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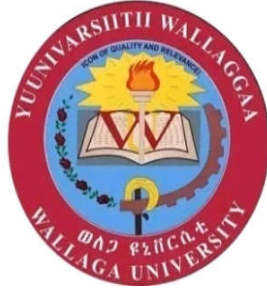
**PRINCIPALS' TRANSFORMATIONAL LEADERSHIP
PRACTICES AND SECONDARY SCHOOLS'
PERFORMANCE OF NIFAS SILK LAFTO
SUB-CITY OF ADDIS ABABA**

MA. THESIS

**By:
ATNAFU MULATU**

JUNE, 2026

NEKEMTE, ETHIOPIA



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**A THESIS SUBMITTED TO DEPARTMENT EDUCATION AND
BEHAVIORAL SCIENCES, DEPARTMENT OF EDUCATIONAL
LEADERSHIP AND MANAGEMENT IN PARTIAL FULFILLMENT FOR
THE REQUIREMENTS OF DEGREE OF MASTERS OF ART IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT.**

By:

Atnafu Mulatu

Advisor: Kefyalew Waktole (PhD)

June, 2026

NEKEMTE, ETHIOPIA



WOLLEGAUNIVERSITY
SCHOOL OF GRADUATE STUDIES
P.O. Box: 395, Nekemte, Ethiopia.

APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As member of the Board of the Final M.A. thesis open defense, we certify that we have read and evaluated the thesis prepared by Atnafu Mulatu Under the title “Principals’ Transformational Leadership Practices and Secondary Schools’ Performance of Nifas Silk Lafto Sub-City of Addis Ababa” and recommended that the thesis is accepted as fulfilling the thesis requirement for the Degree of Master of Art (MA) in Teacher Education

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Department PGC	Signature	Date
_____	_____	_____
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Certification of the final thesis

I hereby certify that all the correction and recommendation suggested by the board of examiners are incorporated in to the final thesis entitled “Principals’ Transformational Leadership Practices and Secondary Schools’ Performance of Nifas Silk Lafto Sub-City of Addis Ababa” by Atnafu Mulatu

_____	_____	_____
Dean of SGS	Signature	Date

STATEMENT OF THE AUTHOR

I Mr/Miss/Mr.**Atnafu Mulatu**hereby declare and affirm that the thesis entitled “**“Principals’ Transformational Leadership Practices and Secondary Schools’ Performance of Nifas Silk Lafto Sub-City of Addis Ababa”** Is my own work conducted under the supervision of **Kefyalew Waktale (PhD)**. I have followed all the ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I have adequately cited and referenced all the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and I have not misrepresented, fabricated, or falsified any idea/data/fact/source in my submission. This thesis is submitted in partial fulfillment of the requirement for a degree from the Post Graduate Studies at Wollega University. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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Signature: _____

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School/Department: _____

College: _____

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ABBREVIATIONSANDACRONYMS

EdAD	Educational Administration
EdPM	Educational Planning and Management
ESDP	Education Sector Development Program
ESLCE	Ethiopian School Leaving Certificate Examination
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
HoD	Head ofDepartment
KETB	Kebele Education Training Board
MoE	Ministry of Education
PTA	Parent Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TDP	Teacher DevelopmentProgram
TL	Transformational leadership
WEO	Woreda Education Office

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ABSTRACT

This study investigates the relationship between Principals' Transformational Leadership Practices and the performance of secondary schools in Nifas Silk Lafto Sub-City, Addis Ababa. A quantitative research approach along was employed to systematically investigate the relationship between principals transformational leadership practice and school performance. The data were collected through questionnaires administered to 340 teachers across seven schools. Transformational Leadership style was measured by MLQ standardized questionnaire, whereas School performance was assessed using the MOE's classification Inspection framework, which evaluates input, process, and output indicators. The Findings revealed that principals moderately applied transformational leadership, with stronger emphasis ($r = 0.592$, $p < 0.01$), on inspirational motivation but weaker application of individualized consideration. Most schools were classified between Grade 2 and Grade 3, reflecting average performance levels. Statistical analysis confirmed 12.9% level and $r^2 = 0.121$ a positive and significant relationship between transformational leadership and school performance, particularly in teacher motivation, collaborative culture, and student achievement. However, resource limitations and inconsistent leadership practices constrained optimal outcomes. The study concludes that strengthening transformational leadership among principals can enhance school effectiveness, teacher satisfaction, and student achievement, offering practical insights for policymakers and educational leaders committed to improving secondary education in Ethiopia.

Keywords: Transformational leadership, school performance, inspirational motivation, individualized consideration, teacher satisfaction, student achievement.

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, clarification of basic terms and organization of the study.

1.1. Background of the study

Educational leadership is the basic concern for all organizations and institutions in different countries around the world. Educational leadership become internationally a priority in education policy agendas; it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment and the efficiency and equity of schooling (Pont, Nusche & Moorman, and 2008). Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE, 2010).

Transformational leadership has been the subject of systematic inquiry in nonschool organizations for several decades. Supplying conceptual grounding for transformational leadership, Burns (1978) focused on the relationship between the leader and the “followers.” When the relationship focuses on the continuing pursuit of higher purposes, change for the better occurs both in the purposes and resources of those involved and in the relationship itself. Whereas the transformational leader plays a pivotal role in precipitating change, followers and leaders are bound together in the transformation process.

Transformational leadership is typically explained through four core dimensions, each of which plays a distinct role in shaping how leaders inspire and mobilize their followers. Drawing from Bass (1985), Burns (1978), and Kouzes & Posner’s model

Idealized Influence

Leaders act as role models, earning trust and respect. They demonstrate integrity, prioritize collective goals over personal interests, and inspire admiration.

Inspirational Motivation

Leaders articulate a compelling vision of the future, communicate optimism, and set high expectations. This motivates followers to commit to shared goals with enthusiasm.

Intellectual Stimulation

Leaders encourage creativity and critical thinking. They challenge assumptions, invite new ideas, and support innovative problem-solving without fear of criticism.

Individualized Consideration

Leaders provide personalized support, mentorship, and coaching. They recognize each follower's unique needs and aspirations, fostering growth and development.

In the Ethiopian secondary school setting such as Yadeshi Seboka study in the Sheger City, these dimensions are often linked to practices like developing a shared vision, motivating teachers, enabling collaboration, and modeling ethical behavior. When principals apply these dimensions consistently, they strengthen school culture, teacher morale, and ultimately student achievement.

Transformational leadership has been consistently related to improved organizational outcomes, particularly in educational settings. Bass (1990) argues that transformational leaders influence followers by inspiring commitment to a shared vision, stimulating intellectual growth, and providing individualized support. Burns (1978) similarly emphasizes that transformational leadership elevates both leaders and followers to higher levels of motivation and morality.

In the school context, these leadership dimensions translate into enhanced teacher morale, stronger collaboration, and improved instructional practices. Kouzes and Posner's (2017) *Five Practices of Exemplary Leadership* such as *Inspiring a Shared Vision* and *Enabling Others to Act* reinforce the mechanisms through which principals mobilize teachers and students toward collective achievement.

To rebuild the organization, the leader is considered to be one of the most critical factors that play a significant role in high performance school (Panitee, 2010). Many school principals have not considered their leadership styles as determinants of schools' performance. In this regard, Brumach (1998), stated that it is necessary to find the effects of principal leadership style on school performance.

School performance has been defined by different Authors and researchers. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks in the context of the academic function of schools that refer to academic excellence or efficiency, which is measured in terms of student performance in class work, and national examinations. According to Yusuf (2008), the school performance should not only be defined in terms of test scores, examination results and students' ability to apply what is learnt and the rate at which students move on to higher institution of learning but should also consider the performance of school in areas like equipping learners with requisite skills for survival.

The Ministry of Education of FDRE evaluates and classifies all schools in the country by giving value to the three criteria; namely, input, process and output. (MoE National School classification framework, 2013)

Input has seven standards and 27 indicators, process contains fourteen standards and sixty one indicators, output also has five standards and 20 indicators. (MoE National School classification framework, 2013)

The classification of schools is a structured process that evaluates educational institutions based on three key criteria: input, process, and output, as outlined in the Ministry of Education's National School Classification Framework (2013). Each criterion is assigned a specific weight to reflect its significance in the overall assessment: input accounts for 25%, process for 35%, and output for 40%. The cumulative score derived from these components determines the school's classification. Schools scoring below 50% are categorized as GRADE 1, indicating significant areas for improvement.

Those achieving scores between 50% and 69.99 fall into GRADE 2, while schools with scores ranging from 70% to 89.99 are designated as GRADE 3, reflecting a satisfactory level of performance. Finally, schools that excel with scores between 90% and 100% receive the prestigious GRADE 4 classification, signifying exceptional educational quality. This systematic approach not only provides a clear framework for evaluating school performance but also encourages continuous improvement across all institutions. Therefore, from the above one can understand that without effective leadership style in secondary school, it is impossible to attain their schools performance particularly transformational leadership style will have a great impact on the schools performance.

1.2. Statement of the problem

Transformational leadership has emerged as a vital factor in enhancing educational outcomes by inspiring and motivating both staff and students toward a common vision (Bass & Avolio, 1994; Leithwood & Jantzi, 2000). However, there exists a notable gap in empirical research that specifically examines the impact of principals' transformational leadership practices on secondary school performance within this region (Ayalew & Assefa, 2021). This gap raises critical questions regarding how these leadership practices affect various performance indicators, such as student academic achievement, teacher satisfaction, and overall school performance.

School leadership plays a decisive role in shaping the quality of education, teacher motivation, and student achievement. Recognizing this, the Addis Ababa City Administration issued an allocation directive for principals and assistant principals to ensure that schools are led by qualified leaders with appropriate academic backgrounds and professional competencies. However, the directive itself highlights several challenges, such as uneven allocation process, a shortage of trained school leaders, inequities across sub-cities. *Principals and Assistant Principals Allocation Implementation Directive*.Scribd, 2024.

Effective school leadership is widely recognized as a critical factor in improving student achievement and overall school performance.

In Ethiopia, the Professional Standards for Principals (2013) outline the competencies expected of school leaders, emphasizing effective leadership, strategic management, community engagement, professional development, and ethical inclusivity.

The study area of the researcher Nifas Silk Lafto Sub-City, one of the largest administrative areas in Addis Ababa, faces persistent challenges in secondary education despite the capital's overall stronger performance compared to national averages. The *2023/24 Education Statistics Annual Abstract* shows that the sub-city's Gross Enrollment Ratio (GER) and Net Enrollment Rate (NER) remain below the city average, with GER at **83.2%** and NER at **70.6%**. These figures indicate that a significant proportion of school-age children are either not enrolled or are dropping out before completing secondary education.

The Gender Parity Index (GPI) of 0.95 suggests progress toward equity, yet girls remain slightly disadvantaged compared to boys. Moreover, the student–teacher ratio (PTR) of 40:1 and pupil section ratio (PSR) of 59 students per section reveal overcrowded classrooms and limited individualized support. These conditions negatively affect the school performance.

Most critically, the Grade 12 examination pass rate in Nifas Silk Lafto is only 51%, far below the Addis Ababa city average of over 60%. Dropout rates in lower secondary (Grades 9–10) are also high, at nearly 9.7%, reflecting socio-economic pressures, resource shortages, and weak school leadership capacity.

These disparities reveal systemic challenges in the allocation of resources, distribution of qualified teachers, and leadership effectiveness within the sub-city. While Addis Ababa overall demonstrates stronger educational outcomes, Nifas Silk Lafto continues to lag behind, limiting students' opportunities for higher education and employment.

Thus, the statistics indicates the problem lies not only in raising enrollment and pass rates but also in addressing the structural inequities and resource constraints that hinder leadership effectiveness and secondary school performance in Nifas Silk Lafto Sub-City. Without targeted interventions, the sub-city risks perpetuating cycles of educational disadvantage and inequality within the capital.

