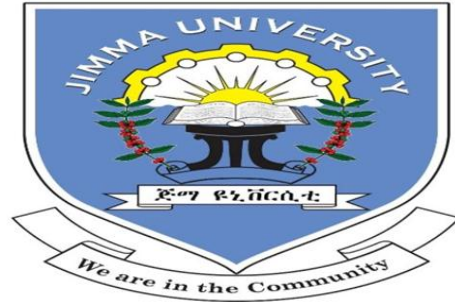


**The Practices of Transformational Leadership in Secondary Schools
of the Oromia special zone**



By: Wakgari Deressa

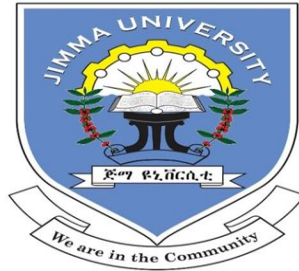
Jimma University

**College Of Education and Behavioral Sciences Department of
Educational Planning and Management**

September 29, 2020

Jimma, Ethiopia

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**College Of Education and Behavioral Sciences Department of
Educational Planning and Management**

A Thesis submitted To Department of Educational Planning And
Management For Partial Fulfillment Of The Requirement For Masters
Degree In Leader Ship In Education

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September 29, 2020

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Acronyms and Abbreviations

MOE -Ministry of education

TL - Transformational Leadership

LPI - Leadership Practice Inventory

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Abstract

The major purpose of the study was to assess the current practices of transformational leadership in the secondary schools of the Oromia Special Zones. The study particularly treated the dimensions of successful secondary school Transformational leadership practices such as developing shared vision and mission, motivating teachers, effective decision making, communication practice, effectively practices of the five component of Transformational leadership practices and factors that affect the secondary school leaders in performing their activities in the school. To accomplish this purpose, the study employed a descriptive survey design. The study was carried out in seven secondary schools of the Oromia Special Zone. Selected using purposive sampling technique. From the sampled schools, 7 principals, 10 vice-principals, 6 supervisor, 46 department heads, 8 education expert included as samples employing purposive sampling technique. Furthermore, 95 teachers were taken as a sample through stratified and simple random sampling techniques. The data were analyzed by using percentage, frequency, mean scores, standard deviation and independent t-test and Practices of decisions in various school activities, implementation and evaluation of school performances, encouraging and mobilizing staff is low. Besides, school principal practices on modeling the way, challenging the process, enabling others to act and lack of find ways to celebrate accomplishments were major challenges identified by the research for transformational leadership practices in the schools. 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. Some of the recommendations were suggested. Those town administration education offices should provide educational leadership training to the school leaders to strengthen their capacity so as to help them in improving the existing problems they face in their schools, School principals in collaboration with staff ought to provide motivators, such as praise, consultations, encouragements or active support, trust and respect by acknowledging particular effort since, teachers are the most valued resources in schools and Principals should be open and trust to maintain and to strengthen smooth relationship and channel of communication in the secondary schools.

CHAPTER ONE

1. INTRODUCTION

This introductory part of the study consisted of the background, statement of the problem, research questions, the objectives of the study (general objective and specific), significance of the study, the scope of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

The study of leadership represents one of the most enduring areas of management research. For the past decades, transformational leadership has been studied intensively by leadership researchers. The first to be concerned with this issue was Burns in 2003. Burns stressed the importance of this contemporary type of leadership and later on people became more concerned with it as the world is currently witnessing rapid and tremendous changes. Especially, transformational leadership practice is currently continuing to be the most widely interested leadership theory.

There is no one definition of leadership that satisfies all people, all community perspectives and geographical locations. In accordance with this view, Keradin Kadir (2015) contend that, there is no agreed definition of the concept of leadership. Yukl (2002) added that the definition of leadership is arbitrary and very subjective. Even though variation in definitions is more useful than others, there is no overall agreeable definition and suggested that dimensions of leadership identified as leadership as influence, leadership values, and leadership and vision. According to Angassa Ofgaa 2013 leadership is a purposeful influence process intended to lead people to specific outcomes. Leadership then refers to people who bend the motivations and actions of others to achieve certain goals. It implies taking initiatives and risks. On the other hand, Greenfield and Keradin (2015) stated that, leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability. Leadership by vision is increasingly regarded as an essential component of effective leadership. In line with this, Beare, Angassa Ofgaa (2013) draw on emerging generalizations about leadership with relating directly to vision. As outstanding leaders have vision for their organizations.

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). Day, *et al* (2010) found that, almost all successful school leaders draw on the same basic repertoire of leadership practices. Some key practices of successful school leaders are: developing shared vision and mission, the focus on providing professional skill development, the ability to manage and support teaching learning programs, creating conducive and healthy school environment, developing school community relationships, the skill of adaptation to changing environment and evaluation of performance.

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 current 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 & Berry, 1998; Sivanathan & 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.

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 & 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. Transformational leadership is important in promoting and managing school development by influencing teachers both directly and indirectly. Research indicates transformational leadership practices supply a link to teacher outcomes and teacher beliefs regarding their individual and collective ability in addition to their collective capacity (Demir, 2008).

Additionally OFGAA (2015) mentioned that an effective school leadership has high expectation and good atmosphere as: strong administrative leadership, high expectations for student's achievement, an emphasis on basic skills instructions, a safe and orderly climate conducive to learning, and frequent evaluation of pupils' progress. It is well known that the school leadership practice is one of the most important factors contributing to the success of the school. It is, therefore, critical to ensure that Ethiopia develops the school leadership and management possible. Ensuring that a school has the leadership includes careful selection of candidates, capacity building of those selected and providing good career development prospects for them (MoE,2006). Therefore, the researcher was motivated to conduct research on practice of transformational leadership in secondary schools special zone of Oromia surrounding Addis Ababa.

1.2. Statement of the Problem

According to (Herman and Herman 1994:3), transformational change is the only rational change to be made when a school is working poorly. Speaking of change in a school organization, the leading parameter was inevitably considered to be the leader, namely school principals and its vice principals. The common understanding that a school was as good as its leader indicates the impact of the managerial competence, symbolized with the identity of the school principals, on general perception of the school in the environment (Aksu, 2004). The position of school principal's response to such expectations or validation of this perception may be associated with their being open to change (Wallace, 2004). Secondary school is one of the institutions that need to have effective leadership who transforming change. The necessary of leadership in Secondary schools can't be overemphasized, because without proper school leader in secondary schools, the goals which are to prepare students to be self-reliant will not be possible. Effective school leadership has become a dominant theme in contemporary educational reform and needed to sustain innovation and are the bases of capacity building for school effective particularly in secondary schools.

At world 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 (2003) claims that transformational leadership is critical to meeting educational challenges in a changing environment. Kouzes and Posner's(2002) 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.

Furthermore, leaders have a definite effect on the behavior and outlook of their subordinates to success change. Therefore, teachers as part of their follower roles, depend on their principals as their leaders, to encourage and motivate them. In addition, principals should provide training to new and inexperienced teachers to help prepare them adequately as effective leadership enables the entire workforce to participate in the different activities of an organization and can also influence individual and organizational performance (Mullen, 2004) in change management.

Contradictory to this secondary school principals were less performed with leadership activities such as management of resources, public relation, involving and working with parents, working with school communities, student discipline, professional development evaluation to meet needs of the school objectives, supervision, research work, goal clarification, planning and provision of instructional materials.

How educational leaders utilize leadership practices often determines the significance of their impact on organizational effectiveness as Everand and Morris, (2001). The leadership practices are important primarily due to the fact that leaders were observed for how they lead in addition to what they say. That was, espoused values were strengthened or diminished by the actions chosen by the leader. More specifically, leaders set an example by how they behave.

Educational leaders are promoted and assume leadership position without adequate knowledge of leadership theories and practices. 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 secondary schools leader having knowledge and skill in the area is mandatory for the school leaders 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 secondary school leaders is creating favorable environment for the teachers to teach and the students to learn. Principals should be competent in coordinating the teaching and non-teaching staff members towards school goals. They are expected to inspire or motivate the academic and non-academic staff 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).

Even though no studies have been seen on these issues in special zones of Oromia Addis Ababa area. But there was a study which was done on Practices and Challenges of transformational Leadership in the TVET Institutions of West Oromia Keyredin (2015). 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. In addition, his study did not clearly identify practices of transformational leadership on the five components transformational leadership practices in secondary school. Therefore, this study was intended to assess the practices of transformational leadership in secondary school's special zone of Oromia Addis Abeba area.

1.3. Research Questions

Based on the above stated problems the researcher formulates the following research questions:

1. To what extent do transformational leadership is practiced in the secondary schools of special Zone Oromia surrounding Addis Ababa?
2. What change the practices of transformational leadership contribute in secondary school?
3. What are the major challenges of transformational leadership practices in secondary schools of special Zone Oromia surrounding Addis Ababa?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to investigate how and what transformational leadership practices in secondary school special zones of Oromia Surrounding Addis Ababa.

1.4.2. Specific Objectives

The specific objectives of the study were:

- 1 To examine the extent to which secondary schools leadership of the Oromia special zone surrounding Addis Ababa are exercising the five transformational leadership practices effectively practice.
- 2 To test the change contributed by practices of Transformational leadership in secondary school of the Oromia special zone Surrounding Addis Ababa.
- 3 To identify the major challenges in implementation of transformational leadership practices in secondary schools of the Oromia special zone Surrounding Addis Ababa.

1.5. Significance of the Study

. It is expected that the results of this study is useful contribution for Town Education office, supervisors, and principals to solve current practice of educational leadership problems at school level. Generally, the finding of the study:

- Provide alternative information for decision makers at secondary schools including Dukem Gelan and sebata Town Education office and sub city administrators, supervisors, secondary school principals and teachers, etc.
- May give framework and guide line for implementing reform to transforming change in secondary schools. Give input to the development of new reform tools and managing change.
- Serve as a reference for further research in the area of transformation and development of Secondary Schools.

1.6. Delimitation of the Study

This study was delimited to the following factors and conditions. Geographically, the study was delimited to secondary schools of special zone of Oromia Regional State, Addis Ababa area. The study was designed to assess transformational leadership practice of secondary school special zone of Oromia. The towns have 21 government Secondary Schools. Out of these 7 Secondary Schools were selected by using simple random sampling techniques. The study focused on principals, vice principals, supervisors, department head, teachers at school level, and educational head. Depend upon this the scope of this study was limited to the transformational leadership practice in secondary school special zone of Oromia Addis Ababa area.

1.7. Limitation of the Study

The researcher comes across unwillingness of a few respondents to fill the questionnaire and return on time. However, the researcher repeatedly persuaded the respondents to genuinely participate in responding to items at the time of data collection.

Definition of the Key terms

Principal: the administrative head and professional leader in charge

Secondary Schools: the secondary education level from grade nine up to grade 12, subdivided into two cycle's grade 9-10 and grade 11-12 (MOE) 1994.

Staff Development: Staff development is continuous professional development in order to promote teacher's expertise through involving teachers in problem solving activity (Dimmock, 2001).

Transformational Leadership: Transformational leadership is a process in which the leaders took actions to try to increase their followers' awareness of what was right and important. Based on three categories (Setting direction, helping people and redesigning the organization) and six dimensions, namely: building collaborative structure and strengthening school culture, sharing school vision and building consensus and modeling behavior, high performance expectation, intellectual stimulations and individualized support (Leithwood & Jantiz, 2007:179).

1.8. Organization of the Study

This paper consists of five chapters. It begins with introductory remark consists of background of the study, the statement of the problem, the research questions, the objectives of the study, significance of the study, the scope of the study, limitation of the study, definition of key terms and organization of the study. The second chapter contains literature review concerned with theoretical and empirical evidence written by different scholars related to government budget control and utilization, directives and manual reviewed. In chapter three, detailed description about the research methodology which includes research design, research methods, sources of data, methods of data collections (questionnaire, interview), sampling techniques, sample size and data analysis methods were presented. Chapter four compromises data presentation, analysis and interpretation. Finally, the major findings of the study, conclusions and recommendations were presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter deals with the concept of leadership conceptual models of leadership, transformational leadership model, Kouzes and Posner's transformational leadership model, Kouzes & Posner's five leadership practices, Bass's transformational and Kouzes & Posner's exemplary leadership models, leadership practice and management processes in schools, school leadership qualities key challenges of school leadership, and the role of school principal.

2.2. The Concept of Leadership

According to Kouzes & 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 way 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 & 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 & 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 assumptions, 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 & 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 & Himkin, 1998) and were willing to put aside their self-interest for the good of their organizations (Bass & 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 & 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 & 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 & 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 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 & 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 & Posner, 2002).

