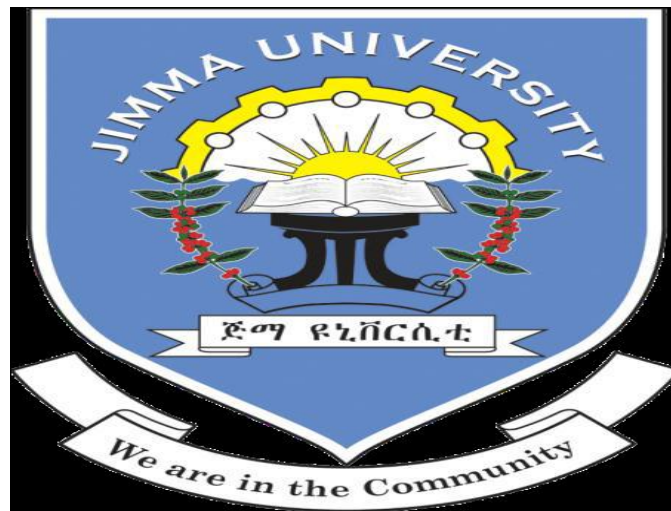


Practices and Challenges of Transformational Leadership

In the TVET Institutions of West Oromia



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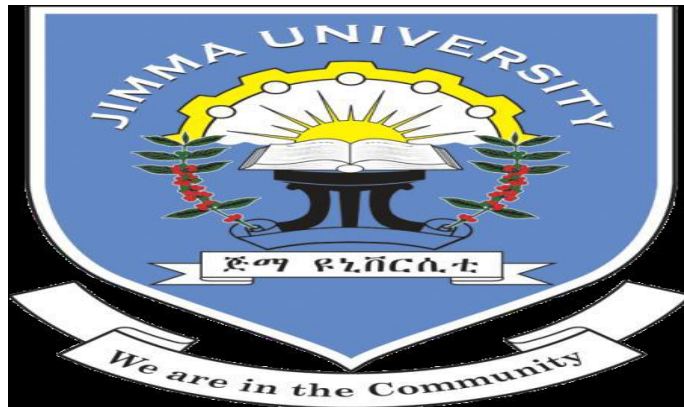
Department of Educational Planning and Management

October, 2015

Jimma

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Advisors: Abeya Geleta (PhD)

A THESIS

**Submitted in partial fulfillment of the requirements for the
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Declaration

The thesis is my original work, has not been presented for a degree in any other university and all sources of materials used for the thesis have been acknowledged.

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This thesis has been submitted for examination with my approval as
university advisor

Dr. Abeya Geleta

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Abstract

The major purpose of the study was to assess the extent of Transformational leadership Challenges and practices in the TVETIs of West Oromia. To this end, quantitative descriptive survey research strategy was adopted. Then the qualitative one also employed in order to triangulate the result obtained through quantitative data analysis. The instrument used to collect data was standardized questionnaires. The quantitative data were collected from both trainers and leaders by distributing similar questionnaire for both groups of participants. The data gathered were from teachers and management found in the seven sample TVETIs of West Oromia. The descriptive statistical tools were applied to analyze the data. The study found out that, the five components of leadership were, in general moderately practiced by the leaders in the sample TVETIs of West Oromia. However, one component of transformational leadership was perceived as highly performed by the leaders. The study also found out that there were statistically significant differences between the perceptions' of teachers and leaders across their positions as well as among the sampled TVET Schools on the extent of the five Transformational leadership practices. Such gap in the perceptions of the five leadership practices might indicate, the TVET Institutions were not performing well in this regard, as transformational leadership practices are largely determined by the perceptions of the followers. With the regard to trainers' level of satisfaction with the leadership practice, the study revealed that majority of the teachers were moderately satisfied with leaders' engagement in the five components of leadership practices. Accordingly, the study suggested that, the TVET institutions in Oromia should develop a strong communication system along with several employee and leadership development programs. Finally, the challenges that hinder the leaders to fully practice the five transformational leadership models were identified by the participants. Moreover, lack of leadership skill and knowledge, absence of commitment to challenge the process and external support to enhance capacities of the leadership were the major issues raised to be tackled.

Acronyms and Abbreviations

COC – Center of Competence

FTVET Agency – Federal Technical and Vocational Education & Training Agency

IES – Industry Extension Service

IQ - Intelligence quotients

LPI - Leadership Practice Inventory

MLQ - Multifactor Leadership Questionnaire

MOE - Ministry of Education

MSEs – Micro & Small Enterprises

NREC - National Research and Evaluation Committee

OTVETC - Oromia Technical and Vocational Education and Training Commission

RTVETC - Regional Technical and Vocational Education and Training Commission

TVET - Technical and Vocational Education and Training

TL - Transformational Leadership

TVETIs - Technical and Vocational Education and Training Institutions in West Oromia

UNESCO- United Nation Educational, Scientific and Cultural Organizatio

CHAPTER ONE

INTRODUCTION

Background of the Study

Leadership has become a key component of an organization, management and administration of educational organizations and systems, and this development is reflected in both academic and educational policy statements throughout the world.

Governments are investing substantial resources in leadership development because they believe that it will produce skilled manpower, better leaders and more effective school system. Individuals are also contributing their own professional development because they think that it will enhance their career prospects and make them better leaders.

In the past three decades, changes in technology, economy, social, political and cultural aspects of the world have imposed changes on educational systems of both developed and developing countries. What is surprising is the uniformity and rapidity of change that is reshaping the nature of educational institutions' external environments. To this end, educational leaders are bewildered by the rigor of demands and increasing responsibilities that their governments specifically and the public in general have imposed upon them (Lam and Pang, 2003).

Ethiopia began to review its educational system comprehensively with the belief that human beings are the best resources for achieving comprehensive economic and social development. During the past few years, education and training system in Ethiopia have undergone both major quantitative and qualitative change. A succession of new policies was designed and implemented, with the Education and Training Policy (1994) being the first major framework for systems reform and transformation. It is believed that one of the main problems in achieving organizational goals and satisfying the need of the society in developing country is the capacity and effectiveness of leadership.

Clearly, the key for successful implementation of educational reform in Ethiopia depends on

how different actor such as scholars, policy makers, and other stakeholders perceive the meanings and opportunities of their roles during the reform process to maximize its potential benefit. At the same time, however, leaders of higher education institutions have always been viewed as critical to the success of the reform and can exhibit tremendous influence (Cizek, 1999).

More specifically, the empirical literature on leadership has shown that transformational leadership where “leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978: 20) is positively associated with educational leaders’ effectiveness in implementing reform agenda (Coad and Berry, 1998; Sivanathan and Fekken, 2002). According to Barnett et al. (2001), the challenges that were brought to educational institutions by the idea of reform have been cited as reasons for advocating transformational leadership in educational setting because it was well suited to the challenge of current educational restructuring. Transformational leadership has the potential for building a high level of commitment in teachers to the complex and uncertain nature of the reform agenda and for fostering the capacities teachers need to respond positively to this agenda.

So, the hope is that Kouzes and Posner’s Transformational Leadership Model provides TVET leaders in Oromia Region with practical guidance on how to lead, as well as, practical suggestions on how to act during reform agenda. As Barth (1991: 17) points out, Kouzes and Posner’s “the ‘Leadership Challenge Model’ provides educational leaders with the qualities to become good leaders and to improve training institutions”. Effective implementation of reform regarding the training system requires transformational leaders and followers who raise one another to higher levels of motivation and morality, (Burns, 1978, Berry, 1998; Sivanathan and Fekken, 2002). These are leaders who search for opportunities to change the status quo, inspire a shared vision and set a model to foster collaboration, empower employees to pursue a potential future, and recognize the contributions of employees to the overall success of the organization.

Bennis (1985) suggested that leadership is the key to managing change in culture, processes, and strategies. The value of studying leaders and leadership is enhanced by the overwhelming need we have in our society for leadership that will bring about greater

effectiveness and improvement. Kouzes and Posner (2002) called for a deeper understanding of leadership because leading is an enterprise and a relationship that revitalizes an organization and brings growth and enrichment to a community. Thus, the focus of this research is to investigate the extent to which the leadership of the TVET institution is involved in the Kouzes and Posner's practices of transformational leadership and forward possible normative recommendations for further improvement.

1.2 Statement of the Problem

Technical and vocational education is one of the organizations that need to have effective leadership. The importance of leadership in technical and vocational education cannot be overemphasized, because without proper leadership in TVET programs, the goals which are to prepare people to be self-reliant will not be possible. Therefore, the need for good and effective leadership has become imperative in TVET development. Effective school leadership has become a dominant theme in contemporary educational reform. Thus, effective leaders are needed to sustain innovation and are the heart of capacity building for school improvement (effective) especially in technical and vocational education and training (TVET) programs that need sustainability for its development.

At global level, there were both internally and externally increasing pressure being placed upon educational institution to enact institutional reform and restructuring. Over the past few decades, change in the education system had emphasized the importance of effective educational leaders. On the issue of change, Chong K.C (2003) claims that transformational leadership is critical to meeting educational challenges in a changing environment. Kouzes and Posner's Transformational Leadership Model provides educational leaders with practical guidance on how to lead, as well as, practical suggestions on how to act during reform agenda.

How educational leaders utilize leadership practices often determines the significance of their impact on organizational effectiveness. The leadership practices are important primarily due to the fact that leaders are observed for how they lead in addition to what they say. That is, espoused values are strengthened or diminished by the actions chosen by

the leader. More specifically, leaders set an example by how they behave.

In some countries, educational leaders are promoted and assume leadership position without adequate knowledge of leadership theories and practices. In those countries teachers considered effective in the classroom or those politically committed were assigned as managers. However, as Everand and Morris, (1990) point out, ‘one should not forget that behavior that succeeded in the classroom was different from that is required to motivate the team’. Moreover, (Fullan, 2001) points out that although political commitment is important for leadership effectiveness, without good knowledge and basic skills of leadership, it could be counter- productive. Particularly in Technical and Vocational Education and Training having knowledge and skill in the area is mandatory for college deans in order to provide effective leadership in the institutions.

The reforms initiated by the Federal MOE have placed leaders of educational institutions at all levels in a highly visible leadership role. Despite this national charge given to institutional leaders “Leadership and management capacities at institutional level still remain weak” (MOE, 2010:22). To this end, what effective leadership practices they lacked needs to be researched in order to identify and plan strategies for improvement. The major role of the TVET leaders is creating favorable environment for the trainer/ instructors to teach and the trainees to learn. They are expected to inspire or motivate the academic and non-academic staff as well as the trainees to become active agents of change. More importantly, they needed to manage change as leaders.

Leadership practice in educational institutions had been researched by few scholars’ leadership in Oromia Teachers Colleges (Mitiku, 2013) and Leadership Roles and Functions of Educational Managers in a Changing Environment in Oromia TVET Institutions (Getachew H. 2009). The major findings in these investigation shown that, the leadership practices were not encouraging.

However, there is a gap with regard to the utilization of the five component transformational leadership practices in the administration of TVET in Ethiopia in general and Oromia Regional State in particular. Although the researcher attempted to refer and browse to find

empirical evidence in this area, he couldn't get yet reported study identifying the degree to which TVET Institution leaders in Oromia Regional State practiced Transformational Leadership Model using Leadership Practice Inventory. But from practical observation, it looks little attention is given to assess the status of leadership practices in the region.

Besides, many trainers and administrative staff of the TVET institutions are heard of complaining that the working conditions in the TVET are not conducive for training. According to the Federal TVET strategy document, in line with the conceptual principle of decentralization, major operational responsibilities have been devolved to TVET institutions. It is envisaged that public TVET institutions are autonomous – within the framework of the federal laws for public institutions – with respect to financial management, designing and planning of TVET programs, adjustment of curricula. This increased responsibility requires strong and powerful leadership and supervision in order to avoid misuse of public funds and institutional planning in line with local, social and labor market conditions (MoE, 2008). This shows that the power of managing TVET institutions is decentralized which requires effective leadership.

However, the trainers complain that instead of managing change as leaders, the management team is mostly observed trying to manage stability. They are heard talking that their leaders fail to adapt to the new changing Ethiopian TVET policy and strategy. The trainers constantly complain that the leaders fail to facilitate effective implementation of change and to create conducive atmosphere required to ensure the improvement of the quality of training. Despite these criticisms, there is scarcity of research that particularly focus on the extent to which the leadership of the TVET created conducive atmosphere for effective implementation of the change stated in the Education and Training Policy and the TVET strategy. The need to fill this gap initiated the researcher.

As stated in the guidelines of Federal TVET Agency, college leaders must have general knowledge and skill in the areas of the training provided in their institutions. Similarly, leaders of the TVETs in Oromia Regional State should be qualified educational leaders who have the knowledge and skills of leadership in addition to having at least one of the skills provided in the institutions so as to be effective. Further, the Oromia Region TVET

commission guidelines state that TVET institutions require the dean to have the minimum qualification of ‘B’ level (first degree) holder, work experience of five years and competent in COC (OTVETC, 2012). However, observed evidence shows that practical appointment of people currently on leadership positions some are below the minimum criteria.

Assessment of leadership effectiveness is not a common practice in TVET Institutions of Oromia Regional state. To the knowledge of the researcher, there is scarcity of studies on leadership of TVET in Oromia Regional State. As a result, any failure or weakness observed in the training process is usually attributed to instructors, trainees or both without considering the extent to which the leaders created conducive working atmosphere for them. In other words, there is lack of empirical data indicating the extent to which what the leaders do relates with what they speak. Since the status of the practices and challenges of leadership in the TVET colleges is not investigated and identified, there is lack of data to inform policy makers so that they design mechanisms to enhance the quality of the TVETIs’ leadership and to make it sustainable. This study will be conducted to fill this gap.

It is also the intention of the researcher to identify the challenges in implementing the best practices of leadership. To this effect, the study is attempted to answer the following basic questions:

1.3 Basic Questions of the Study

1. To what extent do the leadership team members exercise the best five transformational leadership practices to change and transform the TVET Institutions?
2. Which of the five transformational leadership practices are the most and the least exercised by the leadership teams of the TVET Institutions of west Oromia?
3. To what extent are the TVET teachers satisfied with the practices of leadership team members?
4. What are the challenges of Transformational leadership practices in TVET Institutions of West Oromia?

1.4. Objectives of the Study

1.4.1 General Objective

The general objective of the study is to assess the level of practices and challenges of transformational leadership in TVET Institutions of west Oromia.

1.4.2 Specific Objectives

The specific objectives of the study were to

1. Examine the extent to which the leadership teams of the TVETIs is exercising the five transformational leadership practices for effective implementation of change.
2. Test the trainers'/teachers' level of satisfaction with the leadership engagement in the five practices of transformational leadership models.
3. Identify the major factors affecting the implementation of best leadership practices in government TVET Institutions of West Oromia.
4. Provide suggestions for the stakeholders.

1.5. Significance of the Study

The findings of the study have the following significance.

- The finding of the study can provide the Oromia TVET Commission (OTVETC) officials with data based information concerning the current leadership practices and challenges of leadership in the TVET institutions.
- It will enable the leaders of the TVET Institutions improve their leadership practices and effectively lead the implementation of educational change in their respective TVET institutions.
- Above all, well-conceived assessment of the behavior and the act of the members of the institutions' leadership team can benefit the leadership team members themselves. Such an assessment should be considered as an opportunity to gather the right information about effectiveness of their leadership in their effort to transform the

TVET institutions. The result of the study can provide the college deans feedback about areas of strengths and weaknesses so that they can plan ways to improve their performance. It can also give the TVETIs' training sector leaders an awareness regarding the need to improve their leadership competence throughout their careers to meet the mounting challenges of their jobs.

- It might also serve as a spring board for the future researchers.