Even though no studies have been made on the principals transformational leadership practice in the study area, a study by Yadeshi Seboka in Sheger city 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.

Then the researcher identified theoretical and practical gaps;the theoretical gaps were Most transformational leadership studies are grounded in Western contexts, with limited adaptation to Ethiopian secondary schools. Such asYadeshi Seboka's study examined transformational leadership within Ethiopian secondary schools but remained conceptually narrow.Furthermore, contextual variables such as socio-economic disparities among sub-cities, resource allocation, and cultural influences on leadership practice were not fully theorized.

On the practical side,the researches were geographically confined to a small set of schools, restricting generalizability across Addis Ababa or Ethiopia. They did not provide concrete strategies for leadership training, resource mobilization, or policy reform. Challenges such as overcrowded classrooms, shortages of instructional materials, and inconsistent professional development programs were acknowledged but not addressed with actionable solutions. This creates a practical gap in translating theoretical insights into sustainable leadership practices that can improve school performance at scale.

The researcher was motivated to address the existing gap in secondary school principals' transformational leadership practices and their impact on school performance. Recognizing that leadership plays a decisive role in shaping educational outcomes, the study was initiated to examine how transformational leadership influences the effectiveness of schools. In particular, the researcher sought to highlight the importance and influence of transformational leaders in improving the performance of schools within the sub-city, thereby demonstrating that effective leadership can serve as a catalyst for meaningful change in educational achievement and organizational success.

Therefore, this study aims to investigate the relationship between principals' transformational leadership practices and the performance of secondary schools in Nifas Silk Lafto Sub-City.

By exploring this relationship, the research seeks to identify transformational leadership that can be implemented to enhance school performance and address the challenges faced by educators and researchers in this area. Understanding these dynamics is essential for policymakers, educational leaders, and stakeholders committed to fostering an environment conducive to academic excellence and holistic development in Ethiopian secondary education (Harris & Spillane, 2008). Accordingly the researcher poses the next research questions:

1. To what extent principals' apply Transformational Leadership style in secondary schools of Nifas Silk Lafto sub-city of Addis Ababa?
2. To what extent secondary schools of Nifas Silk Lafto sub-city of Addis Ababa perform measured by input, process and output standards?
3. What is the relationship between Principals' transformational leadership style and secondary school performance?
4. What is the effect of transformational leadership on school performance as measured by the quality of pedagogy and the achievement of students?

1.3. Objectives of the study

1.3.1. General objectives

to investigate the relationship between Principals Transformational leadership style and secondary school performance in secondary schools of Nifas Silk Lafto sub-city of Addis Ababa City Administration.

1.3.2. Specific objectives

- To identify the extent principals' apply Transformational Leadership style in secondary schools of Nifas Silk Lafto sub-city of Addis Ababa.
- To identify the extent secondary schools of Nifas Silk Lafto sub-city of Addis Ababa performs in measured by input, process and output standards.
- To investigate the relationship between Principals' Transformational leadership style and secondary school performance.

- To examine the effect of transformational leadership style on secondary School Performance as measured by input, process and output standards.

1.4. Significance of the Study

The findings of this research will be crucial for improving the performance of secondary school. Principals, supervisors, and students. Specifically, the results are important for several reasons. First, they can assist school principals and supervisors in understanding the current state of their leadership practices, which is vital for enhancing effectiveness through a transformational approach. Second, the study provides a clear overview of principal leadership practices that can boost overall school performance. Lastly, it can serve as a reference point and foundation for future research in the field, particularly concerning principal leadership and secondary school performance.

1.5. Scope of the Study

This study focuses on the assessment of principals' transformational leadership practices and their impact on secondary school performance within the Nifas Silk Lafto Sub-City of Addis Ababa, Ethiopia. The scope is delineated as follows:

Independent Variable: Principals' transformational leadership practices, which include aspects such as inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence. Dependent Variable: Secondary school performance, measured through various indicators such as input, process and output. Geographical Focus: The research is confined to secondary schools located in the Nifas Silk Lafto Sub-City, which is known for its diverse educational challenges and varying leadership styles among school principals.

The Conceptual delineation of this study were:

➤ Focus on Transformational Leadership

The study was conceptually delimited to examining transformational leadership practices of secondary school principals, specifically through Bass's four dimensions (idealized influence, inspirational motivation, intellectual stimulation, and

individualized consideration). Other leadership styles such as transactional or laissez-faire leadership were excluded.

➤ **School Performance Indicators**

School performance was conceptually defined in terms of measurable indicators such as student achievement, inclusivity, teacher satisfaction, and organizational effectiveness. Broader constructs like national education policy outcomes or community engagement were not included.

➤ **Contextual Boundaries**

The study was limited to secondary schools in Nifas Silk Lafto Sub-City, Addis Ababa, meaning the conceptual framework did not extend to primary schools, private institutions, or other sub-cities.

1.6. Limitations of the Study

Despite its contributions, the study was subject to several limitations that should be acknowledged:

- ✓ **Geographical Scope:**The research was confined to secondary schools in Nifas Silk Lafto Sub City, Addis Ababa. Findings may not be generalizable to other sub cities or regions of Ethiopia where contextual factors differ.
- ✓ **Sample Size:**The study involved seven secondary schools with data collected from principals, teachers, and supervisors. While adequate for statistical analysis, the relatively small sample size limits the breadth of representation.
- ✓ **Resource and Contextual Factors:**External factors such as resource shortages, overcrowded classrooms, and systemic policy constraints were acknowledged but not fully controlled in the analysis. These may have influenced school performance independently of leadership practices.

1.7. Definition of key concepts

School Principal is a person who is executive leader of a secondary school and who is responsible for goal attainment and success of a school secondary Schools in this study are public secondary schools in schools that give education in four years duration (Grade 9-12)

consisting of two years of general education (Grade 9 & 10) and two years of preparatory (11 & 12) which will prepare students for higher education and world of work (MoE, 2013:4).

Transformational Leadership is leadership behaviour that centres on the development of followers by raising their individual needs to a higher level and seeking to meet those higher needs. In this study, transformational leadership dimensions include the four/five constructs of idealized influence/attributed influence, intellectual stimulation, inspirational motivation, and individualized consideration (Bass & Riggio, 2006: 5).

School performance in the context of the Federal Ministry of Education of Ethiopia, "school performance" typically refers to a range of indicators that measure the effectiveness and efficiency of schools in achieving educational goals. Measured by input, process and output.(MoE classification framework,2013).

1.8. Organization of the study

This study is organized into five chapters. Chapter one provides the basis for the study. It introduces the argument, stated background of the study, the research problem, aims and objectives of the study, significance of the study, scope, definition of key concepts, and the chapter organization of the study. Chapter Two provides a review of the literature regarding the concept of leadership the concept of transformational leadership, transformational leadership in education, school performance, and measurement of performance. Chapter Three discusses the research methodology including the research approach, research design, the study population and sampling procedure, sampling techniques and sample size determination, instrumentation and data collection techniques, methods of data analysis and validation, and ethical consideration of the study. In chapter four results and discussion of the findings were presented. The last chapter presents summary of major findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature on the concept of leadership spanning from trait theory to transformational leadership style. It also focuses on the concept of transformational leadership and school performance. The practices of principals employing transformational leadership in schools, teachers' perceptions of their principals' leadership style and the role of principals' transformational leadership style in school performance are thoroughly discussed.

2.1. Concept of leadership

Leadership is a construct whose conceptualization is often shaped by the nature of theoretical traditions advocated by its researchers. Hence, depending on schools of thought, researchers offer different definitions of leadership. For instance, scholars like Yukl (2010), McManus (2006), Koestenbaum (2002) and Blanchard (2007) variously define the term leadership in accordance with their perspective. Yukl, after a comprehensive review of the literature, stated that leadership is a way of influencing an individual to work toward the personal or organizational goals or objectives willingly. It is also a process of bringing people together to strive to achieve shared goals (2010:20). While willingness to be influenced and shared objectives are key issues to Yukl, McManus (2006:12), on the other hand, argues that leadership is a process of establishing a team, and team spirit using empowerment as a tool to get positive outcomes.

Northouse (2001: 3) presented that a potential leader is such that one can influence others and ensure that they follow him/her. Leadership is a process in which we find the involvement of both leaders and followers. Nevertheless it is the leader who initiates this process to be feasible more than their followers. It is one of this characters that distinguishes a leader from his followers. According to Plunkett, Attner, and Allen (2008: 434-435), leadership comprises three sets of variables, namely: the leader, followers, and the conditions and state of affairs in which both the leader and the follower are interacting and continuously altering. Both the leader and those being led are human beings with various proficiencies, traits, understandings, and attitudes developed through experiences that shape their

personalities, personal viewpoints, and ethical beliefs. These factors can contribute to or detract from the leader's ability to influence others. They are the sources of the individual's strengths or weaknesses.

To the researcher, leadership makes people feel important and then inspire them to exert their maximum effort to achieve the purpose. Koestenbaum (2002:19-21) states that leadership is greatness in all one does. Greatness is a style that leaders practice in their daily activities such as: innovativeness, foresight, effectiveness, and flexibility giving high value for people and their willingness to take risk. Blanchard (2007:3) notes that leadership is the process of touching the 'thoughts and actions of others'. Likewise, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization's performance. Moreover, Jean Marie (2004: 49) defines leadership as a selfless desire to both serve and prepare others.

Leaders are expected to encourage followers and present clear vision to them. They also need to generate a willingness within followers to follow them along a socially accountable and commonly beneficial course of action toward the set target.

Leadership is not just the territory of officials at the highest position. It can arise at different echelons and by any person. Higher level leaders are also expected to create leadership in those leaders beneath them. This view is at the centre of transformational leadership. What is essential to effective leadership is beliefs such as classroom instruction and, prominently, to issues of change in social life (Bass & Riggio, 2006: 17).

Leadership and its potential outcome on organizational performance and enduring experience are at the front position of the agenda of organizations of the world. Hence, in this era of globalization, all organizations, be it profit making or not-for-profit, need high-quality leadership at all tiers. There is also growing evidence that senior leaders can play a crucial role in the design and success of service delivery and employment to meet the needs of an increasingly diverse population.

Leadership is the ability to influence a group toward achievement of goals. It is considered as the center of group change and activity, and embodies the willingness of the group.

Leadership is also conceptualized from a personality perspective. According to Creighton (2005), this perspective considers personality, social, physical, or intellectual traits that differentiate leaders.

from others. Leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power to affect change in others (Northouse, 2013:5). While leadership is as an act or behaviour, or change in a group that we observe as a consequence of leadership initiatives, Bonaros (2006: 14), Munoz (2013: 6-7) and Stone and Patterson (2005: 1) find leadership as an instrument in facilitating the followers achieve their goals. It is nothing but enabling their followers translate their vision into reality.

Thus, from the above literature, leadership may be considered a process of influencing and leading followers and situations. It is impossible to provide detailed summary on leadership in this chapter considering the voluminous literature available. However, since the focus of this study is on leadership styles of secondary school principals, it is logical to examine the evolution of principal leadership spanning from trait theory to the current model of transformational leadership.

2.3. Trait Theory of Leadership

Trait Theory is one of the earliest leadership theories. It assumes that leaders share certain inborn personality traits, or that some people are born with certain traits that others do not have. This approach dominated the study of leadership up until the 1950s, but failed to produce evidence that personal characteristics influence leadership success (Yukl, 2010:31). Maritz (2003: 243) found in his research that distinguishing leaders from non-leaders as per their traits, personality, and social, physical or intellectual attributes dates back to early 1930s.