Based on their research project with successful leaders, for over almost 20 years, Kouzes & 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 & 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 & 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 & 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 & Posner (2002), 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 & Posner's (2002) leadership practice of challenging the process includes encouraging others to think and take risk which can be compared to what Bass (1999) 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 to own this vision. Kouzes & 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 & 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 & 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).

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.

b) 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.

c) 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).

d) Encouraging the Heart

Kouzes & 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 & 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.

2.4. The Relationship between Transformational Leadership and Work Performance

Transformational leaders building the followers and making them confident in their ability to perform their assigned task efficiently, through encouraging the followers to embrace the work group mission (Deluga, 1988). Transformational leaders motivate their followers to perform over and above their initial expected goals to the higher level of achievement; this is possible by engaging the followers to these elevated desires (Jackson, 2014). In line with this, Podsakoff, MacKenzie, Moorman, and Fetter (1990) stated that the effectiveness of the leaders is demonstrated by the leaders' ability to transform follower's basic values, beliefs, and attitude. The result of this transformation is the enhancement of the follower's performance beyond of the organizational expectation. Moreover, there is empirical evidence on the positive relationship between transformational leadership and individual work performance (Birasnav, 2014; Dvir et al., 2002; Wang, Law, Hackett, Wang, & Chen, 2005).

The theory of transformational leadership is based on the norm that leaders demonstrate certain behaviors that speed up employees' level of innovative thinking through which they enhance

individual employee performance behaviors (Birasnav, 2014). Moreover, Bryman (1993) stated that the reason of effectiveness of transformational leadership is that it goes far and beyond focusing on leaders, but it takes into consideration the followers' needs and then leader's follower's relationship. Transformational leaders, in order to facilitate change in their organizations, use a wide spectrum of skills, traits and behaviors (Beamon, 2011).

A central of transformational leadership often is a common vision, where charisma is widely utilized to motivate and inspire followers to engage and pursue to achieve their objectives (Beamon, 2011; Northouse, 2004). The reason for this induced positive work attitude of the followers that leads to positive work performance behaviors is that, transformational leaders strategically envision the future, create enthusiastic team spirit, and generate a commitment to the organizational 's vision (Bass & Avolio, 1994; Joo, Jun Yoon, &Jeung, 2012; Joo& Lim, 2013).

It is worth to note that, there are many expectations for the success of transformational leaders, examples of these expectations are: define the need for change, create new vision and develop commitment to the vision, focus on long-term goals, inspire followers to accomplish the goals, change the organization to accommodate their new vision rather than work with the existing one, and guide followers to take greater responsibility for their own development (Yukl, 2011). These expectations contribute to individual behavior work performance enhancement.

The role of transformational leadership in enhancing individual work performance behaviors may be further demonstrated through the five practices of Kouzes & Posner's (2007) transformational leadership model. The five leadership behaviors are expected to build into the follower's positive work attitudes and accordingly, foster for task and contextual work performance enhancement environment. Figure 1 representing the relationship between transformational leadership model of Kouzes & Posner's (2007) leadership behaviors and work performance behaviors. Leaders go first that is what modeling the Way means. Transformational larders create progress and momentum to their followers and their organization by setting an example and building commitment through daily practices.

A transformational leader builds an excellent program and thereafter, sets the example that a leader expects others to follow (Kouzes& Posner, 2007). A transformational leader assists

followers to expand their competency and, enhance productivity within the organization, by building relationships with others, and fostering community building. When the followers have the belief that they are able to make a difference in their organizations, accordingly, the improvement of follower's morale takes place, and they become more enthusiastic to take a role in the transformational change, within their organizations (Barut, 2012; Pennings, 2007).

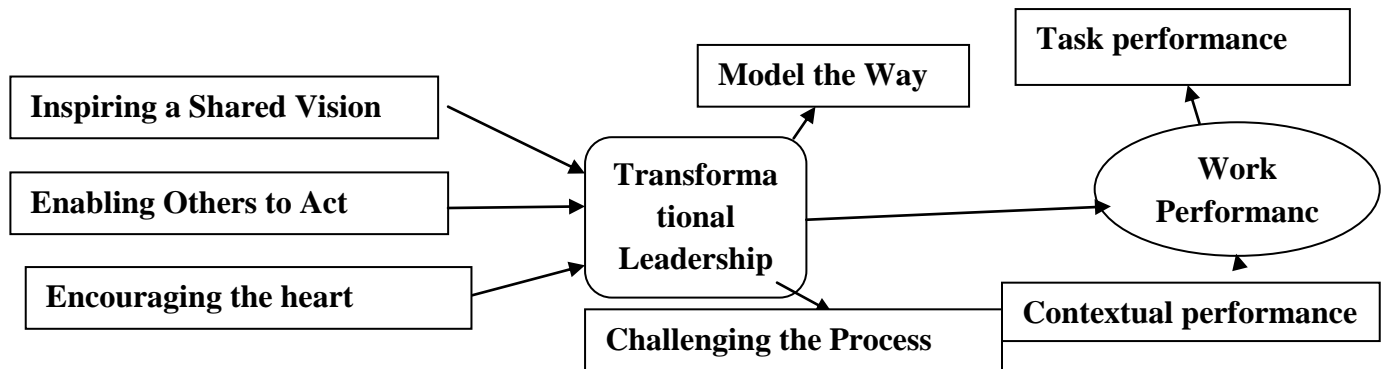


Figure 1. The relationship between Transformational Leadership and Work Performance

Leaders of organizations are required to have an important behavior, inspiring a Shared Vision, in order to bring the followers together, foster a commitment, and share the vision of the future that an organization strives to achieve (Kouzes& Posner, 2007). Through the use of skillful and genuine positive language, personal energy, use of metaphors and symbols, leaders can generate an enthusiasm and excitements of the organization common vision to their followers (Kouzes& Posner, 2007).

Challenging the Process takes place either by transformational leaders creating new ideas or by recognizing and supporting their follower's new ideas. This action occurs, when the transformational leadership challenging the system in order to produce new ideas that will lead to the creation of new products within the organization. Leaders searching for challenges; these challenges will open opportunities to examine their skills, allow them to find out the creative ways to enhance their organizations (Kouzes& Posner, 2007). Enabling Others to Act leadership behavior involves the followers in planning and grants them the freedom of decision making, accordingly, it fosters collaboration and empowerment. The results of Enabling Others to Act, do not allow the followers to merely perform their job, but also, make them realize their full potential (Kouzes& Posner, 2007).

2.4.1. 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 & Al-Omari (2008), Kouzes & 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 & 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 & Posner's enabling others to act. Generally, many people described the Kouzes & Posner's five leadership practices as components of Bass's transformational model (Shoemaker 1999, Torpman, 2004).

2.4.2. Leadership Practice and Management Processes in Schools in Managing Change

School leadership practice is taken to comprise eight elements as indicated in educational leadership culture and diversity by Clive Dimmock & Allan Walker are: The first group of Processes relate to the extent to which teachers and others are involved collaboratively in school management (Pounder, 1998). Differences between principals in different cultures may be compared according to the degree of participation they foster among others, achieving the optimal balance between the exercise of 'power over' and 'power through' colleagues (Day et

al., 2000). When teachers and administrators work together, the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented. Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following: More complex problem-solving and extensive sharing of craft knowledge ; Stronger professional networks to share information; Greater risk-taking and experimentation because colleagues offer support and feedback; A richer technical language shared by educators in the school that can transmit professional knowledge quickly; Increased job satisfaction and identification with the school and More continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts (Fullan & Hargreaves, 1991).

Another set of leadership practices relate to motivation (Brotherton, 1999). It is useful for comparative purposes to explore the extent to which teachers are motivated and whether and how principals enhance teacher motivation, both as individuals (Spear, Gould and Lee, 2000) and as team players (Cacioppe, 1999). School leaders can influence levels of motivation by shaping the school's instructional climate, which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education. By effectively managing this aspect of a school's culture, principals can increase both student and teacher motivation and indirectly impact learning gains.

The third group of leadership practices relates to school planning, a phenomenon which has become increasingly important in school systems around the world over the last decade, especially in managing both the increased pace and complexity of educational change. School planning considers the need for more flexible and creative strategies. How principals approach planning, who they involve in the process and what they intend to achieve by it, may be of cultural significance (Quong, Walker & Stott, 1998).

How principals approach decision-making may also reveal cultural differences. For example, comparisons may be drawn by identifying the existence and form of decision criteria and the methods by which decisions are made. Fidler (2002), including leadership concerns not only for

the quality of the decisions made but also for the contribution of a shared decision-making process to teacher leadership and professional development.

Another set of leadership practices concerns communication (Goldring & Rallis, 1993). Cultural differences, as well as similarities, may exist in the ways in which principals use Written and oral modes of communication, for example, regarding degrees of openness (Ginsberg & Gray Davies, 2003) and the exercise of 'persuasive communication' (Grint,2003) as well as in the extent to which they rely on different forms of communication inside and outside the school to ensure that institutional objectives are realized in practice (Morrison, 2002). The effective leader must have the quality of being a good communicator. He must be able to put forth his ideas clearly and concisely. If he fails in this, he will most likely fail in everything.

A further basis for comparison targets the different ways in which conflicts within the school community are approached and resolved (Maurer, 1991). Such comparisons may be useful in highlighting differences and similarities in leadership processes and in developing typologies for the effective management of both destructive and constructive aspects of internal conflict within schools (DiPaola, 2003). Yet another increasingly important facet of school life for both principals and teachers is how teachers are evaluated or appraised (Cardno & Piggot-Irvine, 1997). The ways principals structure conduct and view appraisal systems may offer instructive cultural comparisons, building on the comparative approach to the study of teacher appraisal and performance management (Middle wood & Cardno 2001).

The eighth and final element relates to comparisons between how principals view the importance and conduct of staff development (Darling-Hammond, 1997). Including managing the interface between staff development and both teacher assessment/ appraisal (Jacobson and Battaglia, 2001) and the fostering of teacher leadership development through the promotion of shared decision-making (Leithwood, Jantzi & Steinbach, 2003). Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school leaders.

2.5. School Leadership Qualities

In earlier work on school leadership, Walker & Dimmock (2000), in concert with an assembled panel of experienced principals, professional developers, policy-makers and academics identified

four interrelated components of what they termed ‘key qualities’ for leadership. These were values, knowledge, skills and attributes. All four, it was argued, needed to be meaningful and professionally relevant. The ‘expert’ panel was then charged with identifying particular core values, professional knowledge, skills and attributes deemed to be central to contemporary school leaders. The results of their deliberations are given below. While these are not claimed to be exclusive, they provide a useful framework for conceptualizing essential leader qualities. Key question is the extent to which the values, knowledge, skills and attributes are thought to be generic and cross-cultural, given the tensions. The panel assumed that they were mostly generic, since they are responses to the needs for school improvement more than particularities of culture. They thought, however, that cultural difference would be more likely to affect how all four components were expressed and exercised.

2.5.1. Educational Values

Essential to leaders is the development of a coherent set of educational values on which to base leadership for school improvement. These values serve as fundamental principles on which to develop and design their schools and to provide consistency across all aspects of their leadership. Eight pivotal values were identified as:

Learning-centered- a belief in the primacy of learning as the focus of all that happens in the school.

Innovation- a belief in experimentation with new ideas and with change as a means of school improvement.

Lifelong Learning- a belief that a major goal of the school is to develop among its community a view of learning as a continuous and ongoing process.

Education-for-all- a conviction that all students have a right to a relevant and meaningful education.

Service-orientation- a belief that the school be flexible and responsive in meeting the diverse needs of its community.

Empowerment- a commitment to the meaningful involvement and participation of school community members in the life of the school.

Equity and fairness- a belief that the rights of all in the school community are duly recognized and those individuals are treated with justice and integrity.

Whole-person development- a commitment is producing students with a well-rounded, balanced education. It is a substantial challenge for the present preparation and development of educational leaders to fully embrace these values. Yet to do so is axiomatic if leaders are to be successful school innovators and improvers.

2.5.2. Professional knowledge

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge relates to the roles identified earlier or expressed in a different way, to each of the following: strategic direction and policy environment; teaching, learning and curriculum; leader and teacher growth and development; staff and resource management; quality assurance and accountability; and external communication and connection.

The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an overreliance on experience and intuition (Walker & Dimmock, 2000).