1.6. Delimitation of the Study

The focus of the study is on the current status of the practices and the challenges of Transformational leadership in TVET institutions of Oromia Regional State. To make the study manageable, it was delimited to TVETIs in west Oromia. Among the eight western Oromia zones, three of them were selected. According to the information from the Oromia TVET Commission, there are 19 TVET colleges in the selected zones. But due to scarcity of resource and time constraint 7 (37%) of the colleges was selected. It is believed that more than 30% should be taken as sample to reach general conclusion.

Moreover, the study was focused on investigating the practices and challenges of institutional leadership team members (management team members and teachers) in general. The study used Kouzes and Posner's transformational leadership model to assess the leaders' practices.

In other words, the degree of the leaders' effectiveness was investigated in terms of the best five practices. No attempt has been made to investigate the leaders' IQ, leadership style, their personality traits, emotional intelligence and other aspects of leadership in TVET institutions.

With regard to the temporal dimension, the study covered the status and challenges of leadership practices in the TVET colleges during 2013/2014 academic year.

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some limitations were observed in this study. One limitation was that among the deans of

the seven sample TVETIs, one was not willing to respond to the interview. As a result, the study missed additional information which might be useful to support the quantitative data.

1.8. Operational Definitions of Key Terms

The following terms are used by the researcher to connote the following definitions.

Academic staff: members of the public Institutions employed in the capacity of teaching / training and/or technology innovation and any other professional of the institution who shall be recognized so by Federal TVET Agency and by OTVET Commission.

Institutional Leader(s) – A person who is officially designated to lead the works of the TVET Institution.

Sector Head–Training sector heads are facilitators the five training sectors (Construction, Industry, Agriculture, Trade and Service) although each sector has different departments.

Management Team - also called Leadership team. The executive college leaders including (Dean, IES coordinator & Training process coordinator), Human Resource Officer, and planning department Officer.

Industry extension service- refers to the technical support provided to small and micro enterprises by trainers in the TVET Institutions.

Perceptions: In this study perception refers to the way the participants understand and conceive the Kouzes and Posner's Five Leadership Practices.

Institutions: in this study, it refers to the training institutions as defined by the FDRE proclamation and that are found in the western Oromia category.

1.9 Organization of the study

This research was organized into five chapters. The first chapter deals with the introductory part which includes of background of the study, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of relevant literature pertinent to the research. The third chapter discussed about research methodology. The data collected from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the study and forwards conclusion and recommendation on the findings. Reference and appendix which include questionnaire, interview format, and permission to use the standard tool (LPI) are part of the research document.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

The TVET reform envisaged in the strategy is ambitious and will require competent and dedicated leadership and a strong management at different levels. The decision-makers in TVET need to continuously reconfirm their policies and activities in light of the different interests and needs of the citizen and economy. So as to realize this strategy the role of leadership in TVET is expected to be high. To this effect, the leadership practices should be clearly identified and evaluated in order to continuously improve their leadership skills. For this reason the researcher attempted to organize relevant review of related literature regarding the five components of transformational leadership practices.

2.2. The Concept of Leadership

According to Kouzes and Posner, (1995), there are over 225 definitions of leadership found in literature but no one claims the last word on “defining” the term. Each scholar defined leadership in a ways that works best for his/her in his/her work with students, managers, government officials, community organizers, health care providers, and educational administrators.

As defined by Drucker (1985) a leader is someone who has followers and leadership is any behavior that influences the actions and attitudes of followers to achieve certain results (The Australian Leadership Development Centre). Kouzes and Posner, (1995) define leadership as an art of mobilizing other to want to struggle for shared aspirations. USA Army Handbook (1973:1) also defines leadership as “influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization”.

2.3. Conceptual Models of Leadership

Despite the fact that leadership has been a topic of interest since ancient times, it was

only around the turn of the 20th century that scientific studies began. As Johnson (2002) points out rigorous study of the leadership phenomenon began with the work of sociologist Max Weber in the early part of this century. The study of leadership which started in the early part of the century can be divided into three stages. Each stage can be characterized by a prominent research strategy and focus of interest. The earliest stage attempted to identify traits of leaders, and the next stage focused on the behavior of leaders. The third stage centered on the fit between leadership style and the situation leaders face (Tirimizi, 2002). However, inconsistent findings and methodological problems resulting in increasing dissatisfaction with trait, behavioral, and contingency based leadership research set the stage for a paradigm shift in leadership research.

As a result of the shift in the research paradigm, the past 25 years have witnessed the emergence of new conceptual models in the field of educational leadership. Two of the foremost models, as measured by the number of empirical studies, are instructional leadership and transformational leadership (Heck & Hallinger, 2003). In contrast with many earlier leadership models applied to educational administration (e.g. situational leadership, trait theories, contingency theory), these models focus explicitly on the manner in which the educational leadership exercised by administrators and teachers brings about improved educational outcomes (e.g. Leithwood & Jantzi, 1999; South worth, 2002).

Leadership theories in the new paradigm differ from earlier theories in that they seek to explain extraordinary leadership and performance beyond expectations (Paul et al. 2002). As Barnett et al., (2001) point out, this shift was intensified by the publication of an influential book by Burns (1978) entitled “Leadership” which conceptualized the differences between ordinary (transactional) leaders and extraordinary (transformational) leaders. As a result of this shift in paradigm, different leadership models were developed by different researchers through intensive research on current leadership practices (Kouzes and Posner, 1995, Taylor, 2002, Hallinger 2000). However, over the past three decades, debates over the most suitable leadership role for leaders of educational institutions have been dominated by two conceptual models: instructional and transformational leadership models (Hallinger 2003).

Based on these assumption, the transformational leadership is assumed to be more suitable model for the current situation of Ethiopia, in that we are in an attempt to transform our county to industry which requires having extraordinary leaders in every organization.

2.3.1. Transformational Leadership Model

Transformational leadership theory emerged from the political sociology writings of James McGregor Burns and became a well-known topic in psychology, management, sociology, and political science in 1980s. The concept of transformational leadership stimulated researchers' interest in understanding of the leadership process that goes beyond the dimensions of consideration of subordinates' feeling and initiating subordinates toward goal accomplishment. Integrated into transformational leadership theory are trait, behavior, and contingency approaches, while incorporating and building upon charismatic and political leadership. As its name implies, transformational leadership motivates individuals to change and promotes followers' awareness and acceptance of the group's vision and mission. It involves rallying people behind a dream or vision of something that as yet has been out of reach (Hallinger, 2003).

Transformational leadership is a process in which the leaders took actions to try to increase their followers' awareness of what was right and important. This process was associated with motivating followers to perform "beyond expectation" and encouraging followers to look beyond their own self-interest for the good of the group or organization. As a result, transformational leadership differed from transactional leadership by not only recognizing followers' needs and wants "but by attempting to develop those needs from lower to higher levels of maturity" (Bass and Avolio, 1997:17).

Burns (2003) differentiated between the words transform and change and suggests that transformational leadership has a breadth and depth that fosters metamorphosis as opposed to a simple substitution. Northouse (2007) called transforming leaders social architects for their organizations because their leadership communicates a direction that transforms organizational values and norms. Mannoia (1996) believed that transformational leadership is the result of having a mind like a servant. The joint pursuit of higher

values demonstrates the reciprocal theory of leadership.

Five components of transformational leadership have been identified: idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Jung, 1999). Idealized Influence referred to leaders who encouraged followers to share their visions and goals. These leaders had strong personal appeal (Yammarino, 1995) and power to influence over their subordinates by providing clear vision, a strong sense of purpose and perseverance to achieve the most difficult objectives. As a result, this kind of leaders were thoroughly respected, trusted, and admired by their followers. In addition, such leaders normally considered their followers' needs over their own personal needs (Tracey and Himkin, 1998) and were willing to put aside their self-interest for the good of their organizations (Bass and Avolio, 1997). There were two types of idealized influence leadership in a recent theoretical development. That was, idealized influence could exert influence based on a perception in the eye of the beholder (Idealized Influence Attributed) or impact based on the behavior of the leader (Idealized Influence Behavior) such as persistence and determination.

Inspirational Motivation represented the appeal of challenging followers by symbols, and metaphors. In other words, inspirational motivation refers to leaders expressing the importance and value of desired goals in simple ways and displaying high levels of expectations. These leaders often talked about a vision of the future and expressed confidence and commitment that their goals and visions could be achieved. They also tried to move followers to achieve extraordinary levels of accomplishment by showing high expectations and confidence in the followers. Thus, followers reacted by willingly increasing their efforts to attain the vision (Coad and Berry, 1998). Although charisma and inspirational motivation leadership were often highly correlated, inspirational leadership might or might not overlap with charismatic leadership. It depended on the extent to which followers seek to identify with the leaders (Bass and Avolio 1993). Inspirational leaders could occur without the need for identification of followers with the leader (Charismatic leaders).

Intellectual Stimulation referred to leaders who challenged their followers' ideas and values for solving problems. Through intellectual stimulation, transformational leaders are able to show their followers new ways of looking at old problems. Such leaders encouraged their followers to use non-traditional thinking to deal with traditional problems and they often listened to followers' ideas even if different from theirs. The message was that "followers should feel free to try out new approaches, and their ideas will not be publicly criticized because they differ from those of the leader" (Coad and Berry, 1998: 166). As a result, the followers were encouraged to question their own beliefs, assumptions, and values for solving current problems from many angles perhaps not previously considered. Therefore, the followers could have capabilities to tackle and solve future problems on their own (Bass and Avolio, 1993) and were more likely to focus on their long-term development (Jung, Bass, and Sosik, 1995).

Individualized Consideration referred to "understanding and sharing in others' concerns and developmental needs and treating each individual uniquely" (Bass and Avolio, 1997: 29). Through individualized consideration, the leaders spent more time teaching and coaching followers and treated followers as individuals rather than just as members of a group. This was because the leaders considered their followers as having different needs, abilities, and aspirations from others. Therefore, the followers, who felt he/she received a leader's special attention, were more likely to work harder to meet their leader's high expectations (Jung et al., 1995). The leaders who exhibited individual consideration normally understood where the further development was needed for their followers. As Bass and Avolio (1996:13) point out: "Such individualized treatment reflects the leaders' ability to diagnose their associates' requirements for further development and the leaders' ability to design appropriate strategies to satisfy as well as elevate their associates to higher levels of motivation, potential, and performance".

According to Australian Leadership Development Centre, (2007), transformational leaders are likely to have many of the following six personal characteristics. The first is a deep sense of personal purpose coupled with an unshakable self-confidence in the ability

to realize this purpose. The second is a strong desire to take charge and make things happen, without being overly bossy. The third characteristic refers to a strong social presence and superb oral communication skills, often coupled with a reputation of unconventional behavior. The fourth is sensitivity to how people are feeling and an ability to connect well with people at a personal one-on-one level. A willingness to take personal risks and make sacrifices in order to realize their vision is the fifth characteristic required of transformational leaders. The final characteristic refers to an internal locus of control, with a 'what can I do with what I have now' attitude (2007:10).

Based on the previous studies of leadership, Bass (1985) proposed a more expanded and refined version of transformational leadership theory. According to Bass (1985), transformational leaders motivate subordinates to do more than they are originally expected, and accordingly, subordinates' confidence levels are elevated and needs satisfied. Generally, according to Bass's transformational leadership model, leaders are required to get involved in basic leadership practices to achieve performance beyond expectation. The practices include, developing a clear and appealing vision, developing a strategy for attaining the vision and articulating and promoting the vision. Besides, they need to act confident and optimistic, express confidence in follower and use early success in small steps to build confidence. Moreover, transformational leaders adapt ideology incrementally to conditions, identify and eliminate cultural disparities. According to Bass, leaders also need to articulate the ideology clearly and persistently, keep actions and decisions consistent with ideology, and use cultural forms to emphasize ideology. Finally, they need to emphasize continuity in socialization of practices, manage the politics of subcultures and develop cultural maintenance leadership at all level.

Transformational leadership have been used to investigate leadership behavior across a wide variety of organizations such as business institution, military or law enforcement, informational technology, educational setting, and health care industry. In addition, the theory has been widely employed in several countries such as USA, Australia, New Zealand, the Netherlands, Canada, Austria and the U.K. In evaluating leadership performance, Bass and Avolio (1997) proposed the three leadership outcomes that showed

how transformational, transactional, and non-leadership related to the success and performance of the target leaders. The main task of Bass' transformational leadership research is the development of the Multifactor Leadership Questionnaire (MLQ) used to identify the transformational, transactional, and laissez-faire leadership styles (Bass, 1985). The MLQ has been revised several times and has been used in nearly 200 research programs, doctoral dissertations, and master thesis around the world (Bass & Avolio, 2000).

Bass identified three leadership outcomes. The first outcome referred to "extra effort" which reflected the extent to which the "rater" exerted effort beyond the ordinary as result of the leadership behavior. The second was "effectiveness" which reflected how effective the "rater" perceived the target leader to be at different levels of the organization. The last outcome was "satisfaction" which reflected how satisfied the "rater" was with the target leader' methods and styles and how satisfied he/she was in general with the leader.

2.3.2. Kouzes and Posner's Transformational Leadership Model

Kouzes and Posner's Exemplary leadership model is the extension of Bass's and Burn's transformational leadership. According to Barnett et al. (2001), Kouzes and Posner's Exemplary or Visionary leadership model has its origins in a research project which they began in 1983. They wanted to know what people did when they were at their "personal best" in leading others. They started with the assumption, however, that they did not have to interview and survey star performers in excellent companies to discover best practices. They assumed that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. From an analysis of the personal-best cases, they developed a model of leadership that consists of what Kouzes and Posner call The Five Practices. These practices are challenging the process, inspiring shared vision, enabling others to act, modeling the way and encouraging the heart (Kouzes and Posner, 2002).

Based on their research project with successful leaders, for over almost 20 years, Kouzes and Posner suggested that leadership is not a position, but a collection of practices and behaviors. They also concluded that leadership is a compulsory skill that can be learned by

everyone. According to their research, more and more people can grab hold of the opportunity to lead others to get extraordinary things done (Kouzes and Posner, 2002).

The research involves asking leaders and followers, questions around what qualities individual leaders believed they needed when they are at their most successful and what qualities those who were being led believed were important when they felt themselves being well led. Analysis of the data revealed an underlying pattern of agreement between leaders and those being led about the leadership behaviors that emerged when people were accomplishing extraordinary things in organizations. These were then codified as the five practices of leadership.

2.3.3. Kouzes and Posner's Five Leadership Practices

According to Kouzes and Posner (1995), when working at their best, leaders challenge the process, inspire shared vision, enable others to act, model the way and encourage the heart. And they did this through committing themselves to particular sets of behavior linked to these values. More importantly Kouzes and Posner argued that these leadership behaviors were an observable and learnable set of practices, available to anyone prepared to spend time developing them. They also stressed that although these qualities were observable, they only manifest themselves when people actually do them. As Kouzes and Posner (1995:9), point out, "These practices serve as guidance for leaders to accomplish their achievements or to get extraordinary things done". The five leadership practices are discussed as follows.

a. Challenging the process

The researchers found that leaders thrive on and learn from adversity and difficult situations. They are risk takers who regard failure as a useful chance to learn and innovate if not caused by poor performance. Effective leaders are also early adopters of innovation. They seek out things that appear to work and then insist that they are improved. Challenging the process suggests that leaders shouldn't be content to do 'business as usual'. According to Shoemaker (1999), Kouzes and Posner's (1987) leadership practice of challenging the process includes encouraging others to think and take risk which can be

compared to what Bass (1985) called intellectual stimulation. The two leadership commitments required are seeking challenging opportunities to change, grow, innovate, and improve and experimenting, taking risks, and learning from the accompanying mistakes questioning assumptions” , promoting “non -traditional thinking.