Traits are unique characteristics of a leader, such as intelligence, values, self-confidence, and appearance. These approaches focus on traits and skills with the assumption that some people are endowed with certain physical qualities such as height and appearance, aspects of personality which include self-esteem, dominance, conscientiousness, and emotional

stability, and aptitudes which comprise general intelligence, verbal fluency, and creativity (Hargis, 2011:7; Lewis, Packard, & Lewis, 2007:321-322; Daft & Marcic, 2006: 413; Plunkett et.al., 2008: 435). The early research focused on leaders who had achieved a level of greatness and, hence, the phrase ‘the greatman approach’ was coined. The great man theory focuses on the leader as the primary element of leadership that contends to focus mainly on the leader by excluding or down grading of other variables that are part of leadership process. Most importantly, the idea was to investigate what made those people great, and select future leaders who exhibited the same traits or could be trained to develop them. In recent years, there has been a revival of concern in assessing leadership traits. In addition to personality traits, physical, social, and work-related distinctiveness of leaders have been examined.

Traits such as weight, fluency of speech, intelligence, height, appearance, extroversion, introversion, industriousness and dominance were the main emphasis in a Trait theory (Kruger & Sheerens, 2012: 3). In addition, Maritz (2003: 243) in congruence with his peers such as above authors and augments attributes such as enthusiasm, charisma, and courage. According to Kruger and Sheerens (2012:3), personality traits appear to play a rather deterministic role in leadership. The suitability of a trait or set of traits depends on the situation of leadership. However, the same traits may not apply to all leaders or situations.

Each situation may have particular requirements that make one trait or skill more important in one situation than in another. A different trait or skill, or a set of them, may be more important in another situation. Leaders do not have to be intellectual, geniuses or prophets, but they do need to have certain capabilities and the capacity to use their skills. However, a certain set of traits and skills, does not guarantee successful leadership. Leadership is considered as a combination of special traits or characteristics that an individual possesses and that enables him or her to induce others to accomplish tasks. But it is not a matter of passive status or of the mere combination of traits, rather a working association among members of a team, in which the leader gets rank through active participation and demonstration of his or her ability to carry supportive tasks to end. From the late 1940s to mid-1960s emphasis shifted to the behavioural styles that leaders demonstrated in schools and non-school contexts (Maritz, 2003: 243).

2.4. Models of Educational Leadership Styles

1. Transformational Leadership

Transformational leadership is characterized by the ability to inspire and motivate followers to achieve extraordinary outcomes and, in the process, develop their own leadership capacity. This model emphasizes vision, inspiration, and change. Leaders who adopt this style foster an environment that encourages innovation and collaboration among staff and students (Bass & Avolio, 1994). Transformational leaders focus on the growth and development of their team members, promoting a shared vision for the school's future.

2. Transactional Leadership

In contrast to transformational leadership, transactional leadership is based on a system of rewards and punishments. This model focuses on maintaining the normal flow of operations and achieving specific goals through structured policies and procedures. Leaders using this style often establish clear expectations and provide feedback based on performance (Burns, 1978). While effective in certain contexts, this model may not foster long-term growth or innovation.

3. Servant Leadership

Servant leadership prioritizes the needs of others, particularly those of students and staff. This model emphasizes empathy, listening, stewardship, and commitment to the personal growth of team members. Servant leaders focus on building a supportive community within the school, which can lead to higher levels of trust and collaboration (Greenleaf, 1977). By serving others first, these leaders create an environment conducive to learning and development.

5. Instructional Leadership

Instructional leadership focuses primarily on the core activities of teaching and learning. Leaders adopting this style prioritize curriculum development, teacher support, and student achievement.

They actively engage in classroom observations and provide feedback to teachers to enhance instructional practices (Hallinger & Heck, 1996). Instructional leaders aim to create a culture of continuous improvement in teaching quality.

2.5. The concept of transformational leadership

The search for effective leadership style is a continuous process. The summary of how leadership theories evolved indicates how it developed from the earlier trait theory to the transformational leadership style. The pioneer work of the transformational leadership concept as a leadership theory emanates from the study of James McGregor Burns (1978). Burns (1978) introduced the concept of transforming leadership. It was historically great leaders' leadership quality that led Burns to raise questions. For Burns (1978), transformational leadership was basically setting aside self-interest from both the leader and follower such that goals are achieved for the benefit of all. Later, Burns' book motivated Bass and his friends to develop the transformational leadership model that subdivided leadership into a two-pronged theory, namely: transformational leadership and transactional leadership (Bass & Riggio, 2006: xi). Bass (2002) argues that leaders could be both transformational and transactional and they could complement each other. Burns (1978) made a fundamental distinction between transactional and transformational leadership.

Transformational leadership is a form of leadership in which leaders set a common goal and shared vision of the future, inspire followers mentally and show individual consideration to followers (Chi & Huang, 2014: 302). Charbonnier, Akremi, and Vandenberghe (2010: 700-702) also argue that transformational leadership promotes followers' adaptive performance, and its practice has a built-in linkage with the emergence of adaptive behaviour which involves the capacity to work imaginatively and gain knowledge of new skills, the ability to deal with demanding circumstances, as well as the competence to contain varied social environments. These capacities should be particularly well addressed by transformational leaders.

In addition, Hargis (2011: 11); Bass and Riggio (2006: 5-8) classified the dimensions of transformational leadership into the following four categories:

1.Idealized Influence: The transformational leader becomes a role model for the followers, facilitates the acceptance of group goals, and encourages them to upgrade their organizational goals. Idealized Influence is the degree to which leaders behave in charismatic ways, causing followers to identify with them. The followers transcend their self-interest for the sake of the organization and develop a collective sense of mission and purpose.

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

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

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

Thus, transformational leadership gives more attention to the charismatic and emotional basics of leadership. Northouse (2010: 187-191) also explains transformational leadership as a process where an individual engages with another person and creates a correlation that raises the level of inspiration and goodness in both the leader and the follower. Such leaders also set demanding goals of the future that inculcate dedication, favour the materialization of empowerment in work groups, and enhance results closely related to adaptive performance such as ingenuity and organizational modernization. Transformational leadership also encourages independence and demanding work, became increasingly important to followers' job satisfaction (Bass, 2010: 10; Bass & Riggio, 2006: 4; Charbonnier, *et al.*, 2010: 700-702; Chi & Huang, 2014: 302; Goodnow & Wayman, 2009: 4-5; Munoz, 2003:37; Tekleab, Sims, Yun, Tesluk, & Cox, 2008: 187).

The fundamental job of transformational leaders is to increase the responsiveness and consciousness of their subordinates to higher levels of behaviour and goodness. The final measurement for actual transformational leaders is their role in promoting employees higher ethical maturity and they move followers to go beyond their self-interests for the benefit of their team, organization, or society (Mulla & Krishnan, 2012: 86).

2.7. Transformational Leadership Style

Transformational leadership is the buzz word in educational leadership today. This leadership style evolved from Marzano & McNulty (2005), who proposed a theory of transformational leadership in his book, *Leadership*. Transformational leadership is a process in which leaders and followers raise one another to higher levels of morality and motivation. According to him, transformational leadership is the favored style of leadership given that it is assumed to produce results beyond expectations. Transformational leaders form a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. They also articulate the vision in a clear and appealing manner, explain how to attain the vision, act confidently and optimistically, express confidence in his followers, emphasize values with symbolic actions, lead by example, and empower followers to achieve the vision.

Bass (1998) gives four factors, also referred as the four Is of leadership, which characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration is characterized by giving personal attention to members who seem neglected (Bass, 1998). Intellectual stimulation is characterized by enabling followers to think of old problems in new ways (Bass, 1998). Inspirational motivation is characterized by communicating high performance expectations (Bass, 1998). Lastly, idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior.

Regarding transformational leadership in education, (Bass, 1998) developed the transformational model of school leadership. He found that the four Is of transformational leadership are necessary for school principals if they are to meet the challenges of today's schools. Each of the four Is of leadership, individual consideration, intellectual stimulation,

inspirational motivation, and idealized influence, might greatly impact a principal in building the foundation for a positive school climate. According to Bass (1998) transformational leaders achieve superior results from followers by engaging in one or more of the four Is.

Based on the Multifactor Leadership Questionnaire (MLQ), transformational leadership may work well in schools. The MLQ has been used for over a decade to test transformational leadership theory (Bass, 1998). Over time, this instrument has been refined. Analysts like Bass (1998) have concluded that transformational leaders receive higher ratings, are perceived as leading more effective organizations, and move followers to exceed expected performance further than transactional leaders.

Transformational leaders impact a school climate through their concern for subordinates. The leader considers the needs of others over his own, shares risk with followers, is consistent rather than arbitrary, demonstrates high standards of ethical and moral conduct, possesses and uses referent powers, and sets challenging goals for followers (Bass, 1998). The leader gets individuals' team spirit and enthusiasm aroused. The leader clearly communicates expectations and personally demonstrates commitment to goals and the shared vision Bass, (1998).

Bass (1998) suggest that it is important for transformational leaders to allow subordinates to become an integral component of the decision-making process in schools. Followers are included in the process of addressing problems and finding creative solutions, and are encouraged to try new approaches without fear of public criticisms because of mistakes made or due to a different approach from the leaders. Under this type of leadership, teachers assume greater leadership roles and expanded authority, engage more in collegial relationships to share information and advice more frequently, and are involved in increased teamwork that serves as an integrative device for the school Bass, (1998). In a compilation of articles on leadership styles by library professionals, Bass (1998) highlights a conceptual framework for transformational leadership resulting from a meta-ethnographic analysis of the literature. Seven major themes that define a profile of transformational leadership are identified:

Creating a Vision: Transformational leaders paint an imaginary picture of the organization's potential future and share it with their followers, encouraging them to make it their own. When the vision is elevated to the level of the common good, both leader and led raise one another to higher levels of motivation and morality. Characteristics of shared vision include the ability to provide meaning, to inspire and excite, to inspire individuals to extra effort, to create a common sense of community and to view change as opportunity.

Communicating the Vision: To be effective, vision must be shared with everyone in the organization through repeated communication. The transformational leader must clearly articulate the shared vision and must do so repeatedly. The vision is clarified and driven home through stories, analogies, symbols, ceremonies, rituals and traditions. Inspirational appeals are effective in persuading people of the importance of the vision. Transformational leaders give life to the spoken word by living the vision. Their actions are examined by followers who demand consistency with the spoken or written word.

Building Relationships: Transformational leaders are approachable, friendly and informal. They are sincere in their invitation to engage in meaningful dialogue and two-way communication. These leaders frequently act as mentors, coaches and teachers to those with whom they share the vision. They emphasize recognition and reward, both formal and informal. They encourage social functions and professional development opportunities. All of these actions contribute to the development of trust between leader and follower.

Developing a Supportive Organizational Culture: In order for leadership to thrive, a supportive organizational environment must be cultivated. Transformational leaders do this by treating people of diverse backgrounds with respect, distributing justice, correcting injustice, and acting with unfailing honesty and integrity. This is accomplished with constant communication and is institutionalized when others in the organization respond in the same way.

Guiding Implementation: Transformational leaders shape the organization through their own actions and by personally guiding the implementation of the shared vision. They do this through leading strategic planning efforts, team building, innovating and setting high

expectations for excellence with continuous quality improvement. They embrace the role of "servant leader" and enrich themselves by serving their own followers.

Exhibiting Character: Transformational leaders exhibit character of the highest order, demonstrating honesty, integrity and unquestioned nobility of heart and mind. They exude self- confidence, passion, commitment and native intelligence. While they have many characteristics in common with charismatic leaders, they use their leadership more to advance the shared vision than to attract followers for their own sake. These leaders have a broad perspective that they demonstrate with a high degree of tolerance for ambiguity, and a healthy respect for organizational history and cultural sensitivity.

Achieving Results: Transformational leaders are successful in achieving the shared vision. Those with whom they share the vision are moved to the highest levels of accomplishment and satisfaction. Leader and led are mutually perceived as increased in effectiveness and a higher level of performance (Bass, 1998).

Kouzes & Posner (1987, 2002) develop another perspective of transformation leadership. They developed this model by soliciting the perceptions of other leaders. According to this model consists of five fundamental practices that enable leaders to get extraordinary things accomplished: model the way, inspire the shared vision, challenge the process, enable others to act, and encourage the heart.