2.5.3. Skills

Leadership skills are grounded in educational values and professional knowledge. The skills of leadership for school and student improvement are exercised in relation to the leader functions. Skills may be grouped into the following three categories: Personal: these relate to how leaders manage their own behaviors and thoughts in their professional lives, communicative and influence: these relate to how leaders interact at an interpersonal level with colleagues and other members of the community, and how they mobilize colleagues and other school community members towards sustained commitment to school improvement, and organizational and technical: these skills concern the tasks and techniques that are associated with running the

whole school and securing school improvement. The key skills essential to running good schools and colleges are personal and interpersonal on the one side, and technical and task-oriented on the other. It is the achievement of high levels of both, and a balance between the two that distinguishes effective leaders (Coombs 1970).

2.5.4. Attributes

Educational values, professional knowledge, and skills are integral parts of leader's high qualities. However, they are not sufficient. There is a fourth element, namely personal attributes that leaders bring to the role. In the context of school-based management and school improvement, certain attributes, in particular, seem to assume prime importance. The expert panel selected the following:

Adaptability and responsiveness-- in school decision-making and in managing people while retaining commitment to core values, such as student needs and learning outcomes,

Courage of conviction-- with regard to their values, principles and actions and resilience in times of adversity and opposition,

Self-confidence-- in their abilities and actions, while maintaining modesty in their interactions and dealings with others in and outside their school communities,

Tough-mindedness-- in regard to the best interests of staff and students while showing benevolence and respect in all their interactions,

Collaboration-- as team members coupled with individual resourcefulness and decisiveness, and

Integrity-- in their dealings with others combined with political astuteness.

The personal attributes, along with leader values, professional knowledge and skills provide a framework for understanding the complexities of leader qualities. As always in dynamic, interactive situations, it is the mix and combination of all elements that determines the efficacy and effectiveness of the leader. It may well be that these four elements (Educational values, professional knowledge, skills and personal attributes) of leader qualities are relevant and applicable to different societal cultures. In other words, in addressing the same policy agenda of school improvement, they are generic and thus applicable to leaders in many cultural settings. However, how particular values, knowledge, skills and attributes are displayed and exercised, and what combinations of them are considered appropriate are likely to be culturally sensitive.

2.6. Key Challenges of School Leadership

Schools are structured to maximize teachers contact with students and to make interactions among teachers and students as efficient as possible. Leaders' working in cultures so inhospitable to valuing working relationships face a major challenge simply to make the relationships among teachers, among teachers and students, among teachers and parents a priority (Goleman et al., 2003). The litmus test for leadership in this stream is whether the relationships among staff are trusting, open, and affirmative enough to support commitment, to point and sustain action-in-common that strengthens the school's performance.

In the context of the changing role of the school's leadership, Gamage (2006) points out that the challenge, that school leader's faces is to understand the changing context and improve their interpersonal and communication skills with the understanding that they are no longer the authority figure but are a partnership with other stakeholders. Unlike in the past they would not be in a position to issue instructions and expect the staff and students to obey. The altered role of the school leaders requires them to articulate their views of shared vision while expressing the views on policy issues to convince the other members of the partnership in arriving at decision before instruction could be issued.

The scholars such as Gamage (2009) and Catano and Stronge (2007) too have reported that trends based on decentralization and devolution has dramatically affected the roles of school leaders. The school leaders' role especially in the areas of school's leadership, management, in resource acquisition and accountability has undergone significant changes. Similarly, Catano & Stronge (2007) believe that the political pressure of high accountability requires school leaders to improve instruction and student achievements while maintaining facilities, supervising student conduct and managing budgets.

In response to the changing role of leaders, Cadwell (2004) believes that training and professional development of the school leaders are significant in contributing to the quality of schooling. Many of the major challenges facing educational leaders involve leadership in situations where values and ethics are contested (Duignan & Collins, 2003). As of these authors, the key challenges for educational leaders, especially principals, involved complex and often conflicting human relationships and interactions. Duignan (2006) additionally, describes the

major school leadership challenges as follows: Providing a values-driven vision, managing staff relationships, leading people, effective communication, leading continuous change, dealing with poor performance, leading an ageing workforce, care and rules and balancing personal and professional responsibilities.

2.6.1. Providing a Values-driven Vision

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work. They also lift the spirits of their people and help them to translate the vision into the daily practices of their work. In this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction. The articulation of vision necessarily involves leaders sharing their hopes, desires and expectations with the members of the school community, and establishing the foundations of an organizational culture that supports the aspirations of all stakeholders. The intent and content of the vision helps motivate all the members of the school community.

Reflection on, and communication of, this vision is essential if it is to become part of everyday practice. Linking vision to practice seems to be a vital component in the relationship of the leader and those led. Educational leaders are challenged to engage with their staff in ways that take the whole group forward, rather than plugging gaps and responding primarily to perceived emergencies. Communicating the strategic purpose to everyone is vital in drawing together staff at all levels. Clear purpose, inspirational communication, and an appeal to agreed values and belief systems, will point clearly to the road forward.

A major problem identified by a number of leaders in the study was finding the time to reflect on and communicate a vision in the face of busy schedules. Leaders cannot do it all by themselves. They have to work with and through others to achieve their organization's vision and goals. Leadership can no longer be regarded as the property, even the monopoly, of one person: the principal. Emerging wisdom on leadership suggests that there needs to be greater sharing and distribution of leadership responsibilities in educational organizations.

2.6.2. Managing Staff Relationships

A dominant theme in leadership is that it must be relational, that is, by definition effective relationships are the energy source of leadership. Empowering others, delegating authority and simply trusting people to get on with their tasks should underpin leader– staff relationships in ways that link strategic purpose to everyday practices. However, usually when trust is breached there is a tendency to retreat to the classical organizational model, with remote personal exchanges, reliance on quasi-legal rules, and withdrawal to a hierarchical and bureaucratic form of control. Some leaders believe that developing relationships requires too much time and resources. This is an inappropriate way to think about relationship-building.

Developing relationships for their own sake, or conversely for instrumental purposes, is not what authentic leaders do. They regard relationship-building as one of the core ways that value-driven organizations value all those who work in and for the organization. It is the way a school, as a community, actively and fully engages its talented key stakeholders, giving them a sense of belonging and encouraging and supporting their commitment to the purposes of the organization. Building relationships is not just a matter of managing the people in the organization but of providing the leadership necessary to marshal the most valuable resources, the people (Jacobson and Battaglia, 2001).

2.6.3. Leading People

Many educational leaders find it a challenge to determine how ‘relational’ relationship building should be. Those who have been apprenticed in a hierarchical, control-type model of leadership is often unsure of how close relationships should be, especially with those who are accountable to them. It is important to distinguish here between personal and professional relationships in an organization. Professional relationships must, of course, have a personal dimension, but it is equally important to develop personal relationships within a professional framework (Jacobson & Battaglia, 2001).

In a school setting, core values also include valuing students and the educational processes that best serve their needs. The bottom line in a school community setting is how well relationships serve the needs of students and their parents. Often, however, educational leaders face the problem of dealing with poor performance and balancing their professional responsibility for ensuring the smooth operation of their organization with their personal feelings for those staff that are not performing adequately. However, few educational leaders seem to have developed

specific strategies and methodologies for dealing with the complexity of their jobs, for establishing priorities in their work, or for targeting specific professional development to assist them. Educational leaders, also, did not seem to use the job or the workplace as a basis for experiential growth and learning (Duignan& Collins, 2003).

2.6.4. Effective Communication

Good communication requires, first, that one has something important to communicate, second, that one chooses appropriate times and means to deliver the message, and third, that one actively engages with others beyond a simple one-way communication to clarify the intended message and dispel misunderstandings. Meaningful engagement and dialogue with staff in their day-to-day working lives facilitates effective communication.

Large systems are sometimes slow to process issues and problems, so gaps in communication may occur between those who make the decisions and those who implement them. Leaders may assume that everyone in the organization knows where they are going and why, but these are not safe assumptions. Every means, formal and informal, must be used to keep all stakeholders informed and up-to-date. If nature abhors a vacuum, then so do organizations: if communication isn't regular and meaningful, then someone or some group will invent a version of events, and rumors will spread to fill the void. This is especially true when leaders are attempting to bring about change in their organizations. Change usually threatens some organizational stakeholders and fears can be exacerbated if the facts of the change are distorted or manipulated by those who are resistant to the change Gamage (2006).

2.6.5. Leading Continuous Change

We live in times of rapid change and transition. In such periods, it is necessary to realize that there may be casualties in any change process. Part of leadership is recognizing that not everyone is going to come on board immediately, or even in the short-term, with new ways of thinking and doing. Leaders need to be sensitive to the fears and anxieties of those involved in a change process. Principals have to have a set plan on how they are going to deal with that change. They have to be caring and have a plan that maintains their self-esteem. They cannot dump people. It is an important aspect of leadership (Adedoyin, 2013).

Leaders of change need to remind themselves that changes cause transitions, which cause losses and it's the losses, not the changes that they're reacting to and that it's a piece of their world that is being lost. Leaders who are trying to manage a top-down change may be reluctant, according to Bridges (1995), to talk openly about the change, arguing that it will "stir up trouble" to acknowledge people's feelings'. But leaders of change must engage openly with those who will be affected by the change, and they must acknowledge and address positively the losses and psychological transitions being experienced by these people other is care and rules.

2.7. The Role of School Principal

Organization or institution of any kind cannot operate independently without the guidance of the leader. The leader is fully responsible for the attainment of organizational goal. On top of this, the development and the failures of his/her school objectives are shoulder over his /her responsibility (Dejnozka, 1983). To effect, he/she has worked closely with his/her superior and follows strictly the directive given from this authority. He also collaborates with instructional and non-instructional personnel, students and the community to secure educational ground, material and other facilitate. To this effect, he/she has worked closely with his/her superior and other facilitate for the accomplishment of the educational goal. They should make and appropriate classification and assignment of tasks for teachers", students" and other school personnel. To administer schools smoothly they have to establish necessary guidelines, maintaining open communication and updated recording system.

In addition to this, school premises and furniture should be maintained properly and teaching system should be supported with necessary equipment. Regarding to the role of principals, Landers and Myers (1997) state that, the function of the school principals include scheduling, budgeting, leadership and supervision of instruction, physical maintenance and supervise, custodial service, records and office management, administration of pupil personnel service, work with community group. Since the school principals carry total responsibility of the school organization. They should be alert and competent enough to shoulder every activity of the school.

They have to plan, organize, staffing, goal clarifying, supervising, evaluating and developing every activity. Without leadership skill, knowledge, abilities and personnel qualities it is

impossible to achieve and intended goal. Since school leadership is complex with diversified internal and external factors that the head must have all sided ability to overcome any problems. Basically, effective leadership depends first and for most up on the principal competency in different areas of educational discipline (Jenkins, 1991) with regard to this effect potters in Jenkins, (1991) state school leaders need to take a new view of leadership and to learn new competence, if they are to cope with rapidly changing nature of schools designed to meet challenges of a fast moving environment.

According to Guhre (1991), effective leaders need not possess exotic innate abilities and skills. No one can be a leader in every setting. However, almost every one can become a leader in every setting appropriate to his or her talents, training and interest. In this sense, skills and competence are ability that can be developed through education and training. In this respect Hanson (1996) suggested that for a leader to function effectively in an organization the provision of training opportunity is very important.

Researchers have attempted to define different characteristics of a successful principal (Hughes, 1999). Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the principal as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that to support the leadership style and work effectiveness, the following elements of management are functions/roles of the leader to make the teacher to be effective in an organization (Adedoyin, 2013).

Planning: It is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (coombs 1970) by this sense planning can a most appealing and challenging endeavor. Therefore, principals must acquaint with the concepts of planning (Elliot Jaques et.al. 1997).

Organizing: One's plan have been drawn up whether standing plans or single use plans as Adesina(1990) the next step is to identify the kind of activity that will bring out the results

desired. In organization the manager decides what job would have to be filled and the duties and responsibilities attached to each one. The work done by members of organization will be interrelated. Therefore, effective organization will require a lot of maturity and objectivity on the part of the leader.

Staffing: At the stage of organizing the leader has already established various positions and has already decided what the people who hold them must do. In staffing, the attempts would to find the right person for each job. According to (Adesina 1990) staffing referred as man power planning.

Staff Development: Staff development is continuous professional development in order to promote teacher's expertise through involving teachers in problem solving activity (Dimmock, 1993). According to Sheppard (2000), promoting teacher's professional development is the most influential instructional leadership behavior at both the elementary and high school levels.

If the target of school principal is to provide quality education for all students, one of the major and most important concerns should be promoting school-wide continuous professional development (CPD). Hence, a school principal as an instructional leader needs to motivate all individuals who are eligible to take part in CPD program and work with them.