Kouzes & Posner, (2002) describe the “challenge the process” practice as being the search for opportunities to change the status quo. Leaders look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves making mistakes and failures they accept the inevitable disappointments as learning opportunities.

For transformational leaders, challenging the process is a way of life. By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system so as to turn these ideas into actions and to get new products, processes, and services adopted.

They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. Transformational leaders are willing to change the status quo. They experiment and take risks with new approach and for decision making without buck passing. Learning, for them, is a lifelong behavior. In order to succeed, leaders must be prepared to make mistakes because every false step opens the door to a new opportunity. Instead of punishing failure, they encourage it. They learn from their mistakes rather than shift the blame on someone else (Kouzes and Posner, 1995, 2002).

b. Inspiring a shared vision

The leadership practice of inspiring a shared vision, communicating a common purpose, and the expression of warmth and enthusiasm through charisma is equivalent to Bass’ (1985) intellectual stimulation components of vision creating or inspirational leadership, and charisma. Inspiring a vision involves looking at the future with passion in order to make a difference and persuade others to own this vision.

Kouzes and Posner found in their research that people are motivated most not by fear or reward, but by ideas that capture their imagination. Inspiring shared vision is more than

having a vision. It is communicating it effectively so that others take it on board. As Kouzes and Posner (1988) commented, it's easy for someone to concentrate too much on crafting the perfect words for a vision and mission statement, and not enough on communicating it. Great leaders are future orientated and seek to energize others by passion, enthusiasm and emotion. They want to bring people on board with this sense of shared purpose. The two leadership commitments associated with this practice are envisioning an uplifting and ennobling future and enlisting others in a common vision by appealing to their values, interests, hopes and dreams.

Inspiring a shared vision is an important aspect of leadership because leaders are expected to create and communicate organizational direction (Snee & Hoerl, 2004). There are many definitions of vision. According to Kouzes and Posner (1987), vision is an ideal and unique image of the future. Another definition of vision is a mental image of a possible and desirable future state of the organization. The "inspire a shared vision" practice was described as being when followers believe passionately that their leader can make a difference. Leaders envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. Leaders breathe life into their visions and get people to see exciting possibilities for the future (Kouzes & Posner, 2002).

Leadership involves purposes and directions. Leaders need to be involved in frequent envisioning and looking forward. They have both vision and goals. As Bruckner (2003) points out, leaders have to go beyond merely envisioning the future and take action to make a vision a reality because without goals a vision can languish. They need to know the end toward which they are striving. They should also pursue goals with clarity and tenacity and are accountable for their accomplishment (Leithwood & Richl, 2003).

As Bennis (1985:89), suggests "Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create". Both visionary and transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful

outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes and Posner 1995, 2002). Effective leadership induces awareness and acceptance of common mission and purpose of organization (Krishnan, 2002). Leaders should inspire and motivate as well as focus on the future (Kouzes& Posner, 2000; Conger, Kanungo & Menon, 2000; Howell & Hall- Merenda, 1999; Judge & Bono, 2000; Feinberg, Ostroff & Burke, 2005). Weymes (2003) suggest managers should understand the power of an inspirational dream and be committed to it.

c. Enabling others to act

Enabling others to act is fostering collaboration and empowerment. Enabling others to act refers to leaders involving others in planning and giving them freedom of choice in the decision- making process. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization. Kouzes & Posner, (2002) describe the “enable others to act” practice as a means of fostering collaboration and building spirited teams. Leaders actively involve others. They understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

d. Modeling the way

Modeling means being prepared to go first, living the behaviors they want others to adopt before asking them to adopt them. Because, people will believe not what they hear leaders say, but what they see their leaders consistently do. This also refers to the leader as an Ethical Role Model. The leader must not only inspire others but also use his/her office to advance institutional goals rather than personal ones. Great leaders should serve as an example to others. In respect to this they should be committed to set an example for others by behaving in ways that are consistent with their stated values and to clarify values by

finding their voice and affirming shared ideas.

The “model the way” practice is described as consisting of the establishment of principles that are concerned with the way people (including constituents, peers, colleagues, and customers) should be treated and the way goals should be followed. Leaders create standards of excellence and then set an example for others to follow. Since the prospect of complex change can overwhelm people and stifle action, leaders set interim goals so that people followers can achieve small “wins” as they work toward larger objectives. Leaders also unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes & Posner, 2002).

e. Encouraging the heart

Kouzes and Posner established that people act best of all when they are passionate about what they’re doing. Leaders unleash the enthusiasm of their followers with stories and passions of their own. They enjoy celebrating successes even small ones and will tend to tackle difficult projects through recognizing others’ contributions. The leadership commitments associated with these practice are recognizing individual contributions to the success of every project and celebrating team accomplishments regularly.

People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance. Exemplary or visionary leaders play a special role in the celebrating of individual or group achievements, because they are the most prominent personality in the organization and serve as role models. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. When leaders encourage their employees through recognition and celebration, they inspire them to perform better (Kouzes and Posner, 1995, 2002).

According to Kouzes & Posner, (2002) the “Encourage the Heart” practice was described as a practice of being able to accomplish extraordinary things in organizations through hard work. In order to keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. Leaders make people feel like heroes.

2.3.4. Bass’s Transformational and Kouzes and Posner’s Exemplary Leadership Models

Five components of transformational leadership have been identified: idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio, Bass & Jung, 1999). As Baron and Chen (2007) point out, the concept of Bass’s transformational leadership theory, and Posner and Kouzes’ (1988) visionary or exemplary leadership are similar in that they both proposed that outstanding leaders use five practices to facilitate employees to achieve organizational goals. According to Abu-Tineh, Khasawneh and Al-Omari (2008), Kouzes and Posner’s practices of exemplary leadership model seem to be essential components of the concept of Bass’s transformational leadership.

According to Shoemaker (1999) Kouzes and Posner’s (1987) leadership practice of challenging the process includes encouraging others to think and take risk which can be compared to what Bass (1985) called intellectual stimulation. As stated by Torpman (2004:895) the practice of intellectual stimulation is similar with Bass’s (1985) in that “Subordinates are encouraged to experiment, challenge existent constraints, by taking risks concerning the organization and subordinates’ positions in them. Both models believe that mistakes are opportunities for learning instead of causes for blame. Continuous learning is stimulated as well as old values and beliefs are reassessed. The learning aspect is related to the experimenting attitude that is expected from subordinates” (Torpman 2004:896). Similarly, Idealized influence component of Bass’s transformational component was related to Kouzes and Posner’s enabling others to act. Generally, many people described the Kouzes and Posner’s five leadership practices as components of Bass’s transformational model (Shoemaker 1999, Torpman, 2004).

2.4 Leadership in TVET Sector

Some argue that the decades of change, improvement and reform have left many, consciously or otherwise, confused, exhausted and disillusioned (Deal 1995). On the other hand, Drucker (1989) remind us that ‘a time for turbulence is also one of great opportunity for those who can understand, accept, and exploit the new realities: it is above all a time of opportunity for leadership’ (p.10). Success in the TVET sector in this decade at the start of the new millennium will depend on how well TVET leaders understand and operate across different areas, such as their organizational roles and functions, the leadership processes in which they are engaged and their own, their organizations’, their local communities’ and their regions’ shared values and visions (Falk 1999; Falk & Mulford 2001; Johns et al. 2000).

As the National Research and Evaluation Committee (NREC 2000) project brief for TVET leadership states, there ‘... has been no work undertaken on management and leadership in TVET institutes/private providers’ (p.15). Perhaps the main reason for this is that the conditions under which managers and leaders are required to operate are something of a moving feast, being dictated in part by the forces of change. Conditions relating to institutional roles, TVET professionals’ roles, markets and demand factors seem to change almost every year, as policy strategies, institutional responses and pressures to respond to commercial and community imperatives change. Such change has required a new way of leading the institutions. That is effective leadership (Transformational leadership).

Hence, the purpose of leadership in this new decade should be concerned with fostering the conditions under which organizational goals can be achieved in meeting the needs of TVET stakeholders at community, regional and national levels. For example, few TVET leaders would question the impact of their local industry and enterprise demands on local stakeholders, or the influence on their practice of their state and national policy-makers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The method of research, source of data, population of the study, sample size, sampling techniques, instruments and procedures of data collection, and method of data analysis are described here under.

3.1 Approaches of the study

The study is employed quantitative method to draw meaningful results from a large body of quantitative data because the major data collection tool was questionnaire which was quantified using statistical data. In addition, qualitative data is employed to enrich and triangulate the quantitative study.

3.2 Research Methods

The study was conducted using a descriptive survey method because the strategy helps to describe certain events and assess the existing transformational leadership practices & challenges.

3.3 Research Area and Population

Area wise: The population of the study comprises TVET Institutions in West Oromia Regional state which are selected through stratified random sampling techniques using lottery method. In this area, there are eight zonal administrations; namely: Kelam Welaga, Horo-guduru Welaga, West welaga, East Welega, West Shewa, Jimma, Iluababor, and South-West Shewa Zones.

3.4 Type and Source of Data

Primary data was obtained from Trainers and Management Team Members as they have direct relation with the issue under study. These sources help the researcher to acquire first-hand information of the situation under the study to draw valid conclusion.

3.5. Sample Size and Sampling Technique

Oromia Regional State has eighteen zonal administrations which clustered in the location of east, south-east and western zones. From the three locations western zones were selected through stratified random sampling. In the western Oromia there are eight zonal administrations. Among the eight zones, 37% or three of them (Jimma, Iluababor and South-west shewa) have been selected as sample through simple random sampling techniques using lottery method. According to Oromia TVET Commission, there are 19 TVET Institutions in these three zones. From these zones 37% and or total of 7 TVET Institutions were selected using simple random sampling through lottery method. This is due to the assumption that the sample Institutions are more than 30% and so, appropriate to obtain data that would give more valid general conclusion. According to the information from Oromia TVET Commission, there are 48, 34, 54, 46, 20, 56 & 28 Trainers in Agaro, Asandabo, Mattu, Bedelle, Dhidhesa, Woliso and Tulu Bolo TVET Institutions respectively were selected through proportionate and simple random sampling using lottery method.

From total or (280) trainers, 87 (31%) of them were selected from the seven sample Institutions using simple random sampling technique through both proportionate and lottery method. While all the leadership team members or 35(100%) were included as a sample using purposive sampling method. Hence, total number of the respondent was 122(38.7%). Some researchers indicate that 30 % of the total population would be adequate to allow valid general conclusion (Agresti, 1996 Anderson, 1959). First, the technique of sampling proportional to size was used to determine the number of sample respondents from each Institution. Next, the name of trainers in an Institution was written on a piece of paper. Then, the pieces of paper with the names was rolled and drawn to select sample respondents.

Since the College Deans are responsible for overall institutional function and to facilitate the work of trainers and Institution, they were purposefully included in the study. It was believed that the information they provide could be highly valuable. Accordingly, interview was conducted with the 7 Deans of the sample Institutions. It is believed that these respondents have provided important data concerning the challenges of leadership in

the Technical and vocational Education and Training Institutions in West Oromia.

Table 1 : Multi-stage Sampling Techniques of total Population and Sample Size

S.N	Total Population	Sample	%	Sampling Technique
1	Oromia	West Oromia	33	Geographical cluster & Simple Random sampling
2	8 zones in west Oromia	3 Zone Administrations	37.5	stratified Random Sampling
3	19 TVET institutions	7 TVETIs	37	Simple Random Sampling
4	280 Trainers	87	31	Proportionate & simple random sampling
5	35 Management members	35	100	Purposive sampling
Total participants 315		122	37	

3.6. Instruments and procedures for data collection

The study used quantitative data to identify and analyze the status of leadership practices and the challenges of the leadership in the TVET Institutions, compare its existing condition with the reviewed research findings of the past as well as to see the level of satisfaction of trainers towards their leaders in practicing transformational leadership to draw a general conclusion. Hence, the same questionnaire was prepared for principals and trainers. Besides, qualitative data was employed as a supplementary to the study with the information was gained from semi structured interview from the college Deans of the sample colleges and from the open ended questions. The quantitative data gathered through questionnaire. Kouzes and Posner's Leadership Practice Inventory (LP-observer) questionnaire was used as a tool for data collection.

3.6.1 Questionnaire

Questionnaire is commonly used to gather data for cross-sectional approach. In order to gather appropriate information about current practice and challenges of Transformational leadership, questionnaire was used to gather data from sample trainers and all management team members selected from the seven TVET Institutions of west Oromia. The

questionnaires for two groups have no difference in terms of the items or the contents included thereof. The basic difference between the two sets of questionnaire lied on the ways of their presentations. The items in the questionnaires for the institutional leaders were stated in a way that the participants could reflect on their own leadership practices while the teachers were asked to indicate the leadership practices of their leaders. The questionnaire, which were prepared in English language, consisted of both open ended and closed ended items. Likert type scale was adopted to get the perceptions of the participants on issues of transformational leadership practices. Accordingly, 122 of total questionnaires were distributed to the teachers and TVETIs' of which all (122) of them were filled out by the participants.

Leadership Practice Inventory (LPI) observer questionnaire based on Kouzes and Posner's Transformational Leadership Model was used for this purpose.

LPI was selected as a data gathering tool mainly for the following reasons. Firstly, transformational leadership is the potential for building a high level of commitment in educational leaders to the complex and uncertain nature of the institutional reform agenda and for fostering the capacities teachers need to respond positively to this agenda (Abu-Tineh, Khasawneh and Al-Omari, 2008). Secondly, transformational leadership is often considered a type of shared or distributed leadership. Rather than a single individual, the leader, coordinating and controlling from above, transformational leadership focused on stimulating change through bottom-up participation. As Leech, Smith and Green (2011) point out, each of the five Kouzes and Posner's leadership practices is embedded within the relationships between leaders and followers and could be used as an indicator to examine the behaviors of institutional leaders.

Reliability and Validity of LPI (Observer)

LPI is a reliable and valid standardized leadership assessment tool which was proved quite powerful in assessing individuals' leadership capacities and in demonstrating what exemplary leaders do (the five practices) to make a difference at the personal, interpersonal and organizational level (Leong 1995). Different researches were conducted to determine

whether the inventory had sound psychometric properties and the tests indicated that the LPI was internally valid and reliable. All the studies revealed an internal reliability ranging from .70 to .91 and test- retest reliability of at least .93 in all five leadership practices (Leech, et.al. 2010). Generally, LPI effectively measured the five practices leaders do exhibit when doing their best (Kouzes and Posner, 1995; Leong 1995; Condon and Clifford, 2010).

Transformational leaders work with others in the institution to identify personal goals and then link these to the broader organizational goals (Barth, 1990). Thirdly, “The leadership challenge model provides leaders of TVET institutions with qualities to become good leaders and to enable them to improve training institutions” (Barnett et al. 2001:2) because the model seeks to generate second-order effects. Fourthly, the leadership practices were confirmed through research as transferrable across professional types. Research indicated that measurement of the five practices does not vary from industry to industry, profession to profession, community to community and country to country (Kouzes and Posner, 2002). As Kouzes and Posner, (2002) point out, what works to inspire people in business settings also works in educational setting. Thus, the measure has been found widespread appeal across many disciplines (Condon and Clifford, 2010).

3.6.2. Interview

Semi structured interview was set and conducted with seven college Deans to obtain additional supplementary data. Semi structured interview was used to ensure flexibility in which new or extension questions could be forwarded during the interview based on the responses of the interviewee. The purpose of the interview was to collect more supplementary opinion, so as to stabilize the responses obtained through questionnaire and to gather additional data. The interview was conducted in English as researcher believes that the Deans can communicate well in the language and tape recorded to minimize the loss of information.

The Deans were selected for the interview because they are small in number and their position is important in describing the challenges of leadership in their TVET colleges.