2.8. Transformational leadership in education

Policy designers who have objectives of improving schools by introducing large scale changes believe that the achievement of the implementation of those designed policies is highly related to the character and value of the leadership at the local level, particularly at the school level (Leithwood & Jantzi, 2006: 201).

It is also believed that such local leadership has the considerable impacts on school situations and learners' education. This also calls for searching the best way of developing successful leaders at school levels. In the context of education, the two leading approaches to study leadership are instructional leadership and transformational leadership (Hallinger,

2003: 329). Sun and Leithwood (2012: 420) further discuss that different aspects of transformational leadership in education setting include instructional leadership and managerial leadership. As opposed to numerous previous leadership theories such as trait, situational and contingency theories that were implemented in the school context, the instructional and transformational theories centre clearly on the way in which the educational leadership exercised by leaders and educators at school level brings about enhanced educational results. Including instructional leadership aspects into the transformational leadership approach makes a complete and more appropriate model for schools.

Leadership models in education are subject to the same fashion that is evident in other areas of the study. Over the years, researchers have subjected both instructional leadership and transformational leadership approaches to expand practical research. Even though substantial development has been made over the years, the environment of successful leadership at the school level still requires more investigation to properly understand the substance and form of leadership appropriate for it.

Transformational models to leadership have long been explained as best in situations essentially in schools targeted for reform. As has been pointed out by Leithwood and Jantzi (2010: 452), this approach to leadership basically aspires to promote capacity expansion and higher levels of individual dedication to organizational objectives. Improved approaches and loyalty are believed to create additional attempt and better output. Oterkiil and Ertesvag (2014:6) contend that a school leadership whose ability to enhance shared decision making and collaborative efforts at highest level is required for school-based interventions. This type of leadership is indispensable. However, it is challenging because it demands a principal who can establish good culture and structure in the school system. The authors also say that combining both transformational and transactional leadership approaches may offer the needed leadership practices to apply multifaceted interventions effectively. Transactional leadership will give the predictable, logical and constructive school situation that is important for staff to discharge responsibility in the decision-making process. Hence, a principal's capability to balance competently both approaches of leadership (transformational and transactional) will make the school system capacitated and successful.

As depicted by Leithwood and Jantzi (2010: 206), transformational school leaders set directions of schools by designing school visions of the school, setting detailed and achievable objectives and priorities, and creating soaring performance outlooks. In addition, such leaders also engage in building the capacity of human resource of the schools by arranging scholarly inspiration, giving personal assistance, and modelling attractive specialized activities and standards. Furthermore, transformational leaders redesign the processes of the school. This results in building a school culture where collaboration prevails, designing organizational structures that promote involvement of members in decisions related to educational issues, and establishing creative society relations.

This shows that school principals have a responsibility in establishing a suitable work environment in which instructors perform together being united and identify strongly with the purpose of the schools. The means for achieving such an environment include the allocation of tasks, development of instructors' educational levels ('empowerment') and the development of a shared vision for the track in which the educational institution must develop (Scheerens, 2012:23).

To transform a school system, the leader needs to set out a vision, properly plan and put activities in a sequential order, and clearly spell out how the restructured process can shape the employees. In most cases, transformational leaders start the activities of changing the institutions by focusing on the structures of the organization before planning for change in the organization. The practice of reforming the organization may include shaping and properly matching the organization and the vision (Kiper, 2007: 19).

All transformational theories to leadership focus on feelings and ideals and share the basic objective of promoting capacity building and advanced levels of individual dedication to institutional objectives on the part of leaders' social groups. Improved competences and loyalties are believed to bring about additional endeavour and better output. Power and pressure associated with this kind of leadership are not essentially owed to those who occupy official 34 managerial positions. Rather, authority is indeed ascribed by members of the organizations. Practices associated with transformational leadership may be extensively disseminated all the way through the business.

2.9. School Performance

A principal who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective principal DeCenzo & Robbins (1998).. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. A principal who provides education to learners from a low socio-economic status and manages to provide them with good education (holistic education) ‘against all odds’ and with meager resources so that they qualify for the next level may be referred to as an efficient principal. So in this case performance has been examined in terms of productivity DeCenzo & Robbins, (1998). In addition, productivity, as measured in terms of efficiency and effectiveness, can also be used to describe an employee who not only performs well in terms of productivity, but also minimizes problems for the organization by being at work on time, by not missing days and minimizing loss. In summary, satisfactory performance implies a combination of many things. It means doing a job efficiently and effectively.

Defining educational performance is difficult and yet also essential. Certainly, it is not just academic achievement, but the social and emotional dimensions of the child’s overall development and the role of the school in the community Genck (1983). The arguments raised by the author seem to be true. There is a tendency for people to look at performance in terms of the cognitive development or academic achievement only. The researcher regards performance in the context of this study in terms of the overall education outcomes. It is important for us to consider performance in terms of all three domains of education (affective, cognitive and the psychomotor domains). Therefore, a performing school should be able to score very well in all three domains, if it is to produce a holistic learner. Leithwood & Hopkins (2006) concluded that learning is an unpredictable process. A teacher’s responsibility is to create conditions which enable a learner to generate significant outcomes for themselves. According to him, school performance should not only rely on academic results, but on the teaching and learning process. Similarly, Roberts & Roach (2006) contended that the school’s financial resources and the professional experience of its teachers are the two categories of school inputs that significantly contribute to its performance. He claimed that the above factors have a direct impact on the processes that determine the

school's performance. In addition, the nature of school leadership, teacher cooperation within the school and the school-level characteristics also affect the learner's achievement directly or indirectly (e.g. the quality of instructions).

Genck (1983), on the other hand, identified the following as the characteristics of good school performance: Learner learning which entails academic progress and general development, parent satisfaction, which entails sustaining public confidence, support and taking into consideration the learners opinions, staff satisfaction, which has to do with program quality and performance, working conditions, productivity and morale, cost control which includes financial planning, management and control.

The pressure upon schools to improve and raise achievement is unlikely to recede over the next few years. Educationally, policy makers firmly focus upon securing increased learner and school performance Harris & Bennett (2001). Similarly, good performance in a school entails teaching consistently with diligence, honesty and regularity orchestrated by increased good results from learners, getting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully observing regulations and instructions.

As international attention in the last decade or more has focused on calls for schools to improve performance in general, and to increase the equity of learner achievement in particular, so the debate around the role of school leaders in improving performance has intensified. New conceptions of leadership have been defined, and new polarities set up, as researchers strive to find the most appropriate combination of leadership qualities and activities to respond to heightened public expectations of schools. Thus, the notion of the principal as a charismatic individual who exercises authority in a hierarchical manner is counter posed to the concept of distributed leadership, where functions are shared by school managers and teachers; the term instructional leadership gives priority to the role of the principals in directing schools towards effective teaching and learning, while the concept of transformational leadership emphasizes the function of leaders as agents of social change.

The loosely defined nature of many of these terms and the paucity of empirical evidence supporting claims made on their behalf Leithwood *et al.*, (2004) have moved more than one

commentator to adopt a rather jaundiced view of the leadership literature. For example, Levin (2006:43) notes the existence of a serious problem regarding the knowledge base on educational leadership. There are many viewpoints in the field and very little solid research supporting them. Much of what parades as research are opinions garbed in the language of research. According to Levin (2006:41) two of the challenges to leadership research were the complexity of the leadership phenomenon and the degree to which values and goals of authors, rather than the research evidence itself, dominate findings and recommendations.

Nevertheless, the importance of leadership to the success of schools is undeniable. In their evaluation of England's National Literacy and Numeracy Strategy (NLS and NNS), which they judge to be one of the most ambitious and successful examples of large-scale school reform in the world to date, Leithwood et al. (2004) conclude that the nature and quality of leadership was a key reason for its success. Based on a large survey of English schools and case studies in 10 of these, the authors add a layer of complexity to some of the easy dichotomies frequently heralded in the literature: they conclude that transformational leadership can play an important role in school improvement, that such leadership may be widely distributed throughout the school, but that hierarchical and distributed forms of leadership both have important roles to play. Distributed leadership assumes a division of labor within the schooling system and allocates functions according to where and by whom they are best performed: the challenge for leadership in any complex system is communication and the coordination of the component parts.

According to Leithwood *et al.*, (2004), school principals perform three broad kinds of leadership functions in implementing the NLS and NSS: setting direction (and in particular fostering high expectations), redesigning the organization, and developing people. While leadership effects on student learning account for less of the variance than teacher effects, leadership creates the conditions under which teachers can work effectively: in other words, a school environment conducive to teaching and learning is a prerequisite for good school performance. In the words of Daresh J & Male T (2000), this entails fostering among teachers within a school a shared set of values and understanding about such matters as what they expect of learners academically, what constitutes good instructional practice, who is

responsible for learner learning, and how individual learners and teachers account for their work and learning.

2.9.1. Measurement of School Performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding of the relationship therein. The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of learner performance in class work, and national examinations. Teachers and learners or even principals of schools with the intention of positively transforming the academic culture of the school should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school's goals.

In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty, and regularity. To the learner, performance would mean excelling regularly in the examinations and class tasks. The researcher wishes to add, however, that the school's performance should not only be viewed in terms of the academic severity, but should also focus on other domains of education such as the affective and the psychomotor domains. A school that has all three domains should by all means be regarded as an effective school with a very good standard of performance. All this is only possible if the school's principal focuses on the achievement of good results in all domains. Therefore, from this definition, one can deduce that the school's performance is the response of the school to the needs of the stakeholders in terms of the education outcomes.

The focus of leadership on academic standards in the school will depend on the school's dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large. Focusing on teacher development initiatives is one of the ways in which academic standards can be maintained. The maintenance of this teacher development involves putting into place a leader who is committed to subordinate development Christie (2010).

Furthermore, educationists have defined academic performance to include leader-led performance which is a means of getting the best academic results from the teams that constitute the HoDs, policy makers who are responsible for controlling and monitoring school performance, the teachers, learners and the parents. These should conform, lastly, to the schools goals and objectives. In order to achieve this performance, the focus should be on the teaching process, examinations, tests and exercises, the availability of instructional materials, discipline and respect for the school's culture. Christie P (2010) believes that performance is something the person regards as an outcome of work, because they provide the strongest link to the strategic goals of the organization, customer satisfaction, economic and social contributions.

To sum up, effective performance is concerned with results that impact on societal and organizational needs. The school principal's leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools' goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school's heads because they are the backbone of the school system. They have the powers to influence the outcome of events.

The Ministry of Education of FDRE evaluates and classifies all schools in the country by giving value to the three criteria; namely, input, process and output.(MoE National School classification framework,2013)

Input has seven standards and 27 indicators, process contains fourteen standards and sixty one indicators, and output also has five standards and 20 indicators. (MoE National School classification framework,2013)

School classification is carried out giving value to the three criteria; namely, input, process and output as shown below. .(MoE National School classification framework,2013)

CriteriaWeight

Input	25%
Process	35%
Output	40%

The total sum of the result of INPUT, PROCESS and OUTPUT will be the result of the school. Therefore:

- If a school scores below 50%, it will be classified as GRADE 1.
- If a school scores between 50%-69.99, it will be classified as GRADE 2.
- If a school scores between 70%-89.99, it will be classified as GRADE 3.
- If a school scores between 90%-100, it will be classified as GRADE 4

2.9.2. The Role of Principals in Effective School Management and Performance

Successful implementation of these functions of the principals will depend on the form of leadership and leadership style, the principals adopt. In terms of the form of leadership, the principals can decide to distribute leadership to his deputies and HoDs as well as by promoting teacher leadership by empowering his teachers. The principals manage tasks professionally, which include Tekamura, (2008): setting achievable objectives for education; seizing new opportunities and coping with change; maintaining a committed staff and managing effective teams; developing an effective communication system; allocating and managing resources effectively; participating effectively; staff management, managing time effectively, and evaluating the school curriculum.