According to the Ethiopian Ministry of Education (MoE, 2009), the aim of CPD is to improve teacher's performance in the classroom in order to raise student achievement and learning because, directly or indirectly, there is a link between student's result and teacher's performance. CPD is a career long process of improving knowledge, skills, and attitudes centered on the local context and particularly classroom practices. Therefore, attracting, retaining, and developing teachers across the professional life cycle have become policy priorities in many countries (Organization for Economic Co-operation and development/OECD, 2005).

The principal is responsible for helping teachers to grow and to develop in their understanding of teaching and classroom life, in improving basic teaching skills and in expanding their knowledge and use of teaching repertoires (Sergiovanni, 2001). Moreover, shukla (1983) states that principal plays an important role in doing the development of the teachers' professional. To do so, the principals should discover the specific needs of the teachers (Dimmock, 1993). According

to (Shukla, 1983), the principal should fairly a head of the teacher whom he/she as to help by example by attending seminars, workshops, conference etc.

Goal Clarification: Well understood, well-advertised goals for schools and classroom are absolutely essentials. School that aspire to high performance result from the nature of the goals that are established and the nature of the goal setting process (Ubben & Hughes, 1997). Meaningful learning is more likely to take place when the learner and teacher have general idea of the goal being perused. No matter how much is done in the school, it is meaningless unless teachers and students know why they are doing and where they are going.

As Sheppard (1996) made it clear in his study that communication of school goals by the principal has a significant positive relationship with teacher classroom innovativeness, which in turn can contribute to school improvement. He found out that, at the high school level, communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. School principals communicate school goals or visions in many different ways. Among these are communicating goals through faculty meetings and Departmental chair meetings.

They communicate them through individual meetings such as follow up conference to classroom observations. Frequently, communication of school goals by instructional leaders promotes accountability, a sense of personal ownership and instructional improvements. Skillful leaders address different learning needs of students. The function of communicating school goals refers to the ways the principal expresses importance of the school goals to staff, parents and students.

With regard to the communication of school visions and goals ,Hoy (2003) explains that principals have to communicate clear vision on instructional excellence and continuous professional development. This is one of the instructional leadership practices at school level. Hence, principals are expected to make the general and specific objectives of the instructional process in order for the teachers and students to have appropriate expectations for achieving them. This is because teachers and students accept and follow any educational program if they get its value, and importance (Gamage, 2006).

Evaluation: There are many definitions offered to the concept of evaluation in education, for example Aspinwal et.al. (1992) define it as part of decision making process. When applied to

principals as instructional leadership, evaluation is used to assess whether instructional goals have been achieved or not. Indeed, successful implementation of instruction program depends largely on the individual leadership of the school and commitment of teaching staff. Among the major indispensable roles/functions of an educational manager is the program evaluation.

In any educational institution, there is need for the school administrator to evaluate the performance of his school against the goals and objectives of the society inform of annual report. As the school head, one must be prepared to take the pains of assessing the success and failures in the achievement of the school aims and objectives for necessary improvements. Stronge, (2008) states that today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed.

Consequently, principals are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students. Additionally, the principals need to provide leadership in the school setting to assist teachers to use evaluation procedures which appraise what pupils have learned. The evaluation is stressed in terms of pupils having the stated objectives.

Evaluation that is continuous provides information to the teacher and evaluation measures to determine the achievement by learners need to be aligned with the objectives. Validity and reliability of evaluation procedures is most important (Maslow, 1999) Hence motivating teacher for the improvement of teaching and learning is what expected from the principals during the process of evaluation. In this view the best evaluation is that with has a positive effect on instructional improvement (Leggettes. 1981).

There is a common understanding that evaluation is the process of delimiting to what extent the educational objectives are actually being reached or instructional improvement (Leggette, 1981). Evaluation to principals as instructional leadership is used to assess whether instructional goals have been achieved or not. Hence, the objectives of the evaluation are to the benefit of the

teachers by rewarding and promoting for their needs and by motivating and encouraging on their weak sides. Principal is the key person to pass decision on the important issues of the school.

Management of Student Personnel: There are many different kinds of students who attend the school. The major objective of education is to help each of these students his/her maximum potentials. However, this is only possible when there is expected discipline in the school because learning occurs best in an orderly environment. In the school context the purpose of discipline would appear to be produce a breed of well cultivated boys and girls who will develop not only respect for themselves and society at large but respect for school authorities and school regulations (Adesina, 1990). Therefore, the prevalence of discipline in the school compound is necessary precondition for learning to take place according to the preconceived one and to create productive generation. Hence, the school principals hold great responsibility in disciplining students and taking necessary action when necessary.

Community School Relation: Schools are not island that exist a part from the main land. In other words, schools don't exist apart from the society to be served. Accordingly, to Gamage (2009) school is a social system that exists to serve the society by educating and training its younger generation though out the history, the relation of the school to be community it serves has been a matter of major significance. The community substantially determines the quality and quantity of educational provisions (Morphet et, al 1982).

This is because schools get their support from the outside world and those who make policy and those who permit policy to be made reside in the outside world. Therefore, it is the responsibility of the school leader to create and maintain good relationship with the community for the effectiveness of the school. Concerning this, (Walker and Demmock, (2002), state that “school leader plays a central role in linking the internal and external environment of the school”.

Research Work: Research work is in particular the most important one that deserves to be given priority (Moon, et al, 2000). The necessary pre condition must be fulfilled by the school principals for the undertaking of research in the school by teachers. According to Dimmock (2000), school principals should motivate teachers to recognize research to solve school problems and on effective teaching and learning because school effectiveness and improvement will be difficult without research. In general, principals are expected to mobilize teachers to

study and reflect on their practice so that research serves the professionalization of teachers on research.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part of the research contained research design, research area and population, data sources, research population, research sample, sampling techniques, data gathering tools and methods of data analysis.

3.1. Research Design

Descriptive survey method was employed to study the existing transformational leadership practices of school principals. This method helps to gather various kinds of data in relatively minimum resources, to obtain information about the current status of the phenomena and also to know the existing condition of transformational leadership practices in school and could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson, & Woodley, 2004). According to Best (2008) and Cresswell (2003), a descriptive study describes and interprets that is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the use of descriptive method is found appropriate.

3.2 Source of Data

Use of two or more independent sources helps to substantiate the findings in the study (Saunders et al., (2009). Therefore, the study employed both primary and secondary sources of data collection.

3.2.1 Primary Data

According to Kothari (2004) the primary data are those collected as fresh and for the first time and thus happen to be original in character. Primary data was obtained from teachers and management team members as they have direct relation with the issue under study.

3.2.2 Secondary Sources of Data

Besides as the secondary source, documents like schools principles, which have been directly or indirectly contributing to the practice of transformational leadership in Secondary Schools special zone of Oromia Addis Ababa area. A secondary data that is relevant literature has already

collected, reviewed and analyzed for the purpose of this study which are from published or unpublished articles, reports, books.

3.3 Population, Sample and Sampling Techniques

In Oromia special zone around Addis Ababa three town administrations (Dukem, Gelan and Sebata) were selected by random sampling techniques among eight special zones town administration for this research. The reason is that the researcher has lived around Addis Ababa for a long time and has to get adequate information and to collect relevant data within a short period of time. In Oromia special zone around Addis Ababa there are 21 government Secondary Schools. From the selected three administrative town 7 secondary schools (Oda Nabe No: 1, Oda Nabe No: 2, Gelan Secondary Schools, Wato No: 1, watoNo: 2, SebataNo: 1, Sebata No: 2) are selected as sample schools by using purposive sampling techniques. Because these selected schools were large government secondary schools than the other and more affected by the problem faced in this study as well as more information regarding with the study phenomena were expected from these school as researcher exposure more than five years experience.

Regarding the sample size of the respondents 78(30%)male teachers and 17(30%)female teachers total 95 (30%) teachers were selected using stratified random sampling and 46(100%) department heads, 7(100%) principals ,10(100%) vice principals, 6(100%) supervisor and 8(100%) town administration education expert was selected using purposive sampling. Generally, 45 % of sample respondent were selected from the total population

Table -1. Summary of the Sample Size of the Population under Study with techniques

| No | Types of respondents | Total Population | Sample Size | % | Sampling techniques |
|----|--|------------------------|----------------------|------|----------------------------|
| 1. | Geographical | Special zone Of Oromia | 3administrative town | 37.5 | Simple random sampling |
| 2. | Teachers | 316 | 95 | 30 | Stratified random sampling |
| 3. | Department heads | 46 | 46 | 100 | Purposive sampling |
| 4. | Vice principals | 10 | 10 | 100 | Purposive sampling |
| 5. | Principals | 7 | 7 | 100 | Purposive sampling |
| 6. | Supervisor | 6 | 6 | 100 | Purposive sampling |
| 7. | Towns administrative education experts | 8 | 8 | 100 | Purposive sampling |
| 8. | Total | 382 | 172 | 45 | |

1.4. Instruments of Data Collection

Using different types of tools for gathering data help to get adequate and sufficient data for the problem on the study. Supporting this idea Johan (1999) says that employing multiple method of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently. Therefore, the researcher used three different types of data gathering instruments in this study. These were: questionnaire, interview and documents.

3.4.1. Questionnaire

Questionnaire is one of the tools commonly used in many studies. The researcher used questionnaire to gather information as, facts and additional opinions from the respondents on the problem of the study. In relation to this, Baron and Hawell (1974) stated that using

questionnaire in study provide an economical method of gathering information on matters of opinion and attitude as well as facts from substantial number of people, who may be widely scattered. The questionnaire was comprised of both open ended and closed ended items and it was used for principals, teaching and non-teaching to collect relevant information for the issues.

The questionnaire consisting of 41 items (40 close-ended and 1 open-ended) was prepared consisting of seven parts. The first part of the questionnaire consists of 7 item and intended to collect information on Demographic characteristics of respondents like sex, age, educational level and service years of respondents. The second part of the questionnaire consists of 6 items and designed to identify level of school leader's practices in modeling the way. The third part of the questionnaire consists of 6 items sought to identify perception of respondents towards principal practices in inspiring a shared vision decision. The fourth part of the questionnaires consists of 6 items and designed to collect information about principal's practice in challenging the process. The fifth part of the questionnaires consists of 6 item identify principal's practices in enabling other to act. The sixth part of the questionnaires consists of 6 item identify principal's practices in encouraging the heart and finally the sevens parts of questionnaire consists of 5 items sought to identify perception of respondents on the overall practices of leadership practices in the schools. The respondents were asked to indicate their degree of agreement five point Linkert scale ranging from 1 to 5 (were 1= strongly disagree. 2=disagree, 3= undecided, 4=agree, 5= strongly agree)

3.4.2. Reliability

Pilot test of the questionnaire was made to check the reliability of the questionnaire on randomly selected secondary school which was Oda Nabe secondary school. Accordingly, the pilot test was conducted on 23 respondents and the Cronbach Alpha reliability coefficient was 0.876. As explained by Drost (2004), if the result of Cronbach's coefficient alpha is 0.82 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. This show the items were in excellent position and were consistent.

3.4.3. Validity

The validity of the instrument was also checked by distributing the questionnaire among five

experts in the area of education. Based on their valuable comments and suggestions necessary adjustments were made as far as the clarity of English language, ideas and contents of questionnaire are concerned in the preparation of these issues.

3.4.2. Interview

To strengthen the information obtained through questionnaire interview was employed for teachers, school principals and Supervisors on the practice of transformational leadership. The interview was held on one to one basis with researcher asking questions and taking notes in his note.

3.4.3 Document

In order to find the facts in the study area, the researcher reviewed different documents of the sample secondary schools such as school rule and regulation, minutes, and reports. This helped the researcher to make a crosscheck against the collected data.

3.5. Methods of Data Analysis

The methods that the researcher used to collect data through close ended items were tabulated. A variety of statistical techniques was utilized in this research. Means, standard deviations, independent sample t-test were utilized in this study. Means and standard deviations were used to measure the degree to which the school leaders practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI). Accordingly, the means and t-test result of the teachers and management teams of the sample schools are calculating. This facilitate 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. t-test was carried out to investigate if there are any statistically significant differences among groups of respondents in Leadership Practices Inventory dimensions. Finally, generalizations are made based on the final results of the study. In order to analyze the quantitative data, Statistical Package for Social Sciences (SPSS) was used. In addition, the qualitative data obtained through interview was categorized based on their similarities of responses.