Besides, they know the actual leadership challenges of each TVET institutions and can reflect on the everyday challenges they are facing. The Deans might be also appropriate individuals to describe the factors that hindered or enhanced the exercising of the practices of leadership in the TVET Colleges. The researcher believed that this would help to obtain the leaders' views regarding the five practices to support the data obtained through questionnaire.

3.6.3 Document analysis

In addition, different documents such as FDRE TVET strategy document, guidelines, reports and the institution profiles were analyzed in order to enrich the data obtained through the questionnaire and interview.

3.7. Methods of Data Analysis

The data collected through close ended items were tallied and tabulated. A variety of statistical techniques was utilized in this research. Means, standard deviations, independent sample t-test, and one-way analysis of variance (ANOVA) were utilized in this study. Means and standard deviations were used to measure the degree to which the TVET leaders practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI). Accordingly, the means and standard deviations of the trainers and management teams of the sample TVETIs were calculated. This facilitated to an effort to see a variation in their perceptions of the five transformational leadership practices.

Subsequently, independent sample t-test was computed to test significant variations between the two groups of the respondents. ANOVA test was carried out to investigate if there were any statistically significant differences among the seven sample public TVET Institutions in Leadership Practices Inventory dimensions and the individual demographics of participants and the institutions type. The POSTHOC test was also employed to examine where perception differences exist by comparing the results of each sample institutions. Finally generalizations were made based on the final results of the study. In order to analyze the quantitative data, Statistical Package for Social Sciences (SPSS) was used.

The data analyzed through the following procedures. Firstly, each of the five leadership practices was analyzed separately. The result obtained from the sample trainers and leaders were analyzed in aggregate to enrich the finding. It is believed that plot analysis was appropriate to convey detailed information about the distribution of the six items questions under each leadership practice. Secondly, descriptive approach was used to compute the means and standard deviations to convey the average and to summarize the data of the five variables.

The degree of mean value described as ($X < 2.49$ = low practice, $X > 2.5 < 3.49$ = Moderate, $X > 3.5 < 4.49$ = Good Practice, $4.5 < 4.75$ = Very Good Practice, $4.75 - 5$ = Excellent (Abdullah et. al. 2008).

Based on this assumption, it is important to make initial note on the cut points of the mean values in the study. To ease the presentation of the study, for all variables the mean scores yield the following values unless it is specifically described: High for $X \geq 4.00$, Average when $X = 3$, and Low if $X \leq 2$

In addition, the qualitative data obtained from deans through interview was categorized based on the similarities of responses. This was analyzed qualitatively to enrich the quantitative data.

3.8. Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. Firstly, all the respondents was provide with information regarding the objectives of the study and ethical issues related to the study ahead of data collection activities. Secondly, the provision of information was totally dependent on the willingness of the respondents. The interviewees were told not to give information they didn't want to and the observers were informed not to write their names on the question papers. Moreover, the respondents were told that all the information they provide was strictly confidential. Thus, any information which might affect the personality and security of the respondents was not included in relation to their names. Besides, no attempt was made to obtain data in a canning way. The Deans have also read the interview protocol before they respond to the interview questions. Results were also presented only in an aggregate form to assure confidentiality. Finally the (LPI) observer questionnaire was taken by asking permission from the source and adopted to the context.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to investigate the level of the current transformational leadership practices of the TVET institution in West Oromia Regional State. Quantitative data obtained through questionnaire distributed to TVET teacher and institution leadership teams selected from seven TVETIs in west Oromia. The data was collected from a total of 122 participants which consists of 87 trainers and 35 management members from the sample Institutions. The return rate was 122 (100%) because it was attentively distributed and collected.

The completed and returned LPI-Observer instruments were evaluated by assessing the ratings each TVET - trainer assigned his/her leadership team on each of the 30 statements. Each statement had a five-point Likert like scale. A higher value represented greater use of a leadership behavior, i.e. (1) rarely, (2) once in a while, (3) sometimes, (4) fairly often, (5), almost always. Each teacher/ trainers ratings were tabulated to determine a total rating for each of the five leadership practices. Ratings could range from six through 30 on each of the five leadership practices. The Leadership Practices Inventory-Observer questionnaires were completed by each participating TVET teacher and the five leadership practices were obtained by dividing the instrument statements into five major leadership practices: (1) Challenging the Process, (2) Inspiring a Shared Vision, (3) Enabling Others to Act, (4) Modeling the Way, and (5) Encouraging the Heart.

The chapter consists of two major sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data. First, the responses of the TVET Trainers and management team members in the seven sample TVET Institutions was analyzed. Then, the statistically significant differences of the groups across their position were analyzed together under each leadership behavior.

4.1 Demographic Characteristics of Respondents

The sample respondents were asked to indicate their sex, age, year of experience and level of qualification.

Table 2: Age and Sex of the respondents

Age Category	Sex					
	Male		Female		Total	
	F	%	F	%	F	%
18-23	24	20%	14	11%	38	31%
24-29	49	40%	3	2.46%	52	42.62%
30-34	8	7%	3	2.46%	11	9%
35-39	15	12%	0	0	15	12.30%
above 39	5	4%	0	0	5	4%
Total	101	82.8%	20	16.40%	121	99.20%

The analysis of the demographic information indicated among 35 respondents except one, 121(99.2%) of them have responded the question. The data indicated that the majority of respondents 101(82.8%) were male whereas only 20 (16%) were female. This data indicates the number of female trainers in the TVETIs of west Oromia were few. Thus, this demographic data implies that the TVETIs in west Oromia were male dominated institutions. It also suggested the need to hire more female trainers to balance the number of female and male teacher in the years to come.

With regard to the age category, 38(31%) were in the category of 18-23, 52(42.62%) of them were in 24-29, 11(9%) were in 30-34 age, 15(12.3%) were in 35-39 and few respondents 5(4%) were above 39 age category. As indicated in the above table, the majority of respondents 90 (73.4 %) were under 30 years of age category. Thus, it could be concluded that the respondents could generally have no rich experience. This conclusion could not conquer with the number of years the respondents had served. The

demographic information regarding the service years showed that most respondents had served for less than ten years as trainers.

Table 3: Respondents’ Year of Experience and Level of Qualification

Teaching Experience	Level of Qualification									
	C-LEVEL		B-LEVEL		A-LEVEL		Others		Total	
	F	%	F	%	F	%	F	%	F	%
1-5	55	45.08	19	15.57	0	0.00%	3	2.46%	77	63.11
6-10	8	6.56	8	6.56%	2	1.64%	1	0.82%	19	15.57
11-15	5	4.10	4	3.28%	1	0.82%	1	0.82%	11	9.02
16-20	7	5.74	7	5.74%	0	0.00%	0	0.00%	14	11.48
Above 20	0	0	1	0.82%	0	0.00%	0	0.00%	1	0.82
Total	75	61.48	39	31.97	3	2.46%	5	4.10%	122	100%

The data in table two indicates that 77(63.11%) taught for less than five years while 19(15.57 %) had 6-10 years teaching experience the rest 15 of them had above 10 years’ experience. The data generally indicated that most the respondents 96(78.69%) served less than 10 years as trainers and have no rich experience as trainers.

As can be seen from table two, in terms of qualification, there were three categories of TVET teachers in the TVETIs: C-level, B-level and A-level which is equivalent to diploma, first degree and master’s degree respectively. The respondents in the first category 75(61.48 %) were with C-level (level III & IV) qualification where as those who they train are level I & II trainees and they regarded as technicians. Those with B-level or also called level V are Trainers of level III & IV and the trainers at “A” level were trainers degree or level V trainees and they are called instructors. As indicated in the above table, 39 (32%) of the respondents were with “B” level or first degree and only 3(2.5%) of the sample respondent were with “A” level or second degree qualifications. The rest 5(4.1%) were had no qualification relevant to TVET institutions. Thus, it could be concluded that the profile of the TVET teachers & leaders was not good. Because as it is stated in the Federal TVET

Agency guideline (2008), the qualification of TVET trainers should be minimum “B” level or first degree holder. Generally, the demographic information regarding qualifications and work experience indicated that, most of the teachers in the TVETIs have no adequate experience and level of qualification to transform the institutions and to deal with many of the problems facing the institutions on daily basis.

Table 4: The Leadership team’s sex and years of experience

Experience in current position	Male		Female		Total	
	F	%	F	%	F	%
1-5yrs	18	51.4	4	11.4	22	62.9
6-10yrs	8	22.9	3	8.6	11	31.4
11-15yrs	1	2.9	0	0	1	2.9
16-above	1	2.9	0	0	1	2.9
Total	28	80	7	20	35	100.0

As we can see from this table, majority of the leaders were male. Moreover, 28(80%) of the respondents were male while only 7(20%) of them were female. This data implies that the leadership in TVET Institutions was male dominant whereas the current government policy is seriously emphasized on women empowerment. Thus, the concerned body should pay attention to bring women to leadership position in TVETI of West Oromia.

Regarding leaders experience in the current position, majority of them were less experienced. The data in table four indicates that 22 (62.9%) of the management members led for less than five years while 11 (11.4 %) had 6-10 years leading experience the rest 2 of them had above 10 years’ experience in TVET Institution leadership. The data generally indicated that a great number of the sample respondents 33(94.3%) TVET leaders served for less than 10 years as leader and have no rich experience in TVET leadership.

Table 5: Level of education of Leaders

Level	Male		Female		Total	
	F	%	F	%	F	%
C	8		3		11	62.9
B	18		4		22	31.4
A	2		0		2	5.7
Total	28		7		35	100.0

With the regard to leaders level of education, majority or 22(62.9%) of leader respondent were with the qualification of “B” level or first degree holder while 11(31.4%) were “C” level. But very few or 2(5.7%) of the leaders were with “A” level or master’s degree qualification. This implies that most the leaders in TVET Institutions of West Oromia are in moderate level of education. However the Oromia TVET Commission guideline states that minimum requirement for TVETIs should be ‘B’ level whereas “C” level leaders still assigned as leaders in the institutions.

4.2. Organization, Presentation and Analysis of Research Questions

With the first research question, the researcher asked **“To what extent do the leadership team members exercise the five practices of Kouzes and Posner’s transformational leadership to change and transform the TVETIs?”** The five practices of leadership scores were obtained for each study participant by adding together the scores of six behaviors related to each practice (i.e., the 30 behaviors on the survey were grouped according to practice with six behaviors for each one of the five practices).

TVET trainers & leaders in seven sample TVETIs of west Oromia responded to each of the 30 behaviors according to a five - point Likert type scale. A higher value indicates more frequent use of the leadership behavior associated with the practice and the low value indicated rare use of the behaviors. The leadership scores for the five variables were obtained for each study participant by adding together the scores of six behaviors related to each theme. The maximum possible score on each of the five themes was thirty (six behaviors with a maximum of five points each item). The minimum possible score on each of the five practices was six (six behaviors with a minimum of one point on each

item).

Then, the data from 122 TVET teachers & management members (Observers) were entered into SPSS for quantitative analysis. Means and standard deviation were used to measure the degree to which the TVETI leaders' practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI). Independent-sample t-test also conducted to measure whether there is the significant difference exist between the perception of leadership team members and their counterpart TVET trainers towards each of the five leadership practice in the institutions. Finally, one way ANOVA was also employed to examine the statistical significant difference among the seven TVET institutions in the five leadership models. Each of the model is presented as follows.

4.2.1. Model the Way

As can be seen from Table 6 below, the respondents rated their leaders' engagement in the six behaviors related to the leadership practice "Modeling the Way" from rarely to always. To this end, the aggregate mean & the corresponding standard deviation was used to describe the extent to which the TVETI leaders engage in the leadership practice "Model the Way".

Table 6: Mean scores & Independent T-test on the Leadership Practice "Model the Way"

position of respondent	N	Mean	S. D	T	Sig(two-tailed)
Teacher	87	3.0038	.72958	-3.438	.001
Leader	35	3.5905	1.10358		
Total	122	3.17	.89		

The above table presented responses of the participants regarding the transformational leadership practices of TVET leaders in "Model the way". Participants were asked to indicate their levels of agreement to the extent to which TVET leaders engaged in leadership practice "Model the way" which consists of six items or (Follow through on promises and commitments that they make; Spend time and energy making certain that we adhere to the principles and standards we have agreed up on; Sets a personal example of what expects of

them; Build team consensus around a common set of values for running the organization/ institution; Ask for feedback on how their actions affect other people/ performance and Clear about their own philosophy of leadership).

In general, the study indicates that, the TVET leaders moderately (M=3.17; SD=.89) engaged in leadership practice “Model the way” implying that the leaders’ attempt to be role model for their follower was not up to the reasonable level of expectation.

Further, an independent- sample t-test was conducted to compare the differences in the responses of the participants across their position. Accordingly, the responses of the Leadership team members on one hand computed along with the responses of TVET Trainers. Hence, the perceptions of the instructors in this regard statistically different from that of the TVET leaders’, $t(120) = 3.438, p = .001, [CI=95]$ in which the TVET leaders perceived themselves that they highly “Model the way” (M=3.59; SD=1.10) than they were perceived by their counterpart teachers (M=3.00; SD=.73).

Then, a one-way ANOVA was conducted in order to examine the differences in perceptions of the participants across the seven TVET Institutions (see Table 7 below).

Table 7 : One Way ANOVA on the leadership practice “Model the way”

Difference	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.588	6	2.765	4.015	.001
Within Groups	79.186	115	.689		
Total	95.774	121			

Table 7 shows that statistically there is a significant difference (F=4.015, P< 0.05) among TVET schools in their effort to engaged in the leadership practice “Model the way”. This means that considerable variations are observed among TVET Institutions with regard to implementing this leadership model.

In order to determine where perceptions differences exist in the TVETIs from one another, the Tukey *post hoc* multiple comparisons method was employed. The results indicated that a significant difference exist between the Asendabo and the other three TVET institutions (Mettu, Dabana & Tulu Bolo) suggesting that the leaders were less engaged in the leadership practice “Model the Way” in the Asendabo (M=2.37, SD=.83) than in the Metu (M=3.36, SD=.81), Dabana (M= 3.53, SD=.84) and the Tulu bolo (M=3.58, SD=.75). Thus, the Asendabo TVET institution is relatively the lowest of the others in the engagement of “Model the Way” practice.

Besides the close-ended questions, the respondents were also given opportunity to forward additional information on the space provided next to each leadership practice. In their written comments, most of the TVET teachers described the leaders as undemocratic, bosses or commanders. They stated that the leaders lack commitment and their own leadership philosophy. One respondent wrote, “Leadership philosophy does not give them sense. They have personal interest not leadership philosophy” (Interview # TVET 7, June 17, 2015).

However, most of the TVET leaders described in the open-ended question that the leadership were democratic and participatory in every activity in their institution. They stated that the leaders have commitment and their own leadership philosophy. One respondent wrote, “They attempted to practice the leadership philosophy” (Interview # TVET 3, July 3, 2015).

During the interview with the Deans of the seven samples TVET Institutions, the leaders were asked if they lived by the values they advocate their followers should live. To this interview question, most of the interviewees responded that they attempted to do so but did not think as adequately as required. One of the interviewees stated that: “Sometimes you advocate some values and you live by those values. Probably, you expect others to take something from you. But, sometimes, you observe people acting contrary to your expectation” (Interview # TVET 2 Dean; July, 3, 2015).

This interviewee recognized the importance of the leadership practice of “Modeling the Way” but; claimed that he lived by the values he expected others should live. He felt that his followers were living by the values he expected them to live. This indicated that the leader were on the way to build consensus around a common set of values for running their institution. He also spends time and energy making certain that the followers adhered to the principles and standards they have agreed up on. However, most the leaders comment that leaders need to develop their leadership skill in order to transform the institution. Despite all the comments, it should be noted that this was relatively the high rated leadership practice by the Leaders. Nevertheless, the response of the teachers, response was quite different with the leaders. Hence, we can conclude that the teachers and their management team differently perceived practice of the behavior “Modeling the Way “in TVET Institution.