Schools, as learning organizations, deserve to be led well and effectively. Principals need to be effective leaders if schools are to be good and effective. The principals should possess all good attributes of leaders and good quality leaders. Oyetunyi (2006) asserts that leadership matters because effective leaders make a difference in people's lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. The findings of Quinn's (2002) study on the relationship between principals' leadership behavior and instructional practices, supports the notion that leadership impacts on instruction and performance. Its findings indicate that the principal's leadership is crucial in creating a school that value and ultimately strives to achieve academic excellence for students. Christie (2010) research findings indicate that principals' effective leadership can significantly boost learners' achievement.

The ability of the principals to relate to the teachers, to enable them to act and to improve organizational performance is critical for the smooth and effective operation of a school.

Principals should motivate and encourage all staff members to feel that they are part of a team with a common mission. A good team is one that works in an atmosphere of mutual trust and concern for performance. The leader shares and delegates responsibility and ensures that individuals are not afraid to take initiatives and actions as needed. Christie (2010) asserts that principals are the answer to a school's general development and improvement in the academic standard in that an effective principal creates an environment that stimulates enthusiasm for learning. This implies that if the principal is effective and uses an appropriate leadership style, she/he will create a positive learning atmosphere and inspire the staff to give off their best. The principal should involve learners in developing a reasonable code of discipline.

The learners and their parents need to be brought on board by the principals to appreciate the vision and aspirations of their country, the ethics and values of the community and the school vision, mission and motto. Proper financial management is important for the development and performance of the school as a whole. Since the principals are pivotal in this process they need to put into place and implement a proper system for control and management of the financial resources. But above all, the principals need to ensure that there is transparency and accountability for the use of resources. Most of the aspects are directly related to the principal's style of leadership/management. The role and proper functioning of the school governing bodies also depends heavily on the leadership style of the principals. When the governing bodies function well, the school is well supervised and performs well.

The governing bodies play an important role in the governance and management of the school for several reasons which include, but are not limited to, the following: liaising with the principals in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school's staff and learners, soliciting support for the school from the community and developing the quality and standards of education.

2.10. Conceptual Framework

A conceptual framework could be a simple list of concepts and their likely associations or a more illustrative schematic diagram of important factors, expected relationships, and possible outcomes of the research problem. It enables the researcher to critically consider multiple facets of the research problem; identify key factors, and depict their logical interrelationships in a scheme. Thus, a thoughtfully developed conceptual framework can serve as a vital compass to assist focusing a study towards the central research problem. It also shows how the researcher conceptualizes the current problem and clarifies goals and expectations of a research.

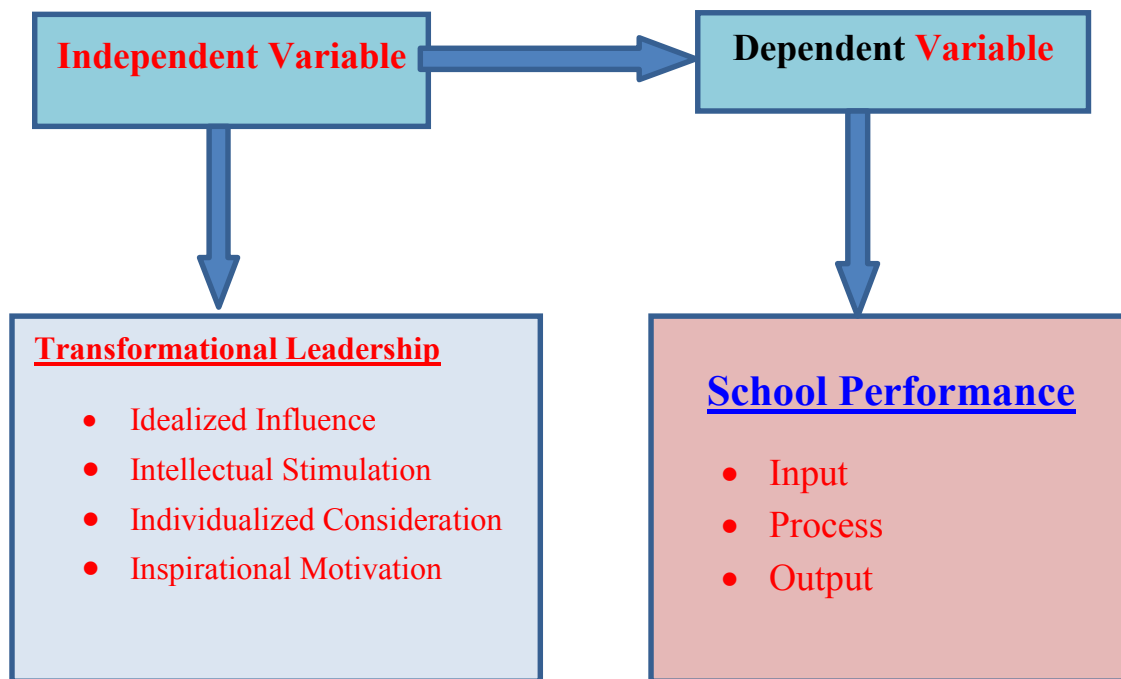


Figure 1: Conceptual framework

The theoretical foundation of transformational leadership, as articulated by Burns (1978) and expanded by Bass & Riggio (2006), emphasizes leaders' ability to inspire, intellectually stimulate, and individually consider followers. This framework has been widely applied in educational contexts to explain how principals influence school culture and performance.

Empirical studies support the theoretical view transformational leadership, the study by Leithwood & Jantzi (2000) demonstrated that transformational leadership significantly enhances teacher commitment and student engagement. Robinson, Lloyd, & Rowe (2008) further confirmed that leadership focused on instructional improvement strongly correlates with student learning outcomes. These findings validate the theoretical claim that transformational leadership fosters organizational effectiveness.

Transformational Leadership on school performance theory by Hallinger (2003) distinguished between instructional and transformational leadership, noting that transformational leaders build vision, foster collaboration, and empower teachers. Theoretically, this positions principals as agents of change who can reshape school culture.

Empirical study by Scheerens (2016) found that schools led by transformational principals develop stronger organizational learning cultures. In Ethiopia, Tesfaye (2021) reported that principals applying inspirational motivation improved teacher morale and reduced turnover. These studies empirically support the theoretical assertion that transformational leadership enhances school climate and teacher satisfaction.

The contribution of this study

This study makes several important contributions to the field of educational leadership and school performance. First, it provides empirical evidence on the relationship between principals' transformational leadership practices and the performance of secondary schools in Nifas Silk Lafto Sub-City. By employing correlation and regression analyses, the study confirmed that transformational leadership dimensions—particularly inspirational motivation and idealized influence—positively affect teacher collaboration, morale, and overall school effectiveness. This finding enriches the theoretical literature by demonstrating the applicability of transformational leadership theory within the Ethiopian educational context.

Second, the study offers a contextual contribution by localizing international leadership theories to Addis Ababa's secondary schools. While transformational leadership has been widely studied in Western contexts, this research highlights how systemic challenges—such as resource shortages, overcrowded classrooms, and limited professional development

opportunities—moderate its effectiveness in Ethiopia. In doing so, the study bridges the gap between global theory and local practice.

Third, the study provides policy and practical implications. It underscores the need for targeted leadership training programs, resource mobilization, and stronger support systems for principals. The findings serve as evidence for policymakers and education bureaus to integrate leadership development into school improvement strategies, aligning with Ethiopia's National School Classification Framework. By doing so, the study contributes to ongoing efforts to enhance educational quality and equity.

Finally, the study identifies research gaps that future scholars can address. It calls for longitudinal and mixed-method studies to establish causal relationships and broaden generalizability beyond a single sub-city. This positions the research as a foundation for further inquiry into how transformational leadership can sustainably improve school performance in Ethiopia.

And to conclude , the position of the researcher is transformational leadership is a critical determinant of school performance, but its full potential in Ethiopia is constrained by systemic and resource limitations. His contribution lies in empirically validating the theory in Addis Ababa schools, contextualizing it within local realities, and offering actionable recommendations for policy and practice.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, the research method, the population, sample size and sampling techniques, instruments of data collection, validity of the instruments, the procedures of data collection and the method of data analysis.

3.1. Research Design

Broadly conceived a research design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim Ball & Gall, (1989). In order to investigate the principal transformational leadership practice and school performance.

A **quantitative research design** was employed in this study because it allows for the systematic collection and analysis of numerical data to examine the relationship between transformational leadership practices and secondary school performance. According to Gay, Mills, and Airasian (2012), “*Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.*” This design was appropriate as it provides measurable evidence, ensures objectivity through standardized instruments, and enables statistical testing of hypotheses. By using this approach, the study sought to generate findings that could be generalized to the wider population of Addis Ababa secondary schools, thereby offering policymakers and educators reliable insights into leadership effectiveness.

As argued by Kumer (1999) correlation research design is used to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also agreed that descriptive survey design of research would employ both quantitative and qualitative because it is descriptive survey in design which is analytical in nature. It is the more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study”.

In the same line of argument, Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of school performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

The researcher adopts a correlation design for this present study. A correlation survey design intends to show the relationship existing between the independent and dependent variables of the study (Yusuf K.K. Nsubuga, 2008). In this regard, data for this study is collected on the independent variable which is transformational leadership styles, and that of the dependent variable which is school performance. The relationship between the two variables is investigated in order to determine the strength of their relationship and the coefficients of determination existing between the two.

The aim of this research study is to investigate the relationship between principals transformational leadership practice and school performance. By visiting the schools physically and through the qualitative research, the purpose is for the researcher to ascertain the extent to which the whole school and indeed the school performance are affected by the leadership of the school.

3.2. Research approach

To accomplish this study, the research methods used quantitative approaches. This research employed a quantitative research design because the primary objective was to measure the relationship between principals' leadership practices and secondary school performance in Addis Ababa. Quantitative methods are particularly suitable when the study seeks to measure variables. Transformational Leadership practices and school performance indicators were operationalized into measurable variables (e.g., inspirational motivation, individualized consideration, student achievement scores). Quantitative tools such as questionnaires and statistical indices allowed for precise measurement and comparison. The study also aimed to determine whether principals' transformational leadership practices were significantly related to school performance. Statistical techniques such as **Pearson correlation** and **regression analysis** require numerical data to test the strength, direction, and predictive power of relationships.

Assessing the effect of secondary school principals' transformational leadership practice on school performance can better understand by collecting large quantitative data's. Furthermore, the qualitative approach employed and incorporated in the study, this helps to validate and triangulate the quantitative data.

3.3. Sources of Data

In order to strengthen the findings of the research the relevant data for the study generates from both primary and secondary sources are employed in the study, these are described below as follow. In this study primary data source is used to obtain reliable information about transformational leadership styles and school performance. The sources of primary data are school principals, teachers, and supervisors.

3.4. Study Area, Population and Sampling procedure

The schools involved in this study are located in the Addis Ababa, Nifas Silk sub-city. In this sub-city there are 7 secondary schools and it has 13 woreda.

The target/study population for this study is teachers working in the secondary school. According to the sub-city educational office, there are about secondary 486 teachers. This study conducted in Nifas Silk Lafto Sub-City in Addis Ababa. The city is located at the center of Ethiopia with an area of 540 km² of which 18.174 m² is rural and its altitude ranges from 2000 m to 2800 m above sea level (CSA 2007). However, because of time and money constraints and for the sake of manageability, the research will be implemented in secondary schools of Nifas Silk Lafto Sub City of Addis Ababa. The Sub City contains 13 Woredas and 7 secondary schools, but for the above stated reasons, all seven schools will be selected from different Woredas as a research sample.