3.6. Ethical Considerations

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

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

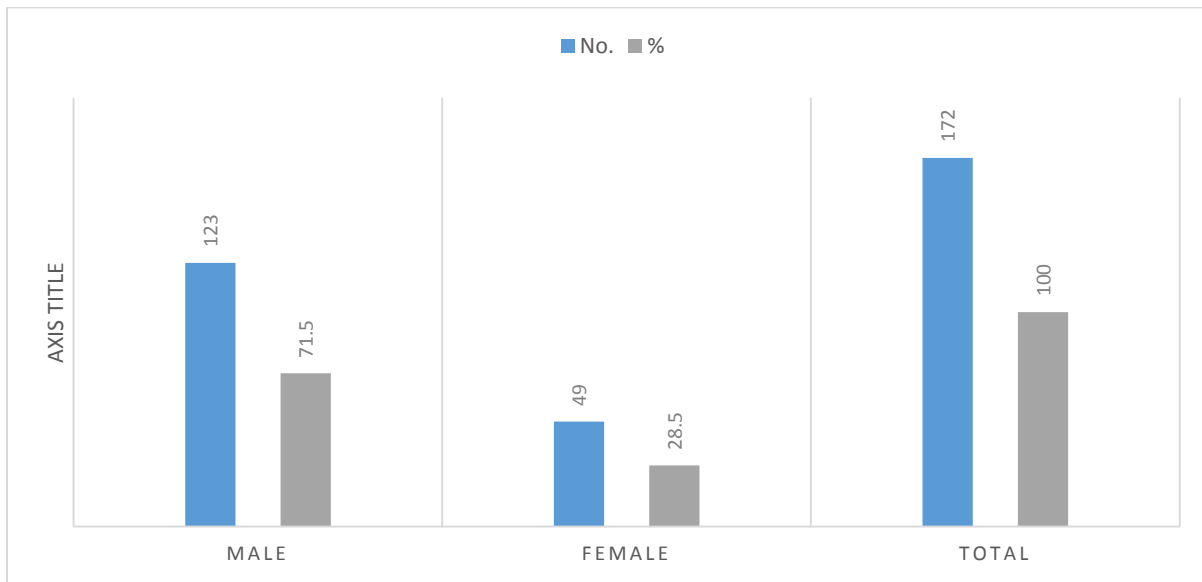
This chapter deals with presentation, analysis and interpretation of the data collected from: Secondary School principal, teacher Supervisors, and town administration office experts through questionnaires. Interview was also conducted with secondary school principals, teachers and supervisors. Besides, information was gathered through documents. This was made to answer the basic research questions that were set in the study. The total sample population was successfully participated in responding the questions and returned back the questionnaire and attended for the interview. Finally, the collected data were presented in tables and analyzed using appropriate statistical tools such as, percentage, frequency, mean, standard deviation and t-test. The information collected through interview and documents were also qualitatively described in words. Data was collected from a total of 172 participants which consists of 7 principals, 10 vice principals, 6 supervisor, 8 education office experts, 95 teachers, 46 department heads, which categorize in to two groups. These two groups were 141 members of teachers and 31 management members totally 172 were sample selected for these study. Major indicators were presented to respondents to be rated on a five point Likert scale: from Very high = 5 to Very low =1. For analysis purpose the grand mean values were interpreted as: mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA were used for one group of leadership practice variable.

KEY: - SDA= Strongly Disagree, DA= Disagree, MD= Undecided, A= Agree and SA= Strongly Agree.

4.1. Demographic Characteristics of Respondents

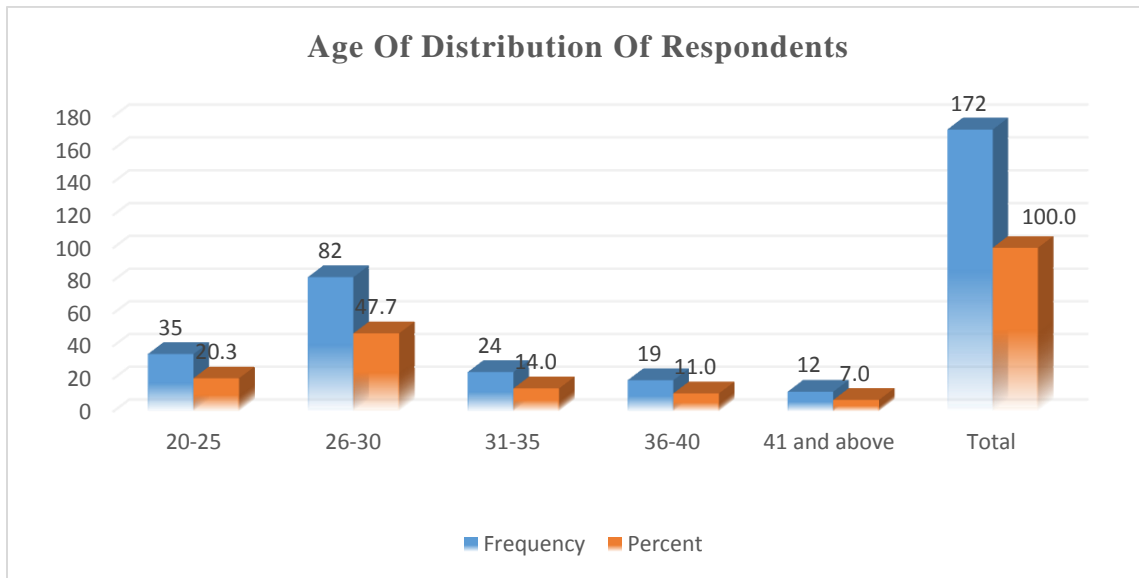
The two groups (teacher and department head as teachers group and vice principals, principals Supervisor and town administration education office as leaders' groups) of respondents were asked to indicate their background information. The sample respondents were asked to indicate their sex, age, year of experience and level of qualification.

Figure 1. Sex distribution of the respondents



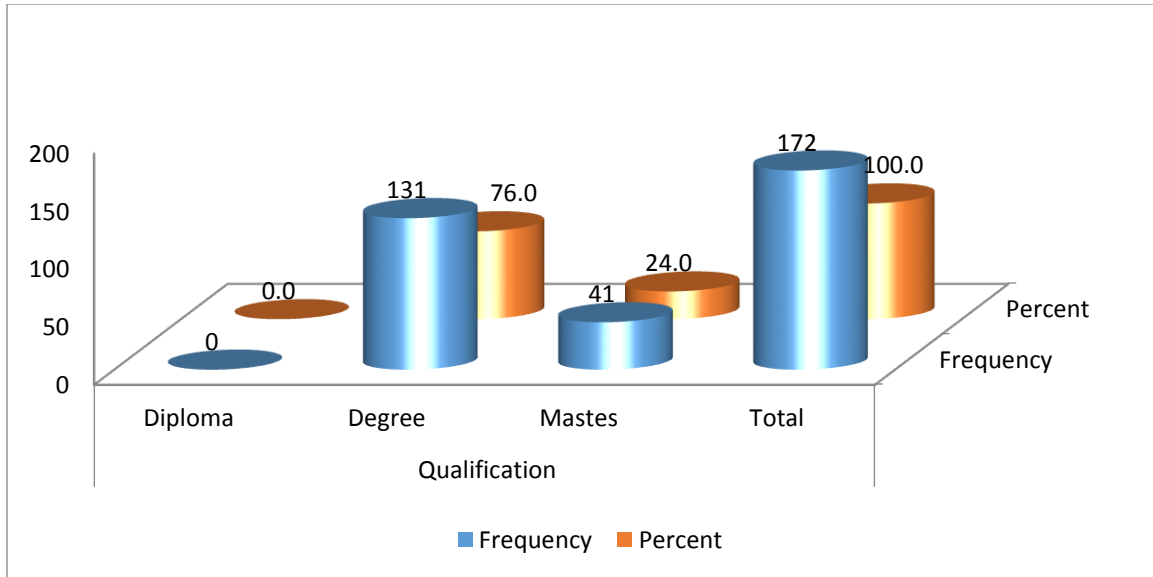
As it can be seen from the figure 4.1 above, 123(71.5%) of the respondents were males while 49 (28.5%) of the respondents were females. This indicates that majority of the respondents were males. Hence, the study depicts that the number of women involvement in under the position of Supervisors, principals and vice principals almost none in the study area. From this the researcher can conclude that there was no women participation in the school leadership in selected secondary schools. So to make female involvement in school leadership it need creative strategies.

Figure 2. Age of distribution of Respondents



As it can be seen from figure 4.2 above, 82 (47.7%) of the respondents were in the category of 26-30, 35(20.3%) of them were in between 20-25, 24(14.9%) of the respondents were in between 31-35, 19(11%) of the respondents were in between 36-40 age while, 12(7%) of the respondents were 41 and above age categories. This shows that majority of respondents were between 20 to 30 age category. Thus, it could be concluded that the respondents could take responsibility and delegate the task given to them.

Figure 3. Educational Background of Respondents



According to the figure above, 131(76%) of the respondents were degree holders, 41(24 %) of the respondents were master’s holders respectively. This indicates that majority of the respondents were degree holders followed by masters. Respondents’ educational backgrounds also have showed that there is an opportunity for professional development since leadership position requires educational exposure. With this regard, MOE Agency guideline (2008), the qualification of secondary school’s teachers should be minimum “second degree holders.’”

Table 2. Work Experience of Respondents

| Items | N | % |
|----------|-----|------|
| 1-5 | 105 | 61 |
| 6-10 | 27 | 15.7 |
| 11-15 | 16 | 9.3 |
| 16-30 | 21 | 12.2 |
| Above 30 | 3 | 1.74 |
| Total | 172 | 100 |

According table 2 above, 105(61%) of the respondents worked 1-5 years in current position, 27(15.7%) of the respondents worked 6-10 years and 21(12.2%) of the respondents worked 16-30 years in current position, while 16 (9.3%) of the respondents were 11-15 years in the current position and 3(1.74%) of the respondents worked above 30 years in the current position. This indicates that most of the teachers in the secondary schools have less experience to transform the institutions. On the other hand, majority of the respondents are young enough to contribute to the school for the transformational leadership.

4.2 School Leadership Practices

School leadership is a central responsibility of principals and fundamental process which contains all other functions of school. Practices of transformational leadership were assessed below in five leadership practices sections. For this purpose, major indicators were presented to respondents to be rated on a five point Likert scale: from Very high = 5 to Very low =1. For analysis purpose for table 2-6 based on principals of rounding off the grand mean values were interpreted as: mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =MD, 3.51-4.50 =A and 4.51-5 = SA in decision-making. KEY: - SDA= Strongly Disagree, DA= Disagree, MD= Undecided, A= Agree and SA= Strongly Agree.

4.2.1 School leaders practice in modeling the way

Modeling the way is a central responsibility of transformational leadership practices. An assessment of school-practices was assessed below in two groups. For this purpose, major indicators were presented to respondents to be rated on a five point Likert scale below.

Table 3: Respondents View on School leaders practice in modeling the way

| No. | item | | N | Mean | Std. Deviation | Sig. |
|-----|--|----------|-----|------|----------------|------|
| 1 | Follow through on promises and commitments that they make | Leaders | 31 | 1.58 | .720 | .489 |
| | | Teachers | 141 | 1.46 | .899 | |
| | | Total | 172 | 1.48 | .868 | |
| 2 | Spend time and energy making certain that we adhere to the principles and standards we have agreed up on | Leaders | 31 | 3.00 | .775 | .000 |
| | | Teachers | 141 | 2.18 | 1.071 | |
| | | Total | 172 | 2.33 | 1.070 | |
| 3 | Sets a personal example of what expects of them | Leaders | 31 | 4.61 | .495 | .000 |
| | | Teachers | 141 | 3.00 | 0.000 | |
| | | Total | 172 | 3.29 | .655 | |
| 4 | Build team consensus around a common set of values for running the organization/ institution | Leaders | 31 | 3.03 | .875 | .000 |
| | | Teachers | 141 | 2.07 | .714 | |
| | | Total | 172 | 2.24 | .830 | |
| 5 | Ask for feedback on how their actions affect other people/ performance | Leaders | 31 | 2.65 | .709 | .000 |
| | | Teachers | 141 | 1.69 | .821 | |
| | | Total | 172 | 1.86 | .881 | |
| 6 | Clear about their own philosophy of leadership | Leaders | 31 | 3.00 | .775 | .000 |
| | | Teachers | 141 | 2.18 | 1.071 | |
| | | Total | 172 | 2.33 | 1.070 | |

1-1.5=very low, 1.51-2.5= low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at $P < 0.05$

In the above table, item 1, the mean score of leaders (Mean = 1.58), teachers (Mean = 1.46) with total mean 1.48 shows that, leaders and teachers agree on the school leaders never follow through on promises and commitments that they make is very low. This shows that,

both teachers and leaders are confirmed that school leaders are not follow through promises and commitments. The t-test result ($P > 0.05$) shows that there is no significant mean scores difference between the groups of respondents. The statistical test indicates that the teachers and leaders believed school leaders follow through promises and commitments that they make is low. On this regard, the interviewed principals responded that; *'It is difficult to follow through promises because of rapid exchange of thing with in day and it makes them frustrate them to be commitment what they promise. So, to fear this we were not promises and lack commitments'*. Similarly, the interviewed teachers confirm that, *'school leaders fear to follow through on promises and commitments that they make because of the unpredicted exchanging situation'*.