4.2.2. Inspiring a Shared Vision

The mean score and the corresponding standard deviation were used to describe the level of engagement of leaders in leadership practice “Inspiring a Shared Vision” and t-test & ANOVA were also employed as well in a similar way to that of “Inspiring a Shared Vision”.

Table 8: Mean scores & Independent T-test on the Leadership Practice “Inspiring a Shared Vision”

position of respondent	N	Mean	S. D	T	Sig(two-tailed)
Teacher	87	2.93	.98	-4.301	.000
Leader	35	3.81	1.15		
Total	122	3.18	1.10		

As shown in the above table, the respondents were asked to indicate the extent to which TVET leaders engaged in leadership practice “Inspiring a Shared Vision” which consists of six items (see Annex 5). As result the data indicated that, the mean score for the respondents was ((M=3.18; SD=1.10) signaling that, the TVET leaders moderately engaged in leadership practice “Inspiring a Shared Vision”.

In order to determine the perception differences in the responses of leaders and trainers, an independent- sample t-test was conducted to compare of the participants across their position. Accordingly, the perceptions of the trainers’ in this regard is statistically different from that of the TVET leaders’’, $t(120) = 4.301, p = .000, [CI=95]$ in which the TVET leaders (M=3.81; SD=1.15) perceived themselves that they highly engaged in the leadership practice “Inspiring a Shared Vision” whereas the teachers (M=2.93; SD=.98) perceived the practice of their leaders

To further consolidate this finding, one-way ANOVA was conducted in order to examine the differences in perceptions of the participants across the seven TVET Institutions. The results were presented in the Table 9 below.

Table 9: One Way ANOVA on the leadership practice “Inspiring a Shared Vision”

Difference	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	33.440	6	5.573	5.641	.000
Within Groups	113.615	115	.988		
Total	147.056	121			

It was identified that, there is statistically significant difference (F=5.641, P< 0.05) among TVET Institutions in leaders’ engagement of the leadership practice “Inspiring a Shared Vision”. This means that considerable variations are observed among TVET Institutions with regard to employing this leadership practice.

Then, the Tukey *post hoc* multiple comparisons methods were employed to determine which TVETI respondents’ perceptions different from one another. The result showed that there is a significant difference between Asendabo and the other all TVET institutions except Dedesa. The engagement in leadership practice “Inspiring a Shared Vision” in Asendabo (M=2.0312 SD=.98548) was low when compared with Dabana (M= 3.65, SD=.85) Metu (M=3.36, SD=.75), Agaro (M= 3.19, SD=.87) and the Tulu bolo (M=3.88, SD=.80). Thus, one can

conclude that, relatively Asendabo TVET institution is with low engagement in practicing the model “Inspiring a Shared Vision”.

The trainers commented that decisions are always made by the top leaders and communication was top-down. Many respondents stated that the leaders always did not want to listen to their views. One of the teacher commented that “They lead by the rule. They pass hot potatoes from the top to us through command”. The other wrote “They are not leaders; they are commanders”. These comments indicated that there is failure to enlist the staff in the pursuit of their vision. One respondent wrote “We do not know what is happening in the Institution” while some of them criticized the leaders for lack of transparency. Other of respondent described the situation in his TVETIs as confusing.

Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus. To achieve extraordinary outcome leaders need to effectively articulate the vision. The TVETI leaders’ highly engage in the practice of “Inspiring a Shared Vision” implied that they were able to utilize charismatic leadership strategies and communication skills to sell the vision to the entire institutions.

But contrary to the teachers, leaders described their idea by writing comments on the space provided. They commented that no decisions are made without participating the concerned body in the staff unless the decision ought to make at management level. Particularly communication with those sector head and department is horizontal. Many respondents stated that the leaders often discuss with the teachers and want to listen to their views in order to reach a consensus on institutional issues. One of the leaders commented that “we lead by convincing the workers. These comments show that there is a good condition to enlist the staff in the pursuit of their vision. However the perception of trainers and leaders are far apart towards the engagement to the practice of “Inspiring a Shared Vision”

During the interview process, the TVETI Deans were asked to describe the extent to which they inspire a shared vision among the trainers. In their response to this question, the leaders

expressed that there were attempts to inspire a shared vision but did not think their attempts were enough to bring about the change required. One of the TVET Deans described the extent to which he was being engaged in the leadership practice of “Inspiring a Shared Vision” as follows. “I have other leadership activities to be performed, I am trying to inspire a shared vision, but I do not think it is enough” (Interview # TVET 2; July, 3, 2015).

It could be interesting to note that the interviewees considered this practice as an important leadership practice. Given the leaders’ still require knowledge of transformational leadership theories, their less engagement in the practice of “Inspiring a Shared Vision” could be justified.

But most of the leaders’ respondents commented that they were on a good way about what is going on in their institutions. Thus, based on the quantitative and qualitative data from both group, one could conclude that the extent to which the leaders of the TVETI engaged in the leadership practice of “Inspiring a Shared Vision” was controversial. It seems that they lacked either the vision or skills of inspiring the vision. Contrarily, as some teachers respondents indicated in the previous discussion “the leaders lack concrete plan to change and improve their institutions” although the leadership team denies this idea and described as they have clear & concrete plan. Thus, it needs more investigate to judge who practiced more the leadership behavior “Inspiring a Shared Vision”.

Leaders determine success and failure criteria, organizational values (Schein, 1985) and the organization’s vision. Many aspects of the organization such as commitment, performance, cohesion and satisfaction are influenced by the vision communicated by the leader (Nanus, 1992, Conger, 1990). An accepted vision that creates a common purpose is motivational (Tichy & Devanna, 1996). A compelling vision positively affects followers when they are uncertain about the future (Waldman et al., 2001). Therefore, the leaders’ moderate engagement in this leadership practice could have negatively affected the trainers’ and non- academic staff’s commitment, performance, satisfaction, and motivation as well as cohesion.

4.2.3. Challenging the Process

The mean value and corresponding standard deviation was used for Leadership Practices Inventory ratings for each behavior ranked from highest to lowest within the practice of leadership behaviors related to leadership practice “Challenging the Process”. The mean score can help to show the extent to the leaders exercised the Kouzes and Posner’s leadership practice. Hence, the leadership practice “Challenging the Process” was analyzed using mean, t-test and ANOVA as presented below.

Table 10: Mean, SD & Independent T-test on the Leadership Practice “Challenging the Process”

position of respondent	N	Mean	S. D	T	Sig(two-tailed)
Teacher	87	2.78	.92	-3.793	.000
Leader	35	3.56	1.24103		
	122	3.01	1.08		

Participants were asked to indicate their levels of agreement to the extent to which TVET leaders engaged in leadership practice “Challenging the Process”. The variable contained six behaviors (Set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on, Seek out challenging opportunities that test their own skills and abilities, Challenge them to try out new and innovative ways to do their work, Search outside the formal boundaries of our institution for innovative ways to improve what we do, Experiment and take risks, even when there is a chance of failure and ask “What can they learn?” When things don’t go as expected). The mean score of the respondents (M=3.01; SD=1.08) generally indicates that the leaders were moderately engaged in leadership practice “Challenging the Process”. Kouzes & Posner, (2002) describe the “challenge the process” practice as being the search for opportunities to change the status quo. For transformational leaders, challenging the process is a way of life.

The difference in the responses of the participants’ across their position was examined. Accordingly, there was a significant statistical difference between perception of leaders (M=3.56; SD=1.24) and teachers (M=2.78; SD=.92) for leadership practice of “Challenging

the Process”; $t(120) = 3.793, p = .000$. The result depicts that leaders perceived themselves that they highly “challenge the process” practice while the teachers perceived their leaders moderately engaged in the leadership practice. The perception difference of the participants across the sample TVET Institutions was also examined (see Table 9 below).

Table 11: One Way ANOVA on the leadership practice “Challenging the Process”

difference	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	31.219	6	5.203	5.479	.000
Within Groups	109.213	115	.950		
Total	140.431	121			

The data shown that there is a significant difference among the sample ($F = 5.479, P < 0.05$) in the engagement the “Challenge the Process” practice.

In order to determine which TVETI respondents’ perceptions differs significantly from one another, the Tukey *post hoc* multiple comparisons method was employed (see annex four). The results indicated that a significant difference exist between the Asendabo and the other four TVET institutions, suggesting that the leaders were less engaged in the leadership practice “Challenging the Process” in the Asendabo ($M = 1.97, SD = .89$) than in Waliso ($M = 2.98; SD = 1.28$), Metu ($M = 3.30, SD = .86$), Dabana ($M = 3.47, SD = .74$) and Tulu bolo ($M = 3.66, SD = .75$). Thus, the Asendabo TVET institution is relatively the less engaged in the “Model the Way” practice.

The data generally show that the leaders were not highly engaged in the practices of “Challenging the Process”. As Kouzes and Posner (1987) point out, extraordinary outcomes are achieved by highly challenging the process. When challenging the process, leaders make every effort to support, sustain, maintain, and promote support. Leaders that do not use this leadership practice should participate in leadership development programs regarding these practices in order to achieve extraordinary outcomes (Katherine. 2010).

Additionally, the trainers’ response through open ended questions indicates that the leaders hardly challenge the status quo. Most of the TVET teacher stated that the leaders lacked

vision and concrete plan to change the institutions. They described the leaders as focusing on routine activities which could be performed by workers at lower level. The respondents stated that “the TVET leaders neither take risk and experiment new and innovative ideas nor give the staff freedom to experiment even when there is a chance of success”. They also described the leadership team as lacking vision and concrete plan. Most of the teacher stated that their leaders fail to take responsibility leaving most of the solutions for the problems facing the Institution to the Regional TVET Commission. Significant number of teacher commented that the leaders expected the academic staff to be free from mistakes.

The data obtained during the interview with the directors contradicts the comments of trainers, in that the leaders are well engaged in major activities. They expressed that there was an attempt to courage to think for innovation although sometimes their time was consumed by working on routine day to day activities. One of the Institutions’ directors, for instance, stated that:

There should be time for leaders to think for innovation and taking risk is also there. But I do not have much time for me to think for more innovation. Sometimes I work on routine activities. So, I do not think there is much time for innovative areas (Interview # TVET 2; July, 13, 2015)

Another interviewee explained that when leaders generally need to take risk and committed to take risk as a leader he stated as follows:

When rules and regulations are not in consistent with what we need to do to change and innovate, there is time to break rules. That is a time to take risk. But in our case, sometimes taking risk is very difficult. You need some support from other bodies like Zone TVET office, Oromia TVET Commission or from Board of the TVET Institution and woreda administrators concerned. If there is a shared vision among those and if there is an understanding, it is possible to take risk. But sometimes if you take risk, you may be at risk by yourself (Interview # TVETI 5 July 13, 2015).

The above excerpt from an interview shows that the leaders recognized the value of risk taking. But, they still felt the danger of taking risk unless there is support from external authorities on some issues. The response to the interview indicated that the TVETIs

leaders refrained from taking risk for fear of these external authorities. Based on this interview response, it could be possible to conclude that, in spite of the decentralization introduced in Ethiopian education system in general and TVET Agency in particular, administrative structure in West Oromia seemed to be not fully decentralized.

However, some of the TVETIs Directors interviewed believed in the need not to take risk while others gave example of the risk they took for the good of their institution. In spite of their failure to take risk, the leaders' views regarding the importance of seeking challenging opportunities to change, grow, innovate, and improve and experimenting, taking risks and learning from the accompanying mistakes, questioning assumptions , promoting “non - traditional thinking” was encouraging.

Generally, the quantitative and qualitative data obtained from both the TVET teachers and leadership team indicated that leaders did not make adequate effort to maintain, sustain and promote support through the leadership practice of “challenging the process” to extent it is required. The leaders' less engagement in the practice of challenging the process was a major obstacle for the improvement in institutional performance and quality training. Because the leaders were not very well engaged in the practice of challenging the process, they fail to stimulate change in the TVET by analyzing the institutions' need for change. They were also unable to isolate and eliminate structures and routines that work against change. Moreover, they failed to create a shared vision and sense of urgency, implant plans and structures that enable change, and foster open communication among the staffs (Sosik and Dionne 1997).

4.2.4. Enabling Others to Act

The fourth leadership practice “Enabling Others to Act” was also analyzed in a similar way to the three leadership models discussed earlier.

Table 12: Mean scores & Independent T-test on the Practice “Enabling Others to Act”

position of respondent	N	Mean	S. D	T	Sig(two-tailed)
Teacher	87	3.70	.88	-.851	.396
Leader	35	3.87	1.26		
Total	122	3.74	1.00		

As shown in the above table, the respondents were asked to indicate the extent to which TVET leaders engaged in leadership practice “Enabling Others to Act” which consists of six items. As result the data indicated that, the mean score for the respondents was ((M=3.74; SD=1.00) signaling, the TVET leaders highly engaged in leadership practice “Enabling Others to Act” This depicts the leaders were effectively implemented the leadership practice in their institutions.

There is no significant statistical difference between the perception of leaders (M=3.87, SD= 1.28) and trainers (M=3.7, SD= .88). However, there is a statistically significant difference with perceptions of the participants across the TVET schools.

Table 13: One Way ANOVA on the leadership practice “Enabling Others to Act”

difference	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	40.435	6	6.739	9.500	.000
Within Groups	81.575	115	.709		
Total	122.010	121			

The above Table shows that, there is statistically significant difference (F=9.500, P< 0.05) among TVET Institutions in their engagement of the leadership practice “Enabling Others to Act” This means that considerable variations are observed among TVET Institutions with regard to practicing the “Enabling Others to Act” practice.

In order to examine where the differences in the perceptions among the TVETIs' lies, the Tukey *post hoc* multiple comparisons method was employed. The data indicated that, Asendabo (M=2.43, SD=1.06), Dabana (M=4.18, SD=.74), Agaro (M=3.90, SD= .89), Tullu Bolo (M= 4.41, SD=.50), Waliso (M=3.57, SD=.99), Metu (M=4.00, SD= .79), Dedesa (M=3.59, SD=1.03). The finding of the study generally shows that, Asendabo TVETI was the least rated when compared with the rest all institutions in the engagement of leadership practice "Enabling Others to Act"

While reacting to the open ended items, majority of respondents described as their leaders allow them to do their job and to realize their full potential. Some also stated that, leaders involve them during planning and discussions on over all issues of the institutions. Contrary, some teachers described their leaders as partial. They also stated that the leaders rarely give them opportunity to change and develop. Moreover, a few participants commented that the cooperation among the staff and the leadership team was not strong up to the extent of their expectation.

In their interview question TVET Directors commented that there was cooperation among the staff and the leadership team, between the staff of different training sector as well as the staff of the same sector/ department. They generally commented that there was a good beginning to develop the tradition of enabling others to act.

"Enabling Others to Act" engenders the development of cooperative goals through empowerment and trust building. Thus, TVET leaders were asked to describe the role of the academic and non-academic staff in planning and implementing the major activities of their TVETIs. Their response to this question was the same. With regard to the plan for academic staff, planning starts at departments (sectors) level. Plans at these levels are sent to the office of the Training Process Owner. The Training Process Owner organizes these plans and sends to the Deans' Office. In similar manner, Industry extension process owner and administrative staff workers plan activities at grass-root level and send their plan to the process owner concerned (Industry Extension Service) and (Human Resource or Finance and Administrative) Process Owner. These Process Owners organize the plans and

send to the Dean.

The Dean organizes these plans as an institution plan and presents for final discussion and finally sends to Regional TVET Commission. The following is taken from the response by one of the Deans.