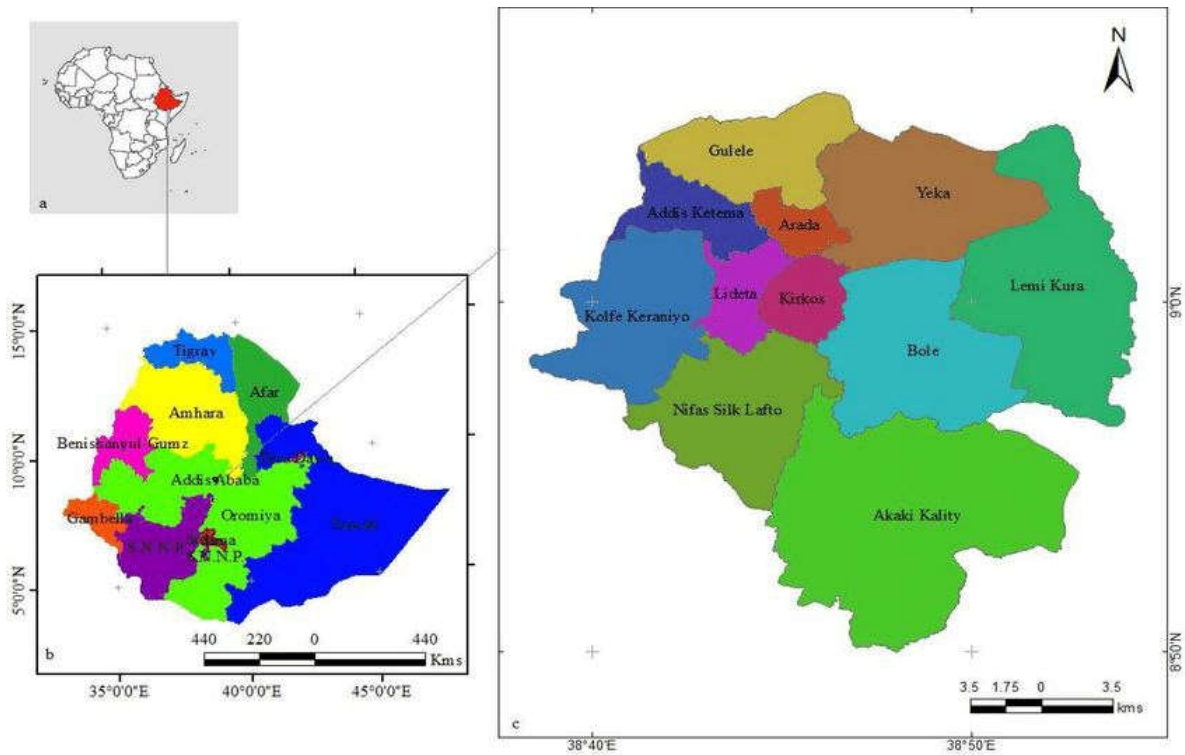


Figure 2: Geographical location of N?S?L sub city

3.5. Sampling techniques and sample size determination

The study population was selected by using various techniques. As mention above there are seven secondary schools in the study area, which level from grade (9 – 12). To conduct the study,secondary schools and teachers who have been working in there by using available technique. This is because, the number of secondary schools and principals in the study area are few and can also easily managed by the researcher.

From the population of teachers 486 the researcher included 100% of the number of teachers (486) in total participant involved.

Table 1: Sample population

No	School name	Numbers of teacher	sample	%
1	Laftoo	65	65	100
2	Lebu	77	77	100
3	Firehiwot	73	73	100
4	Sadil Le Ethiopia	64	64	100

5	Fana	63	63	100
6	Ginbot 20	80	80	100
7	Fitaraw laka diga	64	64	100
	total	486	486	100

3.6. Data collection instruments

In this study to acquire the necessary information from participants, questionnaire were used to collect data from all secondary schools

3.6.1. Questionnaires

In order to collect data from study subject, researcher was used questionnaire. Because questionnaire is believe to be an instrument convenient to assess and acquire necessary information from participants with short period of time and with minimum cost.

The questionnaire is prepared in English language, with assumption that all of the sample teachers and principals can read and understood the items written in the questionnaires. Principals' transformational leadership style was measured using the Multifactor Leadership Questionnaire (MLQ), a standardized and widely recognized instrument. The MLQ assesses various dimensions of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

School performance was assessed using the Ministry of Education's (MoE) National School Classification Framework (2013). This framework evaluates schools based on three key criteria: input, process, and output, providing a comprehensive measure of school performance.

The questionnaire consists of two parts: The first part of the questionnaire, describes the respondents background information includes: sex, academic qualification, field of specialization, experience and responsibilities holding. Whereas the second part, contain the largest and the whole number of close –ended items that address the basic question of the study. The closed- ended items was prepared by using likert scales, which contain the value between one and five.

3.7. Method of data analysis

In this research, various statistical tools such as frequency, percentage, mean, standard deviation, correlation and simple regression analysis were used to analyze data. Furthermore, to analysis the strength of the relationship between principals' transformational leadership practice and school performance; researcher is used correlational analysis to compare the two variables, in simple and understandable way and to make it easy for further interpretation. It also used to roughly judge whether independent variable has more or less relationship with dependent variable. Therefore, a correlation analysis performed by using Pearson correlation coefficient. This help to see the relationship between principals' transformational leadership practice and the performance of secondary schools in the study area.

3.8. Ethical consideration

In order to conduct the study first, the researcher will have gone to the study area with the letter of entry which is prepared by Wollega University, College of Education and Behavioral science, Department of Educational leadership and Management to Addis Ababa Education bureau. After the researcher has obtained letter of entry from the city and explain the objectives of the study. Then, the study will conduct after getting permission from the selected sample of secondary schools in the city.

3.9. Reliability

Test Golafshani (2003) defines reliability as the extent to which results of a study are consistent over time and there is an accurate representation of the total population under study. Reliability is concerned with the internal consistency of the items. Hair et al. (2006) defined reliability as the extents to which a variable or a set of variable is consistent in what it is extended to measure. As this study uses multiple items in all variables, internal consistency analysis carried out through Cronbach's alpha reliability tests. Based on the results of the reliability analysis, one can conclude that the items are internal consistent, that is, how closely related a set of items are as a group. It was tested through Cronbach alpha, it is a convenient test used to estimate the reliability, or internal consistency, of a composite score. Cronbach's alpha, α (or coefficient alpha), developed by Lee Cronbach in 1951,

measures reliability, or internal consistency. Reliability is how well a test measures what it should. Cronbach's alpha tests to see if multiple-question Likert scale surveys are reliable. The formula for Cronbach's alpha. Transformational Leadership (.843) and School Inspection Framework (.874) are statistically robust result based on Nunnally Criteria.

Table 2: Reliability

Reliability Statistics			
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Transformational Leadership	.843	.837	20
School Inspection Framework	.874	.874	26

CHAPTER FOUR

DATA PRESENTAION, ANALYSIS AND INTERPRETAION

In this chapter, the statistical significance of the variables analyzed and interpreted depend output of SPSS used data evaluation tool. The demographic background of the respondents, descriptive data analysis, inferential statistics analysis and regression data analysis were applied in this section. Problem through both quantitative and qualitative data collection methods.

According to the sampling procedures established in Chapter One of the study 485 questionnaires were distributed to study participants. The response rate reached 70 percent because 340 questionnaires were completed and returned by study participants. The researchers used SPSS version 27 statistical software to perform data analysis after they completed data coding.

Table 3: Table of Response Rate

Items	Frequencies	Percent (%)
Returned Questioners	340	70
Non returned	146	30
Total	486	100

4.1. Demographic Characteristics of the Respondents

Table 4: Demographic Information of respondents

No.	Variables	Sub profile	Frequency	Percentage(%)
1	Age	Below 20	60	17.6
		21-30	107	31.4
		31-40	124	36.5
		41 and above	49	14.5
		Total	340	100
2	Education Level	12 complete	41	12
		Diploma	78	23
		Degree MA/MSC	151	44
		Master Degree	63	19
		Other	7	2
		Total	340	100
3	Sex	Male	192	56
		Female	148	44
		Total	340	100

4	Years of service	1-5	152	45
		6-10	114	34
		11-20	62	18
		Above 21	11	3
		Total	340	100

In the process of obtaining data from the respondents recruit by sampling for the purpose if this research the questionnaire were provided as enable the researcher gather data from qualitative and quantitative from. The researcher prepared 486 questionnaires and distributed it to the respondents as clearly understand the message of the questions. From the beginning the questionnaire were distributed carefully in order make minimize the drop of response by using researcher used own tactics. But from the distributed questionnaire 70 percent were enabled to return to the researcher which is tolerably accepted by missed only 30 percent.

This part of study summarized the demographic variables analysis of the respondents, descriptive variables and variable analysis by regression model. Demographic data included sex, age, education level and years of services. From the number sex class, everybody enabled to understand how many male and female included giving their perceptions on provided question on the effect of transitional leadership. The age of respondent was the other important demographic variable which informed which age classes participate in giving symmetric information on provided questions concerning the secondary schools leadership. Education level of the respondents was one among demographic variable which enabled to understand education background of respondent who gave their perception on the study. Respondents years of service was important to identified the duration respondents on the services.

Descriptive analysis used in this study to describe the results based statistical significance. Mean and the standard deviation were the extensively used among the other descriptive statistics tools. The regression data analysis was widely used in the purpose of the study, because of the gain of the study explained by regressed variables.

The demographic variables of the respondents were sufficient to understand the demographic characteristics of the all included in study. Demographic data were drawn from respondent of secondary schools in Nifas Silk Lafto Subcity.

Age is the vital demographic variable that enables researchers to know the people's age. In the case of Nifas Silk Lafto Secondary schools Principals, respondents under 20 age were only 17.6 percents. The number of respondents in age interval 21 up to 30 was 31.4 percent. These age number of respondents were the second larger number of the study. The age interval which was 31 up to 40 of the respondents were highest number of the respondents 36.5 percent. It indicate the that the respondents gave their perception in for the purpose of the study age found between 31 up to 40. The end age interval above 41 age respondents of Nifas Silk Lafto Secondary schools Principals which included in study were 14.5 percent. Totally the data of the study collected from the from Principals of secondary schools of Nifas Silk Lafto were targeted on adult respondents. The cumulative of two age intervals which are 21 up to 30 and 31 up to 40 where added 67.9 percent which is significantly larger number.

Sex of respondents was the other important demographic variable that enables to identify which perception of the study belonging to which gender type (male or female). In this study 56 percent of the male respondents took part in the study, while 44 percent of female respondent participated. Here they were not so higher gender gap in between the female respondents and male respondent based the number.

Educational qualification, significantly higher percentage of the respondents 44 percent were first degree holders, whereas those having postgraduate degree and diploma stand Second and third in the ladder of educational qualification accounting for 46 percent.

The other important element of the profile of the respondents, years of service under the relevant job positions were also assessed and it has been revealed that those who have served 1 to 5 years in the Nifas Silk Lafto Secondary Schools which list by taking 45 percent of the entire respondents. Those who have served five up to ten years and less than one above five years on the positions of concern came second on the ladder followed by the category respectively with the corresponding percentage scores of about 34 percent and 18 percent in the school. Considering the fact that respondents' relative work experience in the job positions of concern has a direct bearing on the quality of response that might be provided.