As it can be seen from table 3 item 2, the mean score of leaders (Mean = 3.00), teachers (Mean = 2.18) with total mean 2.33 agreed that, school leaders rarely spend time and energy making certain that we adhere to the principles and standards we have agreed up was on low. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders moderately agree school leaders spend time and energy making certain that we adhere to the principles and standards they have agreed up compared to the teachers. Similarly, the interviewed Supervisors responded that; *'school leaders were tries to spend more time and energy on what we adhere to them and to the standards we have agreed but when we evaluate the final result it shows the school principals makes themselves with day to day routine activities.'*

As data shown in table 3 item 3, the mean score of leaders (Mean = 4.61), teachers (Mean = 3.00) with total mean 3.29 believed that, school leaders sets themselves as personal example of what expects of them is moderate. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the groups of respondents. The statistical test indicates that the leaders believed school leaders often sets a personal example of what expects of them compared to the teachers.

Item 4 of the same table, respondents were asked that does school leaders build team consensus around a common set of values for running the organization/ institution. The mean score result of leaders (Mean =3.03), teachers (Mean = 2.07) with total mean 2.24 shows that, school leaders were build team consensus around a common set of values for running the

organization/ institution is low. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the groups of respondents. The statistical test indicates that the leaders believed more that school leaders moderately build team consensus around a common set of values for running the organization/ institution compared to the teachers. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that *'principals were not always encouraging the teachers properly to build team consensus. Therefore, this may lead to the school common set of values for running the schools was not properly performed.'* In confirm to this, the document analysis made by the researcher on the participation of teacher in decision made by the school *common set of values* did not show sufficient number of teacher participation. In line with this, Day et al., (2000) suggest that, Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following: More complex problem-solving and extensive sharing of craft knowledge; Stronger professional networks to share information; Greater risk-taking and experimentation.

In the above table, item 5, the mean score of leaders (Mean = 2.65), teachers (Mean = 1.69) with total mean 1.86 indicate that, school leaders ask for feedback on how their actions affect other people/ performance is very low. But, the t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders believed more that school leaders ask for /feedback on how their actions affect other people/ performance than teachers.

Item 6 of the same table, respondents were asked that does a school leader clear about their own philosophy of leadership. The mean score result of leaders (Mean =3.00), teachers (Mean = 2.18) with total mean 2.33 shows that, school leaders were not clear about their own philosophy of leadership. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders believed school leaders moderately clear about their own philosophy of leadership compared to the teachers. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that *'school principals were not clear philosophy of leadership the reason behind is most of school leaders including supervisors have second degree only for the fulfillment of the criteria to bee rather than to engage on the appropriate skill and knowledge of leadership.'* Walker and Dimmock, (2000) suggest that, the challenge of professional practice is to ensure

that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an overreliance on experience and intuition.

4.2.2 School leaders practice in Inspiring a shared vision

The following table 4 describes about the response of Leaders and teachers with six items given below, in relation to school leaders practice in inspiring a shared vision in the schools.

Table 4: Respondents View on School leaders practice in inspiring a shared vision

| No. | item | N | Std. | | Sig. | No. |
|-----|--|----------|------|-----------|---------|------|
| | | | Mean | Deviation | | |
| 1 | Principals encourage the development of school culture supporting openness to change | Leaders | 31 | 2.90 | 40.323 | .000 |
| | | Teachers | 141 | 2.01 | | |
| | | Total | 172 | 2.17 | | |
| 2 | Principals communicate school mission to staff. | Leaders | 31 | 3.65 | 26.434 | .000 |
| | | Teachers | 141 | 3.01 | | |
| | | Total | 172 | 3.13 | | |
| 3 | School leaders utilize appropriate strategies to reduce the resistance of change. | Leaders | 31 | 3.90 | 59.239 | .000 |
| | | Teachers | 141 | 3.06 | | |
| | | Total | 172 | 3.21 | | |
| 4 | School leaders implement the vision through strategic planning. | Leaders | 31 | 2.97 | 35.493 | .000 |
| | | Teachers | 141 | 2.04 | | |
| | | Total | 172 | 2.20 | | |
| 5 | Parent teacher association participate in the preparation of the school planning | Leaders | 31 | 4.13 | 88.785 | .000 |
| | | Teachers | 141 | 3.11 | | |
| | | Total | 172 | 3.29 | | |
| 6 | Principals lead innovations to take place properly and effectively. | Leaders | 31 | 4.29 | 127.117 | .000 |
| | | Teachers | 141 | 3.09 | | |
| | | Total | 172 | 3.30 | | |

1-1.5=very low, 1.51-2.5=- low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at $P < 0.05$

From table 4, item 1 on the principals encourage the development of school culture supporting openness to change', the mean values of leaders and teachers were 2.90 and 2.01 respectively. From this result, the leaders believed that principals encourage the development of school culture supporting openness to change is low. On the other hands, teachers were believed that principals moderately encourage the development of school culture supporting openness to change. The t-test result confirm that ($P < 0.05$) there is statistically significant mean score difference between the respondents. The statistical test shows that, the leaders believed more compared to the teachers on the principals encourage the development of school culture supporting openness to change. The information gathered from teachers indicates that, *'there is lack of school leaders to foster on encouraging the developments of school culture rather they are making themselves busy with routine duties'*.

In item 2, the mean values 3.65 and 3.01 of leaders and teachers on principals communicate school mission to staff. The total mean value of leader 3.13 shows principals agreed that principals often communicate school mission to staff is medium. The t-test result confirm ($P < 0.05$) that there is statistically significant mean score difference between the groups of respondents. The statistical test shows that, the leaders highly agreed on the principals communicate school mission to staff compared to the teachers. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that *'principals were not always communicating and encouraging the teachers properly about school mission rather they posted ones at year. Therefore, this may lead teachers and school community not to emphasize to the mission of the school.* 'On the other hand, the researchers try to look any document that shows school leaders communicate with the staff about the school mission and found the date 21/01/2012 E.C at Oda Nabe secondary school they were discussed about the school mission through the year. This implies that the principals communicate school mission to staff is less. According to, Yammarino (1995), leaders had strong personal appeal 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.

On item 3 of the same table respondents were asked School leaders utilize appropriate strategies to reduce the resistance of change. The mean value of leaders and teachers is 3.90 and 3.06 respectively. Leaders highly agreed that School leaders often utilize appropriate strategies to

reduce the resistance of while teachers appear with School leaders utilize appropriate strategies to reduce the resistance is medium. The total mean 3.21 shows that School leaders utilize appropriate strategies to reduce the resistance is medium. The t-test result ($P < 0.05$) indicated that there is statistically significant mean score difference between the group of respondents. The statistical variation of groups of respondent's shows that, School leaders highly utilize appropriate strategies to reduce the resistance was developed while teachers believe School leaders medium utilize appropriate strategies to reduce the resistance is medium. The researcher tried to know the reason behind this contradiction through document analysis got 15/04/2012 and 9/7/2012 day discussion in sampled school that the principals discussed to settle disputes between teachers, students and administrative workers.

In response to item 4, the mean values and of leaders (2.97) and teachers (2.04) on school leaders implement the vision through strategic planning. The total mean 2.20 shows that, school leaders implement the vision through strategic planning are low. The t-test result ($P < 0.05$), confirm that there is statistically significance difference between the groups of respondents. The statistical variation of groups of respondent's shows that, leaders believe school leaders sometime implement the vision through strategic planning is medium than teachers.

On the same table item 5 the leaders and teachers were asked parent teacher association participate in the preparation of the school planning. The mean score result of leaders (Mean = 4.13), teachers (Mean = 3.11) with total mean 3.29 shows that, parent teacher association participate in the preparation of the school planning is moderate. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the groups of respondents. The statistical test indicates that the leaders believed parent teacher association participate in the preparation of the school planning is high. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that '*school leaders were not participating the parent teacher association in preparation of school planning rather they prepare and bring to the for the approval*'.

Item 6 of the same table, respondents were asked that does principal lead innovations to take place properly and effectively. The mean score result of leaders (Mean =4.29), teachers (Mean = 3.09) with total mean 3.30 shows that, principals lead innovations to take place properly and effectively is medium. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders believed principals often lead innovations to take place properly and effectively is high compared to the teachers. The researcher tried to know the reason for this contradiction through interview with teachers revealed that *'as principle one of the role of school leaders is to lead school innovation but school principals were not lead innovations to take place properly and effectively. One of its indications is that they rise about the issue of innovation when the office asks them what they you are doing on innovation.'*

4.2.3 School Leaders Practice in Challenging the Process

Respondents were requested to give their level of agreement using a five – point rating scale to the School leaders practice in challenging the process in their school. Accordingly, the results obtained were following in the table below.

Table 5: Respondents View on School leaders practice in challenging the process

| No. | item | | N | Mean | Std. Deviation | Sig. |
|-----|--|----------|-----|------|----------------|------|
| 1 | Set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on | Leaders | 31 | 4.19 | .601 | .000 |
| | | Teachers | 141 | 3.05 | .498 | |
| | | Total | 172 | 3.26 | .679 | |
| 2 | Seek out challenging opportunities that test their own skills and abilities | Leaders | 31 | 4.35 | .661 | .000 |
| | | Teachers | 141 | 3.03 | .477 | |
| | | Total | 172 | 3.27 | .724 | |
| 3 | Challenge them to try out new and innovative ways to do their work | Leaders | 31 | 4.45 | .506 | .000 |
| | | Teachers | 141 | 3.09 | .314 | |
| | | Total | 172 | 3.34 | .633 | |
| 4 | Search outside the formal boundaries of our institution for innovative ways to improve what we do, | Leaders | 31 | 2.10 | .396 | .121 |
| | | Teachers | 141 | 1.93 | .569 | |
| | | Total | 172 | 1.96 | .545 | |
| 5 | Experiment and take risks | Leaders | 31 | 4.58 | .672 | .000 |
| | | Teachers | 141 | 3.15 | .413 | |
| | | Total | 172 | 3.41 | .724 | |
| 6 | Even when there is a chance of failure and ask “What can they learn?” When things don’t go as expected | Leaders | 31 | 2.77 | .990 | .000 |
| | | Teachers | 141 | 2.10 | .690 | |
| | | Total | 172 | 2.22 | .793 | |

1-1.5=very low, 1.51-2.5=- low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at $P < 0.05$

As indicated the above table item 1, the respondents were asked the school leaders set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on. The mean score result of leaders (Mean =4.19), teachers (Mean = 3.05) with total mean 3.26 shows that, school leaders set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on while the teachers is medium. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the groups of respondents. The statistical test indicates that the leaders believed highly that school leaders often set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on compared to the teachers.

Item 2 of the same table leaders and teachers were asked leaders seek out challenging opportunities that test their own skills and abilities. The mean score result of leaders (Mean =4.35), teachers (Mean = 3.03) with total mean 3.27 shows that, leaders seek out challenging opportunities that test their own skills and abilities. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the groups of respondents. The statistical test indicates that the leaders highly believed that leaders seek out challenging opportunities that test their own skills and abilities. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that '*school leaders were fear challenging opportunities because of day today exchanging situation in the country.*'

On item 3 of the same table, respondents were asked school leaders challenge them to try out new and innovative ways to do their work. The mean value of leaders and teachers is 4.45 and 3.09 respectively. Leaders strongly agreed that school leaders challenge them to try out new and innovative ways to do their work while teachers appear with school leaders challenge them to try out new and innovative ways to do their work is medium. The total mean 3.34 shows that school leaders challenge them to try out new and innovative ways to do their work is medium. The t-test result ($P < 0.05$) indicated that there is statistically significant mean score difference between the group of respondents. The statistical variation of groups of respondent's shows that, principals highly believed School leaders challenge them to try out new and innovative ways to do their work and while teachers believe school leaders sometime Challenge them to try out new and innovative ways to do their work is medium.