Commonly, our planning activities come from bottom to up. Trainers plan at sector level. Then, it comes to Training Process Owner. When the Training Process Owner finalizes the training plan at that level, the other trainers who support micro & small enterprise also send their plan extension industry and technology transfer process owner. In addition, administrative workers have two processes: Human Resource Process Owner and Finance and Administrative Process Owner. Those two process owners plan their activities with their workers there and finalize then come up to the Institution. Then, we discuss on those plan activities, amend and revise. Finally, we present to the whole staff (Interview # TVET 3; July, 4, 2015).

While the planning process in the TVETIs attempted to involve the academic and non-academic staffs, success in implementing the major activities of the plans is predicated upon the leader's ability to appropriately match the capabilities of an organization's human capital with the demands of the tasks. Otherwise, institutional plans might emphasize routine activities while ignoring major tasks that ensure change and innovation. Moreover, organizational structures should be constructed to encourage group action, which requires the sharing of information, resources and ideas. These structures provide opportunities for members of the organization to embrace positive interdependence and collegiality (Covey, 1989). Additionally, leaders must learn to exercise facilitating behaviors and become well accomplished in the areas of group dynamics and team building.

By sharing power the leader creates a feeling of influence and ownership in organizational success. As Sergiovanni, (1994) points out, leaders may create a sense of covenant by cultivating followers' capacities to be successful. This sense of covenant increases the followers' commitment to organizational goals and loyalty to the leader.

Generally, the finding of the study shows that there is a high level of agreement on presence of good practice in the "Enabling others to Act" leadership model.

4.2.5. Encouraging the Heart

The following table shows mean scores & Independent t-test on Kouzes and Posner’s Leadership Practice “Encouraging the Heart” from the LPI-Observer Completed by participants of the study.

Table 14: Mean scores & Independent T-test on the Leadership Practice “Encouraging the Heart”

Position of respondents	N	Mean	S. D	T	Sig(two-tailed)
Teachers	87	2.78	.90	-4.390	.000
Leaders	35	3.65	1.19		
	122	3.03	1.06		

Participants were responded their levels of agreement to what extent the leaders practiced the transformational leadership model “Encouraging the Heart” which consists of six behaviors or (Give us lots of appreciation and support for our contributions, Praise us for a job well done, Find ways to celebrate accomplishments, Publicly recognize the college staffs who exemplify commitment to shared values, Make it a point to let us know about their confidence in our abilities and Make sure that we are creatively rewarded for our contributions to the success of our projects). Each behavior was rated from rarely to always. The aggregated mean score of the respondents was ((M=3.03; SD=1.06).

The result implies that, the leaders in the institutions moderately engaged in leadership practice “Encouraging the Heart”. This could be concluded that, the leadership commitment to recognizing individual contributions to the success of the organization was not up to the expectation their counterpart trainers.

The perception difference in the responses of the participants across their position was computed by employing independent t-test. Accordingly, the responses of the leadership team in this regard is statistically differ from that of the trainers, $t(120) = 4.390, p = .000, [CI=95]$ in which it was perceived by the teachers as the leadership moderately engaged in

the leadership model “Encouraging the Heart” (M=2.78; SD=.90) whereas leaders perceived themselves that they highly engaged in the practice (M=3.65; SD=1.19).

Table 15: One Way ANOVA on the leadership practice “Encourage the Heart”

difference	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	24.715	6	4.119	4.217	.001
Within Groups	112.341	115	.977		
Total	137.057	121			

As indicated in the above table, there is a significant difference (F=4.015, P< 0.05) among the TVETIs in their effort to engaged in the leadership practice “Encourage the Heart” which shows that there is observable difference in perceptions of the participants across the sample TVET Institutions with the regard to implementing this leadership model.

In order to determine which TVETI respondents’ perceptions differs significantly from one Tukey *post hoc* multiple comparisons method was employed to show where the significant difference exist. The result indicated that, there perception difference between Asendabo with Dabana and Asendabo with Tulu Bolo with mean score of Asendabo (M=2.18, SD=1.06), Dabana (M=3.39, SD=.94) and Tulu bolo (M=3.81, SD=.59). Comparing to the two TVET institutions Asendabo is still the least rated institution in the engagement of the “Encourage the Heart” practice, suggesting that Asendabo TVET leaders were less engaged in the leadership practice.

Having the perception differences among respondents, generally leaders in the sampled TVETIs of West Oromia were inadequately practicing the leadership model “Encouraging the Heart”.

To this effect, leaders of the sampled TVETIs were unable to increase employee motivation and perceived organizational support. Trainers and trainees have a strong need to be

continually motivated to improve their performance and achievement. In this era of high stakes testing and accountability, teaching has become an increasingly stressful profession (Bennis 2000). Therefore, by being engaged in the practice of “Encouraging the Heart” the TVET leaders need to promote and support the successes of the members of their learning communities. Such genuine care provides people with the spirit to overcome insurmountable obstacles. Once again, it is essential for the TVET leaders to develop strategies through which individual and organizational successes are celebrated (Leech, 2010).

The qualitative data obtained through open-ended question also indicated the leaders’ failure to exercise the leadership practice of “Encouraging the Heart”. The following were some of the comments by the respondents.

- “The leaders neither encourage best performance nor discourage least performance”.
- “The concept of encouraging the heart is totally unfamiliar”.
- They even do not know who have done well and who have not done well”.

Particularly, the open-ended data from the trainers strongly criticizes the leaders in implementing the leadership practice “Encouraging the Heart” rather than the rest four leadership practices. It is clear that trainers and trainees have a strong need to be continually motivated to improve their performance and achievement.

In this era of high stakes testing and accountability, teaching has become an increasingly stressful profession (Bennis 2000). Therefore, by being engaged in the practice of “Encouraging the Heart” the TVET leaders need to promote and support the successes of the members of their learning communities. Such genuine care provides people with the spirit to overcome insurmountable obstacles. Once again, it is essential for the Institution leaders to develop strategies through which individual and organizational successes are celebrated (Leech, 2010).

The Deans interviewed believe in the importance of encouraging the heart by recognizing individual contribution and celebrating team accomplishment. But, they also felt that there was a gap in terms of actual practice. The following excerpt was taken from an interview with one TVET Institution Dean.

It is very important and I am doing this. As a group or as individual people contribute something to my Institution. I appreciate them and I thank them. In the case of celebration of accomplishments, I feel there is still a gap. I believe it is important although we are not doing enough (Interview # TVET 4; June, 30, 2015).

(Model the Way, Inspiring a Shared Vision & Enabling Others to Act) respectively mean and standard deviations were used to indicate the behavior rated by the sample respondents. On the other hand mean score and standard deviation were used to analyze the two leadership practices (Challenging the process and encouraging the Heart) in the Tables 8 & 10 respectively. In this way, the five leadership practices were analyzed separately to highlight individuality and differences. But, there were also some similarities among the responses of the observers concerning the leaders' various leadership practices.

In general the finding of the study shows that, when compared with others leadership practices, the variable "Enabling Others to Act" was rated high by the respondents. This implies the leaders' in sampled TVET Institutions of West Oromia were effectively engaged in leadership practice. It depicts that, leaders in these Institutions able to involve others in planning and giving them freedom of choice in the decision- making process. They strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful.

However, in the leadership practices (Modeling the Way, Inspiring a Shared Vision, Challenging the Process and Encouraging the Heart) the result indicates that the majority of the observers rated their leaders moderately. The mean score for the four practices also fell between 2.5 and 3.49 signaling that the leaders were moderately engaged in these leadership practices. Regardless of the participants' perception difference across their position and TVETIs, the leaders' engagement in the four leadership

practices was not to the extent it is expected.

Hence, one could conclude that leaders in the sample TVETIs have limitation yet to highly engage in the Kouzes and Posner’s five leadership practices for the success of their organizational objectives by fully utilizing the manpower in their institutions.

With research question two, the researcher asked, **“Which of the five Transformational Leadership Practices were highest and least exercised by the leadership teams”?** Teachers and Leader in the seven sample TVETIs of West Oromia responded to each of the 30 statements according to a five-point Likert scale (a higher value indicated more frequent use of the leadership behavior associated with the statement). Thus, the maximum possible score on each of the five practices was 30 (six statements with a maximum of five points each). The minimum possible score on each of the five practices was six (six statements with a minimum of one point each). Group means were, then, calculated for each of the five practices from the overall scale for each variable.

Table 16: The five Leadership Practices by Means and Corresponding SD. (N=122)

No.	Leadership Variable	Mean	S. D	Rank order
1	Modeling the Way	3.17	.89	3
2	Inspiring a Shared Vision	3.18	1.10	2
3	Challenging the Process	3.01	1.08	5
4	Enabling Others to Act	3.74	1.00	1
5	Encouraging the Heart	3.03	1.06	4
Total		3.23	.93	

As indicated in Table 16, the five leadership practices were ordered from 1 to 5 using mean scores. The means and corresponding standard deviations of the sample respondents show that the fourth leadership practice or (Enabling Others to Act) was the highest practiced leadership behaviors with the mean 3.74 and the corresponding standard deviation 1.00, implying that the leaders’ engagements in the leadership practice

“Enabling Others to Act” was good. It shows that leaders in the TVETIs have able to engender the development of cooperative goals through empowerment and trust building.

Contrary, the others four leadership practices (“Modeling the Way”, “Challenging the Process”, “Inspiring a Shared Vision” and “Encouraging the Heart”) were rated by the respondents as the leaders engaged in the practices moderately. However, the mean scores for these leadership models varies from one another Moreover, “Modeling the Way” was 3.17 with corresponding standard deviation of 0.89. On the other hand, in leadership practice was “Challenging the Process” with the mean score of (3.01) and the least engaged model with corresponding standard deviation of 1.08. While mean score of “Inspiring a Shared Vision” was (3.18) with standard deviation of 1.10. Finally the leadership practices “Encouraging the Heart” mean score was 3.03 & standard deviation was 1.06 implying that there was disagreement among the respondents.

The results generally indicate that, leaders of the sampled institutions were moderately engaged in the four practices of transformational leadership. But leaders well engaged in the leadership practice “Enabling Others to Act”. However, when the moderately engaged models are relatively considered, (Inspiring a Shared Vision and Modeling the Way) were better exercised than (‘Challenging the Process’ & ‘Encouraging the Heart’) as presented above in Table 16.

Kouzes and Posner (1987) argue that leaders must highly demonstrate at least some of the five key ‘practices’ to be successful.

Further, the teachers commented that the leaders blame the academic and non-academic staff for the failure of the institutions instead of taking risk for themselves. They also stressed that the leaders were not capable of creating something new nor allowed others to be innovative.

The third question asked by the researcher was **“To what extent were the TVET teacher satisfied with the practices of TVET leadership practices?”** This question was

answered by summarizing the teachers' perception for each leadership practice.

The following table shows summary of the teachers' level of satisfaction with the practices of their TVETI leaders.

Table 17: The teachers' level of satisfaction on the five leadership practices (N=87)

Practice	1		2		3		Total	
	F	%	F	%	F	%	F	%
Modeling the Way	32	36.78	22	25.29	33	37.93	87	100
Inspiring a Shared Vision	32	36.78	24	27.59	31	35.63	87	100
Challenging the Process	46	52.87	22	25.29	19	21.84	87	100
Enabling Others to Act	30	34.48	26	29.89	31	35.63	87	100
Encouraging the Heart	33	37.93	27	31.03	27	31.03	87	100

Note: 1= Low satisfaction, 2= Moderate Satisfaction, 3= High Satisfaction

As presented in the above table, 32(36.78%) of the teachers shown low satisfaction with the leader's engagement in the "Modeling the Way" practice and 22 (25.08%) of them moderately satisfied, while 33 (37.93%) of the respondents highly satisfied with the practice. This indicates that, the majority teachers' satisfaction with the leader's engagement in the "Modeling the Way" was moderate or less than moderate.

With regard to the leadership practice "Inspiring a Shared Vision" 32(36.78%) of the teachers were with low satisfaction, 24 (27.59%) were moderately whereas 33 (37.93%) of them were highly satisfied. Generally, the satisfaction of majority teachers or 56(64.4%) was moderate or less than moderate with the leadership practice "Inspiring a Shared Vision".

The data also indicated 46(52.78%) of the respondents' low satisfaction, 22(25.29%) were moderately satisfied and 19(21.84%) were highly satisfied with their leaders' practice of challenging the process.

Regarding the leadership practice "Enabling Others to Act" 30(34.48%), 26(29.89%) and 31(35.63%) were satisfied (fairly, moderately and highly) respectively.

Finally, 33 (37.93%) were fairly satisfied, 27(31.01%) were moderately satisfied, and 27(31.01%) were highly satisfied with the leaders' engagement in "Encouraging the Heart".

It is interesting to note that 68.9% of the respondents' satisfaction was moderate or less than moderate with the leaders' engagement in the practice of "Encouraging the Heart" while 68.55% were moderately or less than moderately satisfied with "Challenging the Process".

The summary of aggregate data for the five leadership practices indicated that 48.06% were with low satisfaction, 27.72% were moderate, while 34.13% were highly satisfied with the leaders' engagement in the five practices of Kouzes and Posner's transformational leadership.

Generally the data from Table 17, indicated that 68.9% of the sample TVET trainers' satisfaction with the TVETI leaders' engagement in the practices of Kouzes and Posner's transformational leadership was moderate or less than moderate.

The final research question was **"What were the challenges of institutional leadership in TVETIs of West Oromia?"** This research question was addressed through qualitative data which identified. As a result of the analysis the following leadership challenges were identified.

a) The leaders' failure to effectively lead change and innovation: The analysis of the quantitative data from the samples indicated that the TVETI leaders were moderately engaged in all the leadership practices except one leadership model (Enabling Others to Act) which was the highest practiced of the five leadership model. However, challenging the process was the least ranked leadership practice with mean score (M=3.01, SD= 1.08) as presented in Table 16 above, implying that the leaders' moderately engagement in the practice of "Challenging the Process". This indicates that the leaders failed to create conducive organizational climate required to bringing about change within the institutions. Because they were not well engaged in this leadership practice, it may cost the TVETIs in terms of performance. According to Kouzes and Posner (1995), extra ordinary

things are done if leaders challenge the process.

However, the qualitative data shows that, the management teams perceived their high engagement in the leadership practice. But, the perception of participants across their position was almost similar in the less engagement of the “Challenging the process” practice.

In addition, leaders’ incapability to inspire a shared vision negatively influenced many aspects of the organization such as commitment, performance and satisfaction because an accepted vision that creates a common purpose is motivational (Tichy & Devanna, 1996). Vision can influence commitment, performance (Nanus, 1992), and cohesion (Conger, 1990). Lack of a compelling vision negatively affects followers when they are uncertain about the future (Waldman et al., 2001). Therefore, the leaders’ low engagement in this leadership practice could negatively affect the teacher educators’ and the non-academic staff’s commitment, performance, satisfaction, and motivation.

Leadership is a relationship between the leader and the followers and is based on the followers’ perception. The study indicated that the teachers’ perception of the leaders was generally low. In other words, their perceived organizational support was also low because the leadership practice of enabling others to act was rated moderate by the respondents. As a result, the teacher did not feel obligated to be committed and engaged in behaviors that further the goals of the institutions (Bennis, 1999).

In terms of the change the Federal MOE aims to achieve, the leaders’ less engagement in the five practices should be a serious concern for both the government and the training institutions. The TVETI leaders’ high focus on routine activities was an indicator for their incapability to create a powerful and compelling vision which could transform routine drudgery into energy that is collective and focused (Bennis, 1999).

b) Lack of Professional Support for TVETI Leadership Teams: Decentralization and the devolution of responsibilities and ownership of initiatives to communities and educational institutions at federal level have encouraged a commitment to capacity building at the level

of Regional State and institutions in attempts to promote effective quality provision. The teachers in the open-ended question described that lack of professional support such as leadership skill development, devolving responsibility; training etc hindered the leaders not run the activities in the institution. Although government-directed reforms have placed the TVETI leaders in highly visible leadership roles, the institutions still lack the capacity required to effectively implement the change in the training process.