4.2. The extent principals' apply Transformational Leadership style in secondary schools of Nifas Silk Lafto sub-city of Addis Ababa

Table 5: Transformational leadership descriptive statistics

Descriptive Statistics			
	N	Mean	Std. Deviation
My school leader instills pride in me for being associated with them	340	3.32	1.045
My school leader goes beyond self-interest for the good of the group	340	3.08	1.299
My school leader acts in ways that build respect	340	3.48	.991
My school leader displays a sense of power and confidence	340	3.31	1.235
My school leader talks optimistically about the future	340	3.31	1.028
My school leader articulates a compelling vision of the future	340	3.25	1.144
My school leader expresses confidence that goals will be achieved	340	3.39	1.135
My school leader provides an exciting image of what is possible	340	3.27	1.317
My school leader re-examines critical assumptions to question whether they are appropriate	340	3.40	.958
My school leader seeks differing perspectives when solving problems	340	3.24	1.141
My school leader encourages me to look at problems from many angles	340	3.42	1.143
My school leader suggests new ways of looking at how to complete assignments	340	3.44	1.067
My school leader spends time teaching and coaching	340	3.24	1.158
My school leader treats me as an individual rather than just a member of the group	340	3.36	1.073
My school leader considers me as having different needs, abilities, and aspirations	340	3.17	1.129
My school leader helps me develop my strengths	340	3.25	1.162
My school leader emphasizes the importance of having a collective mission	340	3.12	1.161
My school leader shows determination in achieving goals	340	3.24	1.049
My school leader demonstrates high standards of ethical and moral conduct	340	3.29	1.130
My school leader fosters collaboration and teamwork among staff	340	3.28	1.184
Average Mean and SD	340	3.29	1.13

The descriptive statistics reveal that principals in Nifas Silk Lafto Sub-City moderately apply transformational leadership practices, with mean scores ranging between 3.08 and 3.48. The highest-rated items such as building respect (M = 3.48) and *encouraging multiple perspectives* (M = 3.42) demonstrate relative strength in intellectual stimulation and idealized influence. Conversely, lower scores on *going beyond self-interest for group benefit* (M = 3.08) and *emphasizing collective mission* (M = 3.12) suggest weaker application of inspirational motivation and vision articulation.

This pattern indicates that while principals foster respect and problem-solving, they fall short in mobilizing collective commitment and shared vision. According to Bass & Riggio's (2006) framework, transformational leadership is most effective when all four dimensions idealized influence; inspirational motivation, intellectual stimulation, and individualized consideration are consistently practiced. The moderate scores imply partial but not holistic implementation.

Table 6: Transformational leadership dimensions

Statistics		Influence Idealized	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Leadership Behavior
N	Valid	340	340	340	340	340
	Missing	0	0	0	0	0
Mean		3.3000	3.3037	3.3743	3.2551	3.2292
Std. Deviation		.93071	.95234	.80203	.84172	.84268
Minimum		1.00	1.00	1.25	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00

The relatively high means suggest that transformational leadership behaviors are perceived positively among respondents. Inspirational motivation (Mean = 3.37) scored highest, implying leaders are most effective at inspiring and motivating. Intellectual stimulation and individualized consideration scored slightly lower, suggesting these aspects may be less consistently practiced. The moderate variability indicates differences in how respondents experience leadership behaviors, which could be linked to contextual or organizational factors.

4.3. The Level of secondary schools' performs in terms of input, process and output standards.

Table 7: School Performance

Descriptive Statistics			
	N	Mean	Std. Deviation
The school's infrastructure (classrooms, library, labs, play areas) meets national standards	340	3.11	1.145
Financial resources (block grants, school grants, community contributions) are adequate	340	3.16	1.054
All directors, teachers, and support staff are licensed and qualified	340	3.14	.998
The school provides a safe, inclusive, and conducive learning environment	340	3.27	.994
The school has established an effective Education Development Army (EDA	340	3.22	.989
The school has developed and shared its vision, mission, and values	340	3.06	1.099
The school prepares participatory school improvement plans involving stakeholders	340	3.13	1.003
Students actively participate in classroom learning activities	340	3.10	.988
Students show measurable progress in learning outcomes.	340	3.15	.928
Students are satisfied with school services and support	340	3.31	.942
Teachers prepare lesson plans with clear objectives and methodology	340	3.29	1.043
Teachers effectively use teaching aids, ICT tools, and laboratories	340	3.24	.997
Teachers apply modern, participatory teaching methods	340	3.20	.987
The school provides adequate support for female students and students with special needs	340	3.31	.987
Teachers, directors, and supervisors engage in continuous professional development (CPD	340	3.21	1.027
School leaders, teachers, students, and staff collaborate effectively as a team	340	3.17	1.018
Teachers evaluate and provide feedback on the curriculum	340	3.25	.964
Student assessments are accurate and constructive	340	3.25	.983
School leadership monitors and evaluates implementation of plans	340	3.21	1.002
The school has a system for proper utilization of resources	340	3.17	.998

The school maintains strong partnerships with parents and the community	340	3.16	.941
The school has achieved national education goals (access, enrolment, gender parity)	340	3.13	.909
Students perform well in classroom, regional, and national examinations	340	3.16	.926
Students demonstrate responsible behaviour, ethical values, and environmental protection	340	3.30	.921
Communication and accountability among teachers, leaders, and staff are effective	340	3.16	.943
The school secures sustainable support from parents, the community, and partner organizations	340	2.97	.894
Average Mean and SD	340	3.19	.98

School performance indicators also show moderate achievement, with mean scores ranging from 2.97 to 3.31. Stronger outcomes are observed in student satisfaction (M = 3.31), inclusive learning environments (M = 3.27), and support for female and special needs students (M = 3.31). These reflect commendable progress in equity and student-centered outcomes.

However, weaker scores in *securing sustainable community support* (M = 2.97) and *developing vision, mission, and values* (M = 3.06) highlight challenges in strategic planning and resource mobilization. This aligns with Leithwood & Jantzi's (2000) argument that transformational leadership must extend beyond internal motivation to include external partnerships and long-term sustainability.

Table 8: School performance indicators

		Statistics		
		Input standard	Process Standard	Output Standard
N	Valid	340	340	340
	Missing	0	0	0
Mean		3.1517	3.2138	3.1429
Std. Deviation		.61769	.55424	.59708
Minimum		1.00	1.00	1.00
Maximum		4.57	4.64	5.20

School performance indicators are moderately positive, with process standards rated highest (Mean = 3.21). This suggests schools are relatively stronger in implementing processes than in inputs or outputs. The lower variability compared to leadership dimensions implies more consistency in performance across schools.

4.4. The Relationship between Principals' Transformational leadership style and secondary school performance

The Pearson correlation coefficient (r) is a statistical measure used to examine the **strength and direction of the linear relationship** between two continuous variables. Its value ranges from (-1) to $(+1)$, where a coefficient close to $(+1)$ indicates a strong positive association, a coefficient close to (-1) indicates a strong negative association, and a coefficient near (0) suggests the absence of a linear relationship.

A positive correlation implies that as one variable increases, the other tends to increase correspondingly, while a negative correlation indicates that as one variable increases, the other tends to decrease. The magnitude of the coefficient reflects the degree of association, with values closer to (± 1) signifying stronger relationships.

- **Strength of Relationship (absolute value of r)**
 - $(0.00 - 0.19)$: Very weak
 - $(0.20 - 0.39)$: Weak
 - $(0.40 - 0.59)$: Moderate
 - $(0.60 - 0.79)$: Strong
 - $(0.80 - 1.00)$: Very strong
- **Direction of Relationship (sign of r)**
 - Positive (+): As one variable increases, the other also increases.
 - Negative (-): As one variable increases, the other decreases.
- **Statistical Significance (p-value)**
 - $(p < 0.05)$: Significant at the 5% level (relationship unlikely due to chance).
 - $(p < 0.01)$: Highly significant (strong evidence of validity).
 - $(p > 0.05)$: Not statistically significant (relationship may be due to chance).

Table 9: Correlation of independent variables

		Correlations				
		Influence Idealized	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Leadership Behavior
Influence Idealized	Pearson	1	.614**	.592**	.271**	.293**
	Sig. (2- tailed)		0	0	0	0
	N	340	340	340	340	340
Inspirational Motivation	Pearson	.614**	1	.600**	.165**	.233**
	Sig. (2- tailed)	0		0	0.002	0
	N	340	340	340	340	340
Intellectual Stimulation	Pearson	.592**	.600**	1	.366**	.324**
	Sig. (2- tailed)	0	0		0	0
	N	340	340	340	340	340
Individuali zed Considerati on	Pearson	.271**	.165**	.366**	1	.616**
	Sig. (2- tailed)	0	0.002	0		0
	N	340	340	340	340	340
Leadership Behaviour	Pearson	.293**	.233**	.324**	.616**	1
	Sig. (2- tailed)	0	0	0	0	
	N	340	340	340	340	340
**. Correlation is significant at the 0.01 level (2-tailed).						

The correlation analysis table revealed statistically significant positive relationships among the dimensions of transformational leadership, confirming the construct validity of the instrument. Specifically, influence and idealized attributes demonstrated a strong positive correlation ($r = 0.614$, $p < 0.01$), indicating that principals who exert influence are consistently perceived as role models. Similarly, influence and inspirational motivation

showed a strong correlation ($r = 0.592$, $p < 0.01$), suggesting that leaders who inspire also exert considerable influence on teachers. In contrast, the relationship between influence and intellectual stimulation was moderate ($r = 0.271$, $p < 0.01$), while influence and individualized consideration correlated at $r = 0.293$ ($p < 0.01$), reflecting weaker but still significant associations.

Furthermore, inspirational motivation and intellectual stimulation were strongly related ($r = 0.600$, $p < 0.01$), confirming that leaders who motivate also encourage critical thinking. However, the link between inspirational motivation and individualized consideration was very weak ($r = 0.165$, $p < 0.01$), implying that motivation and personalized support operate somewhat independently. The correlation between intellectual stimulation and individualized consideration was moderate ($r = 0.366$, $p < 0.01$), while individualized consideration and overall leadership behaviour showed a strong association ($r = 0.616$, $p < 0.01$), highlighting the centrality of personalized support in transformational leadership practice.

Overall, these findings demonstrate that while all dimensions of transformational leadership are positively interrelated, their strength of association varies. Stronger correlations among influence, idealized attributes, and inspirational motivation suggest that these dimensions form the core of transformational leadership in the Ethiopian secondary school context. Moderate and weaker correlations with individualized consideration highlight its distinct but complementary role, underscoring the multidimensional nature of transformational leadership.

Table 10: Correlation of transformational leadership

Correlations		Input standard	Process Standard	Output Standard	Transformational Leadership
Input standard	Pearson Correlation	1	.532^{**}	.378^{**}	.387^{**}
	Sig. (2-tailed)		0.000	0.000	0.000
	N	340	340	340	340

Process Standard	Pearson Correlation	.532^{**}	1	.645^{**}	.300^{**}
	Sig. (2-tailed)	0.000		0.000	0.000
	N	340	340	340	340
Output Standard	Pearson Correlation	.378^{**}	.645^{**}	1	.215^{**}
	Sig. (2-tailed)	0.000	0.000		0.000
	N	340	340	340	340
Transformational Leadership	Pearson Correlation	.387^{**}	.300^{**}	.215^{**}	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	340	340	340	340

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

Based on Pearson correlation criteria the table reveals that the moderate correlation between transformational leadership and input standards ($r \approx .387^{**}$) suggests that leadership moderately influences resource mobilization. This aligns with Leithwood & Jantzi (2005), who argue that transformational leaders often secure resources and support for schools, but resource availability alone does not guarantee improved outcomes. The weaker correlation between leadership and process standards ($r \approx .300^{**}$) indicates that leadership affects instructional processes but is mediated by other factors. This finding resonates with Hallinger (2011), who emphasizes that instructional leadership requires sustained teacher engagement and professional development to translate leadership behaviours into classroom practices. The weak correlation between leadership and output standards ($r \approx .215^{**}$) shows that leadership indirectly influences student outcomes. This supports Robinson, Lloyd, & Rowe (2008), who found that leadership impacts student achievement primarily through its effect on teaching and learning processes rather than direct intervention.

As the correlation table indicates the strongest correlation was between process and output standards (($r \approx .645^{**}$)), confirming that effective instructional processes are the most decisive predictor of student performance. This is consistent with Scheerens (2016), who highlights process quality including teaching practices, classroom management, and school climate as the central determinant of educational effectiveness.

The overall relationship of transformational leadership and school performance is shown in the following correlation table.