In response to item 4, the mean values 2.10 and 1.93 of leaders and teachers on school leaders Search outside the formal boundaries of our institution for innovative ways to improve what we do. The total mean 1.96 show that, school leaders search outside the formal boundaries of our institution for innovative ways to improve what we do is low. The t-test result ($P > 0.05$), confirm that there is no statistically significance difference between the groups of respondents.

On the same table item 5 the leaders and teachers were asked school leaders do experiment and take risks. The mean score result of leaders (Mean =4.58), teachers (Mean = 3.15) with total mean 3.41 shows that, school leaders do experiment and take risks is moderate. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders believed school leaders always do experiment and take risks is higher than teachers. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that *'school leaders were fear to take risks that why they were not egger to innovate and implement new strategies'*.

Item 6 of the same table, respondents were asked that does principals even when there is a chance of failure and ask "What can they learn?" When things don't go as expected. The mean score result of leaders (Mean =2.77), teachers (Mean = 2.10) with total mean 2.22 shows that, school leaders were sometime principals even when there is a chance of failure and ask "What can they learn?" When things don't go as expected is low. The t-test result ($P < 0.05$) shows that there are significant mean scores difference between the group of respondents. The statistical test indicates that the leaders believed principals even when there is a chance of failure and ask "What can they learn?" When things don't go as expected is medium compared to the teachers.'

4.2.4 School Leaders Practice in enabling others to act

Leaders actively involve others. Kouzes & Posner, (2002) describe the “enable others to act” practice as a means of fostering collaboration and building spirited teams. To assess the School Leaders Practice in enabling others to act, 6 major indicators were selected and presented to respondents to be rated on a five-point rating scale; very high =5 to very low =1.

Table 6: Respondents View on School leaders practice in enabling others to act

| No. | item | | N | Mean | Std. Deviation | Sig. |
|-----|--|----------|-----|------|----------------|------|
| 1 | Involving others in planning and giving them freedom of choice in the decision-making process. | Leaders | 31 | 2.10 | .396 | .121 |
| | | Teachers | 141 | 1.93 | .569 | |
| | | Total | 172 | 1.96 | .545 | |
| 2 | Allows followers to do their job and to realize their full potential | Leaders | 31 | 3.39 | .803 | .058 |
| | | Teachers | 141 | 3.13 | .635 | |
| | | Total | 172 | 3.18 | .673 | |
| 3 | Create an atmosphere of trust and human dignity and to help each person feel capable and powerful. | Leaders | 31 | 3.52 | .626 | .003 |
| | | Teachers | 141 | 3.18 | .551 | |
| | | Total | 172 | 3.24 | .578 | |
| 4 | Consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization | Leaders | 31 | 3.03 | .875 | .000 |
| | | Teachers | 141 | 2.07 | .714 | |
| | | Total | 172 | 2.24 | .830 | |
| 5 | A means of fostering collaboration and building spirited teams | Leaders | 31 | 3.32 | .791 | .412 |
| | | Teachers | 141 | 3.23 | .473 | |
| | | Total | 172 | 3.25 | .542 | |
| 6 | Strengthen others, making each person feel capable and powerful | Leaders | 31 | 2.77 | .990 | .000 |
| | | Teachers | 141 | 2.10 | .690 | |
| | | Total | 172 | 2.22 | .793 | |

1-1.5=very low, 1.51-2.5=- low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at P<0.05

As the data shown in table 6, in item 1, focuses on the extent of school leaders involve others in planning and giving them freedom of choice in the decision- making process. The mean value of leaders and teachers is 2.10 and 1.93 respectively. This shows that school leaders practice in involve others in planning and giving them freedom of choice in the decision- making process was low. The t-test result ($P>0.05$) confirm that there is no statistically significant mean score difference between the respondents. From the data it is possible to conclude that school principal involve others in planning and giving them freedom of choice in the decision- making process is low.

Table 6, in item 2 focus on the extent of principals allows followers to do their job and to realize their full potential. The mean values are 3.39 and 3.13 for teaching and non-teaching staff respectively. This shows that, principals allow followers to do their job and to realize their full potential was Moderate. The t-test result ($P<0.05$) confirm that there is statistically significant mean score difference between the respondents. The statistical test indicates that the leaders believed more principals allow followers to do their job and to realize their full potential compared to the teachers.’ In relation to this, 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.

In item 3, respondents were asked the extent of school leaders create an atmosphere of trust and human dignity and to help each person feel capable and powerful. Accordingly, the mean value 3.52 and 3.18 of leaders and teachers is respectively. This indicates that, the school leaders practice in creating an atmosphere of trust and human dignity and to help each person feel capable and powerful is moderate. The t-test result ($P<0.05$) confirm that there is statistically significant mean score difference between the respondents. The statistical test indicates that the leaders believed school leaders practice in creating an atmosphere of trust and human dignity and to help each person feel capable and powerful compared to the teachers. The researcher tried to know the reason behind this contradiction through interview with teachers revealed that ‘*school*

leaders were fear challenge that they face from teacher so that they have no trust for those they considered as challengers.'

In item 4 on the same table, as it can be seen the calculated mean score of the leaders (Mean =3.03) and teachers (Mean =2.07) with total mean 2.24 shows principals' consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization moderate. On the other hand, the t-test result ($P < 0.05$) indicate that there is statistically significant mean score difference between the respondent. The statistical test indicates that the leaders believed school leaders consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization compared to the teachers. The researcher tried to know the reason behind this contradiction through interview with principals revealed that '*it is not possible to consider the needs and interests of rather we consider the school interest*'.

Regarding to table 6 items 5, the group of respondents was asked the extent of principals' practice means of fostering collaboration and building spirited teams. Accordingly, the mean values of leaders and teachers are 3.32 and 3.23 respectively. The grand mean 3.25 shows that, leaders used moderate means of fostering collaboration and building spirited teams. The t-test result ($P > 0.05$) indicate that there is no statistically significant mean score difference between the respondents. The statistical test indicate that leaders and teachers believe the school leaders used moderate means of fostering collaboration and building spirited teams.

In response to item 6 tables 6, respondents were asked the extent of school leaders strengthen others, making each person feel capable and powerful. Accordingly, the mean value 2.77 and 2.10 of leaders and teachers is respectively. Total mean 2.22 shows that, the school leaders practice in strengthen others, making each person feel capable and powerful is moderate. The t-test result ($P < 0.05$) indicate that there is statistically significant mean score difference between the respondents. The statistical test indicates that leaders believe more on school leaders practice in strengthen others, making each person feel capable and powerful than teachers. To confirm this interviewed principals responded that; '*most of the time we try our best to empower the staff as much as possible*'.

4.2.5 School Leaders Practice in encouraging the heart

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 (Kouzes& Posner, 2002).To assess the School Leaders Practice in encouraging the heart, 6 major indicators were selected and presented to respondents to be rated on a five-point rating scale; very high =5 to very low =1.

Table 7: Respondents View on School leaders practice in encouraging the heart

| No. | item | | N | Mean | Std. Deviation | Sig. |
|-----|--|----------|-----|------|----------------|------|
| 1 | Give us lots of appreciation and support for our contributions | Leaders | 31 | 3.48 | .811 | .006 |
| | | Teachers | 141 | 3.12 | .615 | |
| | | Total | 172 | 3.19 | .667 | |
| 2 | Praise us for a job well done,. | Leaders | 31 | 2.81 | .946 | .000 |
| | | Teachers | 141 | 2.14 | .650 | |
| | | Total | 172 | 2.26 | .754 | |
| 3 | Find ways to celebrate accomplishments. | Leaders | 31 | 2.13 | .341 | .118 |
| | | Teachers | 141 | 1.97 | .534 | |
| | | Total | 172 | 2.00 | .507 | |
| 4 | Publicly recognize the college staffs who exemplify commitment to shared values | Leaders | 31 | 2.19 | .402 | .067 |
| | | Teachers | 141 | 2.02 | .485 | |
| | | Total | 172 | 2.05 | .475 | |
| 5 | Make it a point to let us know about their confidence in our abilities | Leaders | 31 | 3.32 | .791 | .412 |
| | | Teachers | 141 | 3.23 | .473 | |
| | | Total | 172 | 3.25 | .542 | |
| 6 | Make sure that we are creatively rewarded for our contributions to the success of our projects | Leaders | 31 | 2.13 | .341 | .118 |
| | | Teachers | 141 | 1.97 | .534 | |
| | | Total | 172 | 2.00 | .507 | |

1-1.5=very low, 1.51-2.5=- low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at P<0.05

In table 7, item 1 focuses on the extent of school leaders give us lots of appreciation and support for our contributions. Accordingly, the mean value of leaders and teachers are 3.48 and 3.12 respectively. The t-test result ($P < 0.05$), shows there is statistical significance difference between the respondents. The statistical test indicates that, leaders believe more compared to the teachers on the school leaders give us lots of appreciation and support for our contributions. In relation to this, Kouzes & Posner (2002). suggest that, 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. From this researcher can conclude current school leaders give appreciation and support for staff contributions is moderate.

Table 7 of item 2 indicates that the principals praise them for a job well done. The mean value of leaders and teachers are 2.81 and 2.14 respectively. The total mean value is 2.26 shows that school principals praise them for a job well done is low. The t-test result ($P < 0.05$), shows there is statistical significance difference between the respondents. The statistical test indicates that, leaders believe more compared to the teachers on the school principals praise them for a job well done. The interviewed principals stated, *'In fact there is not enough appraisals for the staff but as school we try to make them praise for better work'*.

Item 3, assess the extent of principal's practice find ways to celebrate accomplishment. Accordingly, the mean value of leaders and teachers is 2.13 and 1.97 respectively while the total mean value is 2.00. This shows that principal's practice in finding ways to celebrate accomplishment is low. The t-test result ($P > 0.05$), confirm that there is no statistical significance difference between the group of respondents.

In item 4, table 7 shows practice of principal in publicly recognize the college staffs who exemplify commitment to shared values. The mean value of leaders and teachers is 2.1 and 2.02 respectively. The grand mean score is 2.05. This shows that principal practice in publicly recognize the college staffs who exemplify commitment to shared values. The t-test result ($P > 0.05$), confirm that there is no statistical significance difference between the respondents.

In table 7 items 5, shows the extent of principal's makes it a point to let us know about their confidence in our abilities. The mean score result of leaders (Mean =3.32), teachers (Mean = 3.23) with total mean 3.25 shows that, school leaders were responded school leader's principal's make it a point to let us know about their confidence in our abilities is moderately. The t-test result ($P > 0.05$) shows that there are no significant mean scores difference between the group of respondents.

In table 7 item 6, the calculated mean value of leaders and teachers is 2.13 and 1.97 respectively with grand mean value 2.05. This shows that school principal's practice to make sure that we are creatively rewarded for our contributions to the success of our projects is low. The calculated t - test result ($P > 0.05$) indicate that there is no statistically significant mean score difference between the respondents.

4.2.6 School Leaders Practice in the five leadership practices

To assess the overall School Leaders Practice in the five leadership practices and to conclude the finding, the 5 leadership practices was taken as indicators and presented to respondents to be rated on a five-point rating scale; very high =5 to very low =1.

Table 8: Respondents View on School Leaders Practice in the five leadership practices

| No. | item | | N | Mean | Std. Deviation | Sig. |
|-----|---------------------------|----------|-----|------|----------------|------|
| 1 | Modeling the Way | Leaders | 31 | 1.58 | .720 | .369 |
| | | Teachers | 141 | 1.43 | .896 | |
| | | Total | 172 | 1.45 | .867 | |
| 2 | Inspiring a Shared Vision | Leaders | 31 | 3.77 | .560 | .117 |
| | | Teachers | 141 | 3.60 | .573 | |
| | | Total | 172 | 3.63 | .573 | |
| 3 | Challenging the Process | Leaders | 31 | 2.77 | .990 | .000 |
| | | Teachers | 141 | 2.10 | .690 | |
| | | Total | 172 | 2.22 | .793 | |
| 4 | Enabling Others to Act | Leaders | 31 | 2.55 | 1.028 | .002 |
| | | Teachers | 141 | 2.07 | .714 | |
| | | Total | 172 | 2.16 | .798 | |
| 5 | Encouraging the Heart | Leaders | 31 | 3.32 | .791 | .513 |
| | | Teachers | 141 | 3.26 | .438 | |
| | | Total | 172 | 3.27 | .517 | |

1-1.5=very low, 1.51-2.5=- low, 2.51-3.5= medium, 3.51-4.5=high and > 4-5 =very high

Significant at $P < 0.05$

In table 8, item 1 focuses on the extent of school leaders modeling the way. The respondents mean values are 1.58 and 1.43 for leaders and teachers respectively. The total mean 1.45 shows that the school principals modeling the way are low. The calculated t-test result ($P > 0.05$) confirm that there is no statistical significance difference between the respondents. The statistical test also indicates that; the respondents believe the school principals modeling the way are low.