On the other way, most of the leaders interviewed stated that they were rarely provided professional support to improve the leadership capacity and to ensure successful implementation of change.

The following excerpt was taken from interview with a leader:

To improve the capacity of institutional leaders, the follow up of the bureau and refreshment courses and support of the top management, the board, the bureau and the like is very much important. Lack of support from the top management starting from Bureau, shortage of material and human resources are the major challenges. Sometimes, staff members are resistant. Breaking the resistance is challenging and in solving these basic Challenges, the support of the commission and the board is very important. But, sometimes, you do not get that support (Interview # TVET 5; July, 23, 2015)

c) System Structure: The TVET trainers believed that leaders were unable to be innovative, willing to take risks, and challenge assumptions about the way things have always been done because power and responsibilities on some issues was centralized at TVET Commission level. Instead of finding solution for problems facing their institutions, they tended to seek solution from RTVETC. As a result, the system became bureaucratic which often caused impractical and inflexible administrative situations.

These structural characteristics tended to create decision paralysis in which TVETI leadership team members were fearful of taking the initiative without the explicit order from Regional State (Hallinger 1994). In other words, leadership activities in TVETIs of West Oromia highly prescriptive and, thus, the institutional leaders were expected to follow the directives as mandated by the Regional TVET Commission. Consequently,

leaders in the training institutions have acted as agents of stability, rather than as agents of change. In a similar manner, the role of academic and non-academic staff had been framed as that of order takers within the educational bureaucracy (Tyack & Cuban 1995). Initiative had seldom been valued or expected. Instead, the TVETI leaders had been attempting to maintain cultural continuity inside the system bureaucracy (Cuban, 1988; Fullan & Hargreaves, 1991).

d) The leaders' incapability to use various approaches in securing and utilizing resources to secure competitive advantage: Resources are critical to the success of an organization. The shortage of one type not only impedes the implementation of various parts of the overall plan but also causes under or non- utilization of complementary resources. The data gathered through interview with the TVETI leaders indicated that the entire seven sample TVETIs were facing serious shortage of human and material resources:

Resource challenges are there. Training in TVETIs needs more resources like machineries and hand tools than general education. It needs human resource that fully utilizes the technologies, material resource and the like. But above all, there is absence of commitment to efficiently utilize even the materials supplied although lack of knowledge and skills should be taken as issue to be emphasized (Interview #College 2; June, 3, 2015)

Similarly, another leader interviewee stated shortage of material resource as major challenge of the TVETIs. His response was presented as follows: “The other challenge is resource challenge or shortage of facilities such as laboratory and workshops equipment, classrooms and other training resources particularly for construction sectors” (*Interview # TVET 1; June, 27, 2015*)

The two excerpts from the interview with leaders of the TVETI in West Oromia indicates not only acute shortage of resources, but also leaders' lack of firm understanding of their institutions' resource needs and their incapability to frequently use various approaches in securing and utilizing resources to secure competitive advantage. The leaders' responses to the interview indicated their failure to use different strategies such as developing a shared vision and collaborative relationship with external or internal

providers to tackle the resource shortage and to strengthen their reform strategies. Although, budget allocated by the government could be the main source of financial resource for the TVET Institutions. However, the TVETI leaders failed not only to understand that fund from one source could be inadequate but also to design strategies of securing additional budget. Thus, the major challenge of the TVET could be the leaders' incapability to secure the resources required rather than scarcity of resource.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the major findings

The main purpose of this study is to assess the practices and challenges of leadership in TVETIs of West Oromia Regional State. In order to address this purpose, basic research questions related to the practices of leadership: - the degree of the leaders' engagement in the practices of effective leadership, trainers' satisfaction with the leaders' practices and the challenges of leadership were raised.

To this effect, the study was conducted in seven government TVETIs selected via stratified random sampling technique including participants of all ages with the intention of making the samples more representative. From all sample TVET Institutions, 87 trainers were selected through proportionate & simple random sampling techniques using lottery method whereas 35 management members were selected through purposive sampling. Then, both group made to fill the same questionnaires but separately. For the interview, purposive sampling was used to select the seven deans of the sample TVETIs.

The data collected from the close ended items of the questionnaire were analyzed and interpreted using mean & standard deviation, independent-sample t-test and one way ANOVA. To produce these methods of analysis, SPSS was used to for quantitative data. The data gathered through open-ended and interview were analyzed qualitatively using narration. Based on the analysis of the data, the study came up with the following major findings:

1. The study found out that, the five Transformational Leadership Practices models in West Oromia TVETIs in general were being practiced moderately (M= 3.23, SD=.93).
 - The study also found that, there were statistically significant difference between leaders (M= 3.69, SD= 1.14) and trainers (M= 3.04, SD= .77) in general regarding the

- transformational leadership practices of their respective TVETI $t(120) = 3.713$, $p=.000$, [CI=95]. This significant difference exists in the four (model the way, inspire shared vision, challenge the process & encourage the heart) practices.
- But, there was no significant difference in the “Enable others to Act” leadership practice between participants across their position.
 - With the regard to perception difference of participants across the TVET institutions, there were statistically significant differences in all the five leadership practices.
2. According to this study, the degree of engagement varies from one practice to the other. Moreover, the “Enable others to Act” has been found out to be the most ($M=3.74$, $SD=1.00$) practiced component of transformational leadership model in West Oromia TVETIs whereas the “Challenging the Process” was found to be the least ($M=3.01$ $SD= 1.08$) practiced leadership component.
 - The study also found out that, transformational leadership has been highly practiced in Dabana ($M=3.64$, $SD= .677$), Tullu Bolo($M=3.86$, $SD= .57$) and Mettu (3.43 , $SD= .69$), whereas the rest TVETIs have shown a moderate practice with the exception of Asendabo in with the five leadership practices found out to be lowest of all ($M=2.19$, $SD= .86$).
 3. The study found out that, 48.06% of the trainers had low satisfaction, 27.72% were moderate, while 34.13% were highly satisfied with the leaders’ practice. In general, the result shows that majority (68.9%) of the trainers in West Oromia TVETIs were moderately satisfied with the leaders’ engagement of the five leadership practice of Kouzes and Posner’s transformational leadership models
 4. The result of the finding shows that, leaders’ failure to effectively lead change and innovation, lack of professional support for TVETI leadership teams and the leaders’ incapability to use various approaches in securing and utilizing resources to secure competitive advantage were the major problems commented by the respondents. Above all, leaders’ lack of commitment and limitation of leadership skill to implement effective leadership practice were the issues raised by the respondents.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions are drawn.

1. Despite there were variations amongst TVETIs in terms of the transformational leadership practices, in general it is found out that the practices in this regard were not adequately implemented.
2. Teachers' perceptions of transformational leadership practices engagement as compared to the leaders' one was found out to be lower. The finding of the study in this regard are in line with the findings of previous researchers. Most leaders show a tendency of highest rating of their own performance when they are asked to do so. The researcher suggest that there are tendencies of self-reporting when leaders are requested to indicate the level of their leadership practice as a leader. In this case, it might be difficult to reach at the clear understanding of transformational leadership practices on the bases of the responses of the leaders alone. The self -reporting could mislead us to the wrong path. Hence, it is better to see from the followers' angle too.
3. The findings of the study revealed that the TVET leaders failed to challenge the process as a basis to increase employee motivation and perceived organizational support. They were unable to create the opportunity for the trainers to make a difference, think "outside the box", and experiment with new ideas without fear of discipline or blame for making a mistake. As a result, the working atmosphere was not conducive for the TVET trainers to try new ideas and ways of doing things.
4. The findings showed that the TVET leaders lacked the courage required to take risk which means they failed to identify ineffective policies and procedures and experiment with new and improved ones. Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus. The findings; however, indicated that the leaders failed to utilize charismatic leadership strategies and communication skills to sell their vision to the entire institutions and to successfully lead their institutions. Failure to do so could hinder the achievement of organizational goal.

5. Therefore, the leaders' moderate engagement in the practices could be one major factor which negatively affects effective accomplishment of institutional goals if not the only one. It should be noted that there could also be external factors which could affect organizational effectiveness.

5.3. Recommendation

Based upon the findings and the conclusions drawn from the study, the following informative recommendations were made:

The current TVET strategy is adopted with aim of alleviating unemployment & poverty by producing skilled and productive citizens through short term and long term training. Perhaps, the achievement of this aim with the absence of effective leadership could be unthinkable.

For this reason:-

1. Oromia Technical and Vocational Education & Training Commission (RTVETC) is advised to plan and invest resources in the leadership development of all managers and leadership team members in the TVETIs of the region. The Commission, the Zonal TVET Offices and the boards of the Institutions can use this study as the impetus for a professional development plan. The plan should be focused on the utilization of best leadership practices that directly influence institutional effectiveness relative to the administration of training institutions.
2. The leaders need to recognize that without effective leadership, good strategic plans, skilled & marketable manpower are assumed to be ideal. They also need to understand that effective and efficient implementation of plan also requires effective leadership. Therefore, significant attention needs to be given to leadership development plan. Thus, the TVET leaders are advised to develop a leadership development plan paying attention to their own leadership development so that they improve their leadership skills to influence their institutions. Such a plan would include particular attention to the leadership practices outlined in this study.

3. Coordinated and comprehensive leadership development models and training needs to be conducted to propel the TVET Institutions toward their mission by elevating the leadership. To this end, Jimma University and other universities found in Western Oromia might need to design a leadership training course that particularly focuses on the practices of leadership and the use of assessment resources such as Kouzes and Posner's Leadership Practices Inventory (LPI) and other instruments for leadership evaluation and development as a basis for continuous leadership development. Further, TVET Institutions in West Oromia can cooperatively work with NGOs like VET-Net program which works on networking TVET institutions with higher institutions cooperating with Jimma University.

4. Additional leadership practices study that can be employed detail investigation might be necessary in order to look at each individual TVET Institution. The researcher used quantitative as major data to determine the level of leadership practice. But using quantitative data is not adequate to measure the perception of individuals. Perhaps a pure qualitative or mixed approach would be more helpful to find particular themes although such a study may require more risk to the participants as they would be identifiable.

5. This study needs to be replicated at some time in the future to determine if the leadership practices are affected by employee or leaders' turnover or change with the leaders' level of leadership training and experience.

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Annex 1

Table of the Means, Independent- Sample T-test and one way ANOVA

name of the tvet		model the way	inspire shared vision	challenge the process	enable others to act	encourage the heart	total
Dabana	Mean	3.5263	3.6491	3.4735	4.1754	3.3947	3.6438
	Std. Deviation	.84485	.85327	.73689	.49527	.94315	.67770
Agaro	Mean	3.1583	3.1917	2.7202	3.9000	3.0500	3.2040
	Std. Deviation	.65444	.87237	.91370	.88589	.95068	.74005
Asendabo	Mean	2.3646	2.0312	1.9625	2.4271	2.1771	2.1925
	Std. Deviation	.83493	.98548	.89216	1.05579	1.06017	.86248
Tullu Bolo	Mean	3.5833	3.8810	3.6573	4.4167	3.8095	3.8696
	Std. Deviation	.75320	.80178	.75402	.49678	.59145	.56560
Waliso	Mean	3.0000	3.0417	2.9700	3.5667	2.8000	3.0757
	Std. Deviation	.87191	1.30213	1.27652	.98735	1.15925	1.00693
Metu	Mean	3.3636	3.3561	3.3000	4.0000	3.1364	3.4312
	Std. Deviation	.80612	.75294	.85691	.79349	.84458	.69493
Dedesa	Mean	3.1667	3.0455	2.8911	3.5909	2.7727	3.0934
	Std. Deviation	1.10805	1.37859	1.33662	1.02839	1.31291	1.17699
Total	Mean	3.1721	3.1817	3.0066	3.7445	3.0260	3.2262

name of the tvet		model the way	inspire shared vision	challenge the process	enable others to act	encourage the heart	total
Dabana	Mean	3.5263	3.6491	3.4735	4.1754	3.3947	3.6438
	Std. Deviation	.84485	.85327	.73689	.49527	.94315	.67770
Agaro	Mean	3.1583	3.1917	2.7202	3.9000	3.0500	3.2040
	Std. Deviation	.65444	.87237	.91370	.88589	.95068	.74005
Asendabo	Mean	2.3646	2.0312	1.9625	2.4271	2.1771	2.1925
	Std. Deviation	.83493	.98548	.89216	1.05579	1.06017	.86248
Tullu Bolo	Mean	3.5833	3.8810	3.6573	4.4167	3.8095	3.8696
	Std. Deviation	.75320	.80178	.75402	.49678	.59145	.56560
Waliso	Mean	3.0000	3.0417	2.9700	3.5667	2.8000	3.0757
	Std. Deviation	.87191	1.30213	1.27652	.98735	1.15925	1.00693
Metu	Mean	3.3636	3.3561	3.3000	4.0000	3.1364	3.4312
	Std. Deviation	.80612	.75294	.85691	.79349	.84458	.69493
Dedesa	Mean	3.1667	3.0455	2.8911	3.5909	2.7727	3.0934
	Std. Deviation	1.10805	1.37859	1.33662	1.02839	1.31291	1.17699
Total	Mean	3.1721	3.1817	3.0066	3.7445	3.0260	3.2262
	Std. Deviation	.88968	1.10242	1.07731	1.00417	1.06428	.93170

Annex 2: Table of Independent-sample T-test

	position of respondent	N	Mean	Std. Deviation	T	Sig(two-tailed)
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Model	Teacher	87	3.0038	.72958	-3.438	.001
	Leader	35	3.5905	1.10358	-2.900	.006
Inspire	Teacher	87	2.9272	.97934	-4.301	.000
	Leader	35	3.8143	1.14957	-4.016	.000
		position of respondent	N	Mean	Std. Deviation	Sig(two-tailed)
Challenging	Teacher	87	2.7839	.92150	-3.793	.000
	Leader	35	3.5601	1.24103	-3.347	.002
		position of respondent	N	Mean	Std. Deviation	Sig(two-tailed)
Enable	Teacher	87	3.6954	.88455	-.851	.396
	Leader	35	3.8667	1.26012	-.735	.466
		position of respondent	N	Mean	Std. Deviation	Sig(two-tailed)
Encourage	Teacher	87	2.7759	.90249	-4.390	.000
	Leader	35	3.6476	1.18871	-3.909	.000
		position of respondent	N	Mean	Std. Deviation	Sig(two-tailed)
Total	Teacher	87	3.0372	.76539	-3.713	.000
	Leader	35	3.6958	1.13538	-3.155	.003

Annex 3 Table of One-way ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.

Model	Between Groups	16.588	6	2.765	4.015	.001
	Within Groups	79.186	115	.689		
	Total	95.774	121			
Inspire	Between Groups	33.440	6	5.573	5.641	.000
	Within Groups	113.615	115	.988		
	Total	147.056	121			
challenging	Between Groups	31.219	6	5.203	5.479	.000
	Within Groups	109.213	115	.950		
	Total	140.431	121			
Enable	Between Groups	40.435	6	6.739	9.500	.000
	Within Groups	81.575	115	.709		
	Total	122.010	121			
encourage	Between Groups	24.715	6	4.119	4.217	.001
	Within Groups	112.341	115	.977		
	Total	137.057	121			

Annex4: Tukey POSTHOC Comparison Table on the five practices

1. Model the way

Tukey HSD						
Dependent	(I) name of the	(J) name of	Mean	Std. Error	Sig.	95% Confidence Interval

Variable	tvvet	the tvvet	Difference (I-J)			Lower Bound	Upper Bound
model the way	Dabana	Agaro	.36798	.26584	.809	-.4298	1.1658
		Asendabo	1.16173*	.28156	.001	.3167	2.0067
		Tullu Bolo	-.05702	.29227	1.000	-.9342	.8202
		Waliso	.52632	.26584	.433	-.2715	1.3241
		Metu	.16268	.25988	.996	-.6173	.9426
		Dedesa	.35965	.31439	.913	-.5839	1.3032
	Agaro	Dabana	-.36798	.26584	.809	-1.1658	.4298
		Asendabo	.79375	.27832	.074	-.0416	1.6291
		Tullu Bolo	-.42500	.28916	.762	-1.2928	.4428
		Waliso	.15833	.26241	.997	-.6292	.9459
		Metu	-.20530	.25637	.984	-.9747	.5641
		Dedesa	-.00833	.31149	1.000	-.9432	.9265
	Asendabo	Dabana	-1.16173*	.28156	.001	-2.0067	-.3167
		Agaro	-.79375	.27832	.074	-1.6291	.0416
		Tullu Bolo	-1.21875*	.30368	.002	-2.1301	-.3074
		Waliso	-.63542	.27832	.261	-1.4707	.1999
		Metu	-.99905*	.27264	.007	-1.8173	-.1808
		Dedesa	-.80208	.32501	.181	-1.7775	.1733
	Tullu Bolo	Dabana	.05702	.29227	1.000	-.8202	.9342
		Agaro	.42500	.28916	.762	-.4428	1.2928
		Asendabo	1.21875*	.30368	.002	.3074	2.1301
		Waliso	.58333	.28916	.410	-.2845	1.4512
		Metu	.21970	.28369	.987	-.6317	1.0711
		Dedesa	.41667	.33434	.874	-.5867	1.4201

	Waliso	Dabana	-.52632	.26584	.433	-1.3241	.2715
		Agaro	-.15833	.26241	.997	-.9459	.6292
		Asendabo	.63542	.27832	.261	-.1999	1.4707
		Tullu Bolo	-.58333	.28916	.410	-1.4512	.2845
		Metu	-.36364	.25637	.791	-1.1331	.4058
		Dedesa	-.16667	.31149	.998	-1.1015	.7682
	Metu	Dabana	-.16268	.25988	.996	-.9426	.6173
		Agaro	.20530	.25637	.984	-.5641	.9747
		Asendabo	.99905*	.27264	.007	.1808	1.8173
		Tullu Bolo	-.21970	.28369	.987	-1.0711	.6317
		Waliso	.36364	.25637	.791	-.4058	1.1331
		Dedesa	.19697	.30642	.995	-.7227	1.1166
	Dedesa	Dabana	-.35965	.31439	.913	-1.3032	.5839
		Agaro	.00833	.31149	1.000	-.9265	.9432
		Asendabo	.80208	.32501	.181	-.1733	1.7775
		Tullu Bolo	-.41667	.33434	.874	-1.4201	.5867
		Waliso	.16667	.31149	.998	-.7682	1.1015
		Metu	-.19697	.30642	.995	-1.1166	.7227

2. Inspire shared vision

inspire shared vision	Dabana	Agaro	.45746	.31843	.781	-.4982	1.4131
		Asendabo	1.61787*	.33726	.000	.6057	2.6301

		Tullu Bolo	-.23183	.35010	.994	-1.2825	.8189
		Waliso	.60746	.31843	.480	-.3482	1.5631
		Metu	.29306	.31130	.965	-.6412	1.2273
		Dedesa	.60367	.37658	.681	-.5265	1.7339
	Agaro	Dabana	-.45746	.31843	.781	-1.4131	.4982
	Agaro	Asendabo	1.16042*	.33339	.012	.1599	2.1610
	Agaro	Tullu Bolo	-.68929	.34636	.427	-1.7288	.3502
	Agaro	Waliso	.15000	.31432	.999	-.7933	1.0933
	Agaro	Metu	-.16439	.30709	.998	-1.0860	.7572
	Agaro	Dedesa	.14621	.37311	1.000	-.9736	1.2660
	Asendabo	Dabana	-1.61787*	.33726	.000	-2.6301	-.6057
	Asendabo	Agaro	-1.16042*	.33339	.012	-2.1610	-.1599
	Asendabo	Tullu Bolo	-1.84970*	.36375	.000	-2.9414	-.7580
	Asendabo	Waliso	-1.01042*	.33339	.046	-2.0110	-.0099
	Asendabo	Metu	-1.32481*	.32658	.002	-2.3049	-.3447
	Asendabo	Dedesa	-1.01420	.38931	.134	-2.1826	.1542
	Tullu Bolo	Dabana	.23183	.35010	.994	-.8189	1.2825
	Tullu Bolo	Agaro	.68929	.34636	.427	-.3502	1.7288
	Tullu Bolo	Asendabo	1.84970*	.36375	.000	.7580	2.9414
	Tullu Bolo	Waliso	.83929	.34636	.199	-2.002	1.8788
	Tullu Bolo	Metu	.52489	.33982	.717	-.4950	1.5447
	Tullu Bolo	Dedesa	.83550	.40048	.368	-.3664	2.0374
	Waliso	Dabana	-.60746	.31843	.480	-1.5631	.3482
	Waliso	Agaro	-.15000	.31432	.999	-1.0933	.7933
	Waliso	Asendabo	1.01042*	.33339	.046	.0099	2.0110
	Waliso	Tullu Bolo	-.83929	.34636	.199	-1.8788	.2002
	Waliso	Metu	-.31439	.30709	.948	-1.2360	.6072
	Waliso	Dedesa	-.00379	.37311	1.000	-1.1236	1.1160
	Metu	Dabana	-.29306	.31130	.965	-1.2273	.6412
	Metu	Agaro	.16439	.30709	.998	-.7572	1.0860
	Metu	Asendabo	1.32481*	.32658	.002	.3447	2.3049
	Metu	Tullu Bolo	-.52489	.33982	.717	-1.5447	.4950
	Metu	Waliso	.31439	.30709	.948	-.6072	1.2360
	Metu	Dedesa	.31061	.36704	.979	-.7910	1.4122
	edesa	Dabana	-.60367	.37658	.681	-1.7339	.5265
	edesa	Agaro	-.14621	.37311	1.000	-1.2660	.9736
	edesa	Asendabo	1.01420	.38931	.134	-.1542	2.1826
	edesa	Tullu Bolo	-.83550	.40048	.368	-2.0374	.3664
	edesa	Waliso	.00379	.37311	1.000	-1.1160	1.1236
	edesa	Metu	-.31061	.36704	.979	-1.4122	.7910

3. Challenging the process

challenge the process	Dabana	Agaro	.75331	.31220	.203	-.1837	1.6903
		Asendabo	1.51099*	.33066	.000	.5186	2.5034

		Tullu Bolo	-1.8378	.34324	.998	-1.2139	.8464
		Waliso	.50350	.31220	.674	-.4335	1.4405
		Metu	.17354	.30520	.998	-.7424	1.0895
		Dedesa	.58246	.36921	.697	-.5256	1.6905
	Agaro	Dabana	-.75331	.31220	.203	-1.6903	.1837
		Asendabo	.75769	.32686	.244	-.2233	1.7387
		Tullu Bolo	-.93708	.33958	.093	-1.9562	.0821
		Waliso	-.24981	.30817	.983	-1.1747	.6751
		Metu	-.57976	.30108	.468	-1.4834	.3238
		Dedesa	-.17085	.36581	.999	-1.2687	.9270
	Asendabo	Dabana	-1.51099*	.33066	.000	-2.5034	-.5186
		Agaro	-.75769	.32686	.244	-1.7387	.2233
		Tullu Bolo	-1.69477*	.35664	.000	-2.7651	-.6244
		Waliso	-1.00749*	.32686	.040	-1.9885	-.0265
		Metu	-1.33745*	.32019	.001	-2.2984	-.3765
		Dedesa	-.92853	.38169	.195	-2.0741	.2170
	Tullu Bolo	Dabana	.18378	.34324	.998	-.8464	1.2139
		Agaro	.93708	.33958	.093	-.0821	1.9562
		Asendabo	1.69477*	.35664	.000	.6244	2.7651
		Waliso	.68727	.33958	.406	-.3319	1.7064
		Metu	.35732	.33317	.935	-.6426	1.3572
		Dedesa	.76623	.39264	.451	-.4122	1.9446
	Waliso	Dabana	-.50350	.31220	.674	-1.4405	.4335
		Agaro	.24981	.30817	.983	-.6751	1.1747
		Asendabo	1.00749*	.32686	.040	.0265	1.9885

		Tullu Bolo	-68727	.33958	.406	-1.7064	.3319
		Metu	-.32996	.30108	.928	-1.2336	.5737
		Dedesa	.07896	.36581	1.000	-1.0189	1.1768
	Metu	Dabana	-.17354	.30520	.998	-1.0895	.7424
		Agaro	.57976	.30108	.468	-.3238	1.4834
		Asendabo	1.33745*	.32019	.001	.3765	2.2984
		Tullu Bolo	-.35732	.33317	.935	-1.3572	.6426
		Waliso	.32996	.30108	.928	-.5737	1.2336
		Dedesa	.40892	.35986	.915	-.6711	1.4889
	Dedesa	Dabana	-.58246	.36921	.697	-1.6905	.5256
		Agaro	.17085	.36581	.999	-.9270	1.2687
		Asendabo	.92853	.38169	.195	-.2170	2.0741
		Tullu Bolo	-.76623	.39264	.451	-1.9446	.4122
		Waliso	-.07896	.36581	1.000	-1.1768	1.0189
		Metu	-.40892	.35986	.915	-1.4889	.6711

4. Enable Others to Act

enable others to act	Dabana	Agaro	.27544	.26982	.948	-.5343	1.0852
		Asendabo	1.74836*	.28578	.000	.8907	2.6060
		Tullu Bolo	-.24123	.29665	.983	-1.1315	.6491

		Waliso	.60877	.26982	.275	-.2010	1.4185
		Metu	.17544	.26378	.994	-.6162	.9671
		Dedesa	.58453	.31909	.530	-.3731	1.5422
	Agaro	Dabana	-.27544	.26982	.948	-1.0852	.5343
		Asendabo	1.47292*	.28249	.000	.6251	2.3207
		Tullu Bolo	-.51667	.29349	.577	-1.3975	.3641
		Waliso	.33333	.26634	.872	-.4660	1.1327
		Metu	-.10000	.26021	1.000	-.8809	.6809
		Dedesa	.30909	.31615	.958	-.6398	1.2579
	Asendabo	Dabana	-1.74836*	.28578	.000	-2.6060	-.8907
		Agaro	-1.47292*	.28249	.000	-2.3207	-.6251
		Tullu Bolo	-1.98958*	.30822	.000	-2.9146	-1.0645
		Waliso	-1.13958*	.28249	.002	-1.9874	-.2918
		Metu	-1.57292*	.27673	.000	-2.4034	-.7424
		Dedesa	-1.16383*	.32988	.011	-2.1539	-.1738
	Tullu Bolo	Dabana	.24123	.29665	.983	-.6491	1.1315
		Agaro	.51667	.29349	.577	-.3641	1.3975
		Asendabo	1.98958*	.30822	.000	1.0645	2.9146
		Waliso	.85000	.29349	.066	-.0308	1.7308
		Metu	.41667	.28794	.775	-.4475	1.2808
		Dedesa	.82576	.33934	.194	-.1927	1.8442
	Waliso	Dabana	-.60877	.26982	.275	-1.4185	.2010
		Agaro	-.33333	.26634	.872	-1.1327	.4660
		Asendabo	1.13958*	.28249	.002	.2918	1.9874
		Tullu Bolo	-.85000	.29349	.066	-1.7308	.0308

		Metu	-43333	.26021	.640	-1.2143	.3476
		Dedesa	-.02424	.31615	1.000	-.9731	.9246
	Metu	Dabana	-.17544	.26378	.994	-.9671	.6162
		Agaro	.10000	.26021	1.000	-.6809	.8809
		Asendabo	1.57292*	.27673	.000	.7424	2.4034
		Tullu Bolo	-.41667	.28794	.775	-1.2808	.4475
		Waliso	.43333	.26021	.640	-.3476	1.2143
		Dedesa	.40909	.31101	.843	-.5243	1.3425
	Dedesa	Dabana	-.58453	.31909	.530	-1.5422	.3731
		Agaro	-.30909	.31615	.958	-1.2579	.6398
		Asendabo	1.16383*	.32988	.011	.1738	2.1539
		Tullu Bolo	-.82576	.33934	.194	-1.8442	.1927
		Waliso	.02424	.31615	1.000	-.9246	.9731
		Metu	-.40909	.31101	.843	-1.3425	.5243

5. Encourage the Heart

encourage the heart	Dabana	Agaro	.34474	.31664	.930	-.6056	1.2950
		Asendabo	1.21765*	.33537	.008	.2112	2.2241

		Tullu Bolo	-.41479	.34813	.896	-1.4596	.6300
		Waliso	.59474	.31664	.499	-.3556	1.5450
		Metu	.25837	.30955	.981	-.6706	1.1874
		Dedesa	.62201	.37446	.643	-.5018	1.7458
	Agaro	Dabana	-.34474	.31664	.930	-1.2950	.6056
		Asendabo	.87292	.33151	.126	-.1220	1.8678
		Tullu Bolo	-.75952	.34441	.301	-1.7932	.2741
		Waliso	.25000	.31255	.985	-.6880	1.1880
		Metu	-.08636	.30537	1.000	-1.0028	.8301
		Dedesa	.27727	.37101	.989	-.8362	1.3908
	Asendabo	Dabana	-1.21765*	.33537	.008	-2.2241	-.2112
		Agaro	-.87292	.33151	.126	-1.8678	.1220
		Tullu Bolo	-1.63244*	.36171	.000	-2.7180	-.5469
		Waliso	-.62292	.33151	.498	-1.6178	.3720
		Metu	-.95928	.32474	.057	-1.9339	.0153
		Dedesa	-.59564	.38712	.721	-1.7575	.5662
	Tullu Bolo	Dabana	.41479	.34813	.896	-.6300	1.4596
		Agaro	.75952	.34441	.301	-.2741	1.7932
		Asendabo	1.63244*	.36171	.000	.5469	2.7180
		Waliso	1.00952	.34441	.060	-.0241	2.0432
		Metu	.67316	.33791	.425	-.3410	1.6873
		Dedesa	1.03680	.39823	.135	-.1584	2.2320
	Waliso	Dabana	-.59474	.31664	.499	-1.5450	.3556
		Agaro	-.25000	.31255	.985	-1.1880	.6880
		Asendabo	.62292	.33151	.498	-.3720	1.6178

		Tullu Bolo	-1.00952	.34441	.060	-2.0432	.0241
		Metu	-.33636	.30537	.926	-1.2528	.5801
		Dedesa	.02727	.37101	1.000	-1.0862	1.1408
	Metu	Dabana	-.25837	.30955	.981	-1.1874	.6706
		Agaro	.08636	.30537	1.000	-.8301	1.0028
		Asendabo	.95928	.32474	.057	-.0153	1.9339
		Tullu Bolo	-.67316	.33791	.425	-1.6873	.3410
		Waliso	.33636	.30537	.926	-.5801	1.2528
		Dedesa	.36364	.36498	.954	-.7317	1.4590
	Dedesa	Dabana	-.62201	.37446	.643	-1.7458	.5018
		Agaro	-.27727	.37101	.989	-1.3908	.8362
		Asendabo	.59564	.38712	.721	-.5662	1.7575
		Tullu Bolo	-1.03680	.39823	.135	-2.2320	.1584
		Waliso	-.02727	.37101	1.000	-1.1408	1.0862
		Metu	-.36364	.36498	.954	-1.4590	.7317