The interviewed Supervisors stated, *'In fact modeling the way is one of critical role of principals but they are not effective when we evaluate through the standard set for principals'*. In relation to this, Kouzes & Posner (2002).suggest that, 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.

Table 8 of item 2 indicates that the principal's practices on inspiring a shared vision. The mean value of leaders and teachers are 3.77 and 3.60 respectively. The total mean value is 3.63 shows that school principal's practices on inspiring a shared vision are moderate. The calculated t-test result ($P>0.05$), shows there is no statistical significance difference between the respondents. The statistical test indicates that, both respondents believe school principal's practices on inspiring a shared vision are good.

Item 3, assess the extent of principal's practice challenging the process. Accordingly, the mean value of leaders and teachers is 2.77 and 2.10 respectively while the total mean value is 2.22. This shows that principal's practice in challenging the process is low. The calculated the t-test result ($P<0.05$), confirm that there is statistical significance difference between the group of respondents. The statistical test indicates that leaders believe more on school leaders practice in practice challenging the process than teachers. To confirm the interviewed teachers responded that; *'most of the time principals were fear of challenging new things rather they push teachers and supportive staff struggle to challenging new things.'* In relation to this, Kouzes & Posner (2002), suggest that 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.

In item 4, table 8 shows practice of principals enabling others to Act. The mean value of leaders and teachers is 2.55 and 2.07 respectively. The grand mean score is 2.16, shows that principal practice enabling others to act is low. The calculated t-test result ($P<0.05$), confirm that there is statistical significance difference between the respondents. The statistical test indicates that leaders believe more that principals practice enabling others to act than teachers. In relation to this Beamon (2011), describe that "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.

Item 5 of the same table shows that the extents of school principals practices on encouraging the heart of their staff. The mean value of leaders and teachers is 3.32 and 3.26 respectively while the total mean value is 3.27. This shows that principal's practice on encouraging the heart of their staff is moderate. The calculated t-test result ($P > 0.05$), confirm that there is no statistical significance difference between the group of respondents. The statistical test indicates that both respondents believe that principals practice on encouraging the heart of their staff good. In relation to this, Kouzes & Posner (2002), state that, "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.

In general, the researcher identified from the above findings that, School principal practices on modeling the Way, Challenging the Process, Enabling Others to Act is low and serious challenge for school principals to practices transformational leadership practices. While School principal practices on inspiring a Shared Vision and Encouraging the Heart is good but need additional training to make it better to performed.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the Major Findings

The purpose of this study was to investigate the practices of transformational leadership in secondary schools of special zone of Oromia around Addis Ababa area and to come up with remedial solutions in order to improve the current practices. In an attempt to examine these problems, the following specific questions were raised in the study.

1. To what extent does transformational leadership effectively practice?
2. What change the practices of transformational leadership contribute in secondary school?
3. What are the major challenges of transformational leadership practices?

The data were gathered mainly through questionnaire, interview and document analysis. The data obtained were analyzed using mean scores, t-test, standard deviation, frequency and percentage. Based on the analysis of the data, the following findings were obtained from the study.

Major Findings

The study also found that, there were statistically significant difference between leaders ($M= 3.69, SD= 1.14$) and teachers ($M= 3.04, SD= .77$) in general regarding the transformational leadership practices of their respective secondary schools $t(120) = 3.713, p=.000, [CI=95]$. 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 secondary schools 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 the Oromia special zone secondary schools where as 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 Dukem (M=3.64, SD= .677), sebeta(M=3.86, SD= .57) and whereas the rest secondary schools have shown a moderate practice .

Regarding the required educational qualification for principals' position, 85 % of secondary school principals who were assigned in the secondary schools graduate in educational leadership or management which is essential for school principals, 15% of them served as principals graduated in subjects.

The transformational leader's practices were not effectively practiced in school the major five skills which is taken as indicators of transformational leadership identified low performances. Besides, the practices of decisions in various school activities, implementation and evaluation of school performances, encouraging and mobilizing staff not sufficient. On the other hand, leaders and teachers on school leader's practices below is below average.

Follow through on promises and commitments that they make there was in-sufficient decision-making is low, spend time and energy making certain that we adhere to the principles and standards we have agreed up on is low, Build team consensus around a common set of values for running the organization/ institution is low, ask for feedback on how their actions affect other people/ performance is low, clear about their own philosophy of leadership is low, school leaders implement the vision through strategic planning, Principals encourage the development of school culture supporting openness to change, consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization, Strengthen others, making each person feel capable and powerful

As shown in the finding, the major challenges of transformational leadership practices were: - Modeling the Way, challenging the process, Enabling Others to Act, Lack of trust between staff and principals, Lack of find ways to celebrate accomplishments., Lack of search outside the formal boundaries of our institution for innovative ways to improve what we do, Lack of involving others in planning and giving them freedom of choice in the decision- making process, Lack of agreement between teachers and principals on different issues.

In general, lack of performance practices on major transformational leadership skills was identified from the school leader's which shows challenge to lead the school properly and achieves its objectives.

5.2. Conclusions

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

Despite there were variations amongst secondary schools in terms of the transformational leadership practices, in general it is found out that the practices in this regard were not adequately implemented. Teachers' perceptions of transformational leadership practices engagement as compared to the leaders' one was found out to be lower. The findings of the study revealed that the secondary school's 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 teachers 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 secondary school's teachers to try new ideas and ways of doing things. The findings showed that the secondary schools 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. 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. The study concluded that if transformational leadership is practiced effectively, it will support teachers' pedagogical and professional performance. The principal should lead with the example. They should walk the talk by actively being involved in the teaching and learning process. This will enhance the teachers' pedagogical performance and professional performance.

The findings showed that the secondary schools 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.

5.3. Recommendation

In view of the findings of the study, and conclusions drawn, the following recommendations are forwarded.

Those town administration education offices should provide educational leadership training to the school leaders to strengthen their capacity so as to help them in improving the existing problems they face in their schools.

School principals in collaboration with staff ought to provide motivations, such as praise, consultations, encouragements or active support, trust and respect by acknowledging particular effort since, teachers are the most valued resources in schools.

Principals should be open and trust to maintain and to strengthen smooth relationship and channel of communication in the secondary schools.

The leaders should need to recognize that without transformational leadership, good strategic plans, skilled and marketable manpower are assumed to be ideal. Leaders should 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 secondary school's 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.

Leadership practices study that can be employed detail investigation might be necessary in order to look at each individual secondary school. 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.

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Appendix

Appendix I

**College of Education and Professional Development Studies
Department of Educational Planning and Management
Questionnaire to be filled by Teachers & Department Heads**

Dear Respondents

The purpose of these questionnaires is to collect relevant data to the study entitled “To investigate how and what transformational leadership practices in secondary school special zones of Oromia Addis Ababa area” Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response. All the information will be kept confidential and will be used only for the academic purpose.

You do not need to write your name on the question.

Thank you for your cooperation!

Part One: General Information and Personal Data

School _____

I. Indicate your response by using a mark (X) in the box provided.

- Sex Male Female
- Age 20-25 26-30. 31-35 36-40 41-45 Above 45
- Work experience: 1-5 years 6-10 years 11-15 years
16 - 30 years 31 and above years
- Experience in current position: 1-5 years 6-10 years 11-15 years 16 above year
- Educational background: Diploma First Degree Second Degree
- Present position within a staff: Department Head Teacher

Instruction:

- No need to write your name
- Answer all the questions by making a circle on your choice or making — “X “mark on the boxes that reflect your choice.
- If you consider more than one response for a given question, you are allowed to choose more than one responses

PART TWO

There are five tables with different questions about the school leadership practice. Each table contains five responses. Choose only one response from the given alternatives and put “X” sign in the provided space. Also give brief descriptions of your opinions for open ended questions. Every response is given based on your school context. KEY: - SDA= Strongly Disagree, DA= Disagree, MD= Undecided, A= Agree and SA= Strongly Agree.

| NO | Items | Responses | | | | |
|----|--|-----------|---|---|---|----|
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 1. MODEL THE WAY | | | | | |
| 1. | Follow through on promises and commitments that they make | | | | | |
| 2. | Spend time and energy making certain that we adhere to the principles and standards we have agreed up on | | | | | |
| 3. | Sets a personal example of what expects of them | | | | | |
| 4. | Build team consensus around a common set of values for running the organization/ institution | | | | | |
| 5. | Ask for feedback on how their actions affect other people/ performance | | | | | |
| 6. | Clear about their own philosophy of leadership | | | | | |
| NO | Items | Responses | | | | |
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 2. Inspiring a shared vision | | | | | |
| 1. | Principals encourage the development of school culture supporting openness to change | | | | | |
| 2. | Principals communicate school mission to staff. | | | | | |
| 3. | School leaders utilize appropriate strategies to reduce the resistance of change. | | | | | |
| 4. | School leaders implement the vision through strategic planning. | | | | | |
| 5. | Parent teacher association participate in the preparation of the school planning | | | | | |
| 6. | Principals lead innovations to take place properly and effectively. | | | | | |

| NO | Items | Responses | | | | |
|----|--|-----------|---|---|---|----|
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 3. CHALLENGING THE PROCESS | | | | | |
| 1) | Set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that they work on | | | | | |
| 2) | Seek out challenging opportunities that test their own skills and abilities | | | | | |
| 3) | Challenge them to try out new and innovative ways to do their work | | | | | |
| 4) | Search outside the formal boundaries of our institution for innovative ways to improve what we do, | | | | | |
| 5) | Experiment and take risks | | | | | |
| 6) | Even when there is a chance of failure and ask “What can they learn?” When things don’t go as expected | | | | | |
| NO | Items | Responses | | | | |
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 4. ENABLING OTHERS TO ACT | | | | | |
| 1. | Involving others in planning and giving them freedom of choice in the decision-making process. | | | | | |
| 2. | Allows followers to do their job and to realize their full potential | | | | | |
| 3. | Create an atmosphere of trust and human dignity and to help each person feel capable and powerful. | | | | | |
| 4. | Consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization | | | | | |
| 5. | A means of fostering collaboration and building spirited teams | | | | | |
| 6. | Strengthen others, making each person feel capable and powerful | | | | | |

| NO | Items | Responses | | | | |
|----|--|-----------|---|---|---|----|
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 5. Encouraging the heart | | | | | |
| 1) | Give us lots of appreciation and support for our contributions | | | | | |
| 2) | Praise us for a job well done,. | | | | | |
| 3) | Find ways to celebrate accomplishments. | | | | | |
| 4) | Publicly recognize the college staffs who exemplify commitment to shared values | | | | | |
| 5) | Make it a point to let us know about their confidence in our abilities | | | | | |
| 6) | Make sure that we are creatively rewarded for our contributions to the success of our projects | | | | | |
| NO | Items | Responses | | | | |
| | | SA | A | U | D | SD |
| | | 5 | 4 | 3 | 2 | 1 |
| | 6. summary of five practices transformational leadership | | | | | |
| 1 | Modelling the Way | | | | | |
| 2 | Inspiring a Shared Vision | | | | | |
| 3 | Challenging the Process | | | | | |
| 4 | Enabling Others to Act | | | | | |
| 5 | Encouraging the Heart | | | | | |

Specify if there is untouched concerning leadership practices in relation to participation Change, involving, innovation, seek achievement goal, Build team consensus and take risks? _____

Appendix II

PART THREE

INTERVIEW GUIDE FOR SUPERVISOR, PRINCIPAL & EDUCATIONAL HEADS

Dear respondent,

This interview guide is guide to collect data from **Supervisor, Principal & Educational Heads** that will helping research about major **challenges** of Transformational leadership practices in secondary school special zone of Oromia? You are therefore chosen to be part of this research in this school. Be honest in giving your responses. Thank you in advance for accepting to cooperative.

- 1) Effectiveness of leaders to lead change and innovation
- 2) Is there Professional Support for secondary school Leadership Teams?
- 3) System Structure
- 4) The leader's capability to use various approaches in securing and utilizing resources to secure competitive advantage
- 5) Exemplify commitment to shared values
- 6) Strengthen others, making each person feel capable and powerful
- 7) Involving others in planning and giving them freedom of choice in the decision- making process.
- 8) Experiment and take risks
- 9) Clear about their own philosophy of leadership
- 10) Build team consensus around a common set of values for running the organization/ institution