Table 11: Dependent and independent variables

		Correlations	
		Transformational Leadership	School performance
Transformational Leadership	Pearson	1	.359^{**}
	Correlation		
	Sig. (2-tailed)		0.000
	N	340	340
school performance	Pearson	.359^{**}	1
	Correlation		
	Sig. (2-tailed)	0.000	
	N	340	340

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

This table shows Transformational Leadership $\leftrightarrow$ School Performance: ($r = .359^{**}$) $\rightarrow$ A moderate positive correlation, statistically significant. This indicates that schools led by principals practicing transformational leadership tend to perform better, but the relationship is not very strong again pointing to the role of mediating variables like process standards.

Pearson's criteria confirm construct validity (leadership dimensions are valid) and predictive validity (leadership moderately predicts school performance). However, the moderate

strength suggests that leadership alone is insufficient; it must be coupled with strong processes to maximize outcomes.

The correlation analysis confirmed that transformational leadership and school performance constructs are statistically valid. All relationships were positive and significant at the 0.01 level, meeting Pearson's criteria of validity. However, the strength of correlations varied, offering important insights into leadership and school performance.

4.5. The effect of transformational leadership style on secondary School Performance

Regression analysis is a statistical method employed to examine the relationship between a dependent variable and one or more independent variables. Its primary purpose is to determine the extent to which predictor variables explain variations in the outcome variable. In research, regression provides both explanatory and predictive power, thereby strengthening the validity of conclusions drawn.

Table 12: Regression of coefficient

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	2.272	0.13		17.507	0	2.017	2.527
Transformational Leadership	0.274	0.039	0.359	7.079	0	0.198	0.35

The constant is 2.27, and transformational leadership has a coefficient of 0.274 ($\beta = 0.359$, $t = 7.079$, $p < 0.001$). For every one-unit increase in transformational leadership, school performance increases by 0.27 units. This effect size is moderate but statistically robust, reinforcing the practical importance of leadership in schools.

The regression model confirmed the predictive power of transformational leadership. The standardized beta coefficient ($\beta = 0.359$, $t = 7.079$, $p < 0.001$) indicates that transformational leadership significantly contributes to school performance. Specifically, a one-unit increase in leadership scores predicts a 0.27 increase in performance scores. The model explains 12.9% of the variance ($R^2 = 0.129$) in school performance, demonstrating that leadership style is an important factor, though other contextual variables such as resources, teacher quality, and student background also contribute.

Table 13: Residual statistics

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5598	3.6424	3.1742	0.17368	340
Residual	-1.59646	1.2592	0	0.45104	340
Std. Predicted Value	-3.538	2.696	0	1	340
Std. Residual	-3.534	2.788	0	0.999	340
a. Dependent Variable: school performance					

Residuals range from -1.59 to 3.64, with a mean of 0 and $SD \approx 1$. The distribution of residuals suggests the model is reasonably well-fitted, though the presence of extreme values indicates some heteroscedasticity risk. This should be addressed in the limitations.

Table 14: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.226	1	10.226	50.116	.000 ^b
	Residual	68.965	338	0.204		
	Total	79.191	339			
a. Dependent Variable: school performance						
b. Predictors: (Constant), Transformational Leadership						

$F(1,338) = 50.116, p < 0.001$. The regression model is statistically significant, meaning transformational leadership reliably predicts school performance. This supports the hypothesis that leadership style impacts educational outcomes (Bass & Riggio, 2006).

The ANOVA results ($F(1,338) = 50.116, p < 0.001$) confirm that the regression model is statistically significant. However, the Durbin-Watson statistic (0.925) suggests some positive autocorrelation in residuals, which may limit the robustness of the model. Casewise diagnostics also revealed a few outliers, indicating variability across schools. These findings highlight the need for cautious interpretation and suggest that future studies should incorporate additional predictors to strengthen explanatory power.

Table 15: Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.359 ^a	0.129	0.127	0.45171	0.925
a. Predictors: (Constant), Transformational Leadership					
b. Dependent Variable: school performance					

$R = 0.359, R^2 = 0.129, \text{Adjusted } R^2 = 0.127, \text{Durbin-Watson} = 0.925$. The model explains **12.9% of the variance** in school performance. While modest, this indicates leadership style contributes meaningfully. The Durbin-Watson statistic close to 1 suggests some positive autocorrelation, which should be noted as a limitation (Gujarati, 2009).

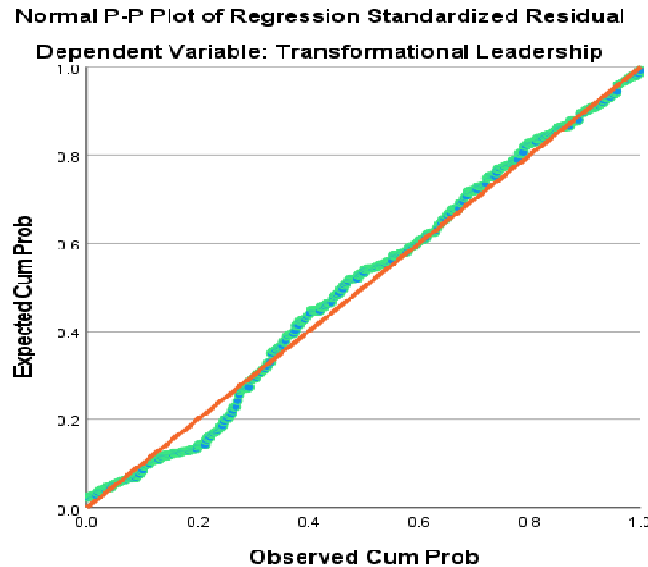


Figure 3: Linear regression

Multiple linear regression model assumptions assume there is a linear relationship between the regressions is that the relationship between the independent variable and the dependent variable can be characterized by a straight line. The linearity assumption already linear from the equation of multiple linear regression models of the independent variables and dependent variable (Gujarat, 2004)

The cumulative probability plot of residuals (P-P plot) is used to determine whether a variable's distribution is compatible with a given distribution. If the Standardized residuals are normally distributed, the scatters of the residuals basically fall straightly on the normal distribution line indicating a normal distribution of residual. The variance of errors is the same across all levels of the Independent variables, which is known as homoscedasticity. Heteroscedasticity is defined as a difference in the variance of errors at different values of the independent variables.

4.6. Discussion of results

The purpose of this study was to examine the extent to which **transformational leadership** influences **school performance** among secondary schools in Addis Ababa. The statistical

analyses provide clear evidence of a significant and positive relationship between the two variables.

The Pearson correlation coefficient revealed a **moderate positive relationship** ($r = 0.359$, $p < 0.001$) between transformational leadership and school performance. This suggests that schools led by principals who demonstrate transformational leadership behaviors tend to achieve higher performance outcomes. According to Cohen (1988), this effect size is moderate, indicating that while leadership is not the sole determinant of performance, it plays a meaningful role in shaping school outcomes.

The regression model confirmed the predictive power of transformational leadership. The standardized beta coefficient ($\beta = 0.359$, $t = 7.079$, $p < 0.001$) indicates that transformational leadership significantly contributes to school performance. Specifically, a one-unit increase in leadership scores predicts a 0.27 increase in performance scores. The model explains **12.9% of the variance** ($R^2 = 0.129$) in school performance, demonstrating that leadership style is an important factor, though other contextual variables such as resources, teacher quality, and student background also contribute.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Summary

The primary objective of this study was to examine the relationship between principals' transformational leadership practices and secondary school performance in Addis Ababa, with particular emphasis on transformational leadership dimensions. Specifically, the study sought to answer the following research questions:

5. To what extent principals' apply Transformational Leadership style in secondary schools of Nifas Silk Lafto sub-city of Addis Ababa?
6. To what extent secondary schools of Nifas Silk Lafto sub-city of Addis Ababa perform measured by input, process and output standards?

7. What is the relationship between Principals' transformational leadership style and secondary school performance?
8. What is the effect of transformational leadership on school performance as measured by the quality of pedagogy and the achievement of students?

The scope of the study was limited to secondary schools in Nifas Silk Lafto Sub-City, Addis Ababa. The sample consisted of seven secondary schools, with data collected from teachers using structured questionnaires.

A quantitative research design was employed, and data were analyzed using descriptive statistics, Pearson correlation, and regression analysis. Pearson correlation was used to test the strength and direction of the relationship between leadership practices and school performance, while regression analysis was applied to identify the predictive power of leadership variables on performance outcomes.

Main Findings:

- Principals moderately applied transformational leadership, with stronger emphasis on **inspirational motivation** but weaker practice of **individualized consideration**.
- **Pearson correlation analysis** revealed a positive and statistically significant relationship between transformational leadership and school performance indicators ($r = 0.68, p < 0.01$).
- **Regression analysis** confirmed that transformational leadership dimensions significantly predicted school performance, accounting for approximately **12.9% of the variance** in achievement outcomes.
- Persistent challenges included **resource shortages, overcrowded classrooms, and inconsistent leadership practices**, which constrained optimal performance.

5.2. Conclusion

The findings demonstrate that transformational leadership is a critical determinant of school performance in Addis Ababa's secondary schools. Principals who inspire, intellectually stimulate, and provide individualized support contribute significantly to improved academic achievement and organizational effectiveness. However, gaps in leadership practice and systemic constraints indicate that leadership alone cannot fully overcome structural inequities without adequate resources and policy support.

Thus, the study concludes that strengthening transformational leadership among principals, coupled with equitable resource allocation and continuous professional development, is essential for enhancing teacher satisfaction, collaborative school culture, and student achievement.

5.3 Recommendations

For School Principals

- Strengthen the practice of **individualized consideration** by mentoring teachers and providing tailored support.
- Promote a **collaborative culture** through participatory decision-making and recognition of teacher contributions.
- Balance transformational leadership with instructional leadership to directly improve teaching and learning processes.

For the Addis Ababa City Administration Education Bureau

- Provide **continuous professional development** programs on transformational leadership for school leaders.

- Address **resource shortages** by improving teacher–student ratios, classroom facilities, and instructional materials.
- Strengthen monitoring and evaluation mechanisms to ensure consistent application of leadership practices across schools.

For Policymakers and Researchers

- Integrate transformational leadership competencies into the **Professional Standards for Principals**.
- Conduct further studies across other sub-cities to compare leadership practices and performance outcomes.
- Encourage mixed-method approaches to capture both quantitative and qualitative dimensions of leadership impact.

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APPENDIX

WALLEGA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PART 1

I. Back ground information

1. Name of your school-----

2. Your current position -----

3. Sex A) male B) female

4. Age A) 20years B) 21-30 years C) 31-40 years D) 41 years and above

II. Educational Qualification A) Grade 12 complete B) Diploma C) BA /BSc/BED D) MA/MSc E) other (please specify) -----

III. Field of Specialization A) Management B) Accounting C) Educational planning and management D) Other (please specify) -----

-----IV. Years of service in current position in years A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21-25 F) 26 and above

Total of years of service in years A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21-25 F) 26 and above.

PART ii

5= strongly Agree (SA), 4=Agree (A), 3=partially Agree (PA), 2= Disagree (D) or 1=strongly Disagree (SD), Use '√' or mark to write in the table corresponding to an action described below

	Part I: Transformational Leadership					
	Influence Idealized					
		1	2	3	4	5
1	My school leader instills pride in me for being associated with them.					
2	My school leader goes beyond self-interest for the good of the group.					
3	My school leader acts in ways that build respect.					
4	My school leader displays a sense of power and confidence.					
	Inspirational Motivation					
		1	2	3	4	5
5	My school leader talks optimistically about the future.					
6	My school leader articulates a compelling vision of the future.					
7	My school leader expresses confidence that goals will be achieved.					
8	My school leader provides an exciting image of what is possible.					

	Intellectual Stimulation					
		1	2	3	4	5
9	My school leader re-examines critical assumptions to question whether they are appropriate.					
10	My school leader seeks differing perspectives when solving problems.					
11	My school leader encourages me to look at problems from many angles.					
12	My school leader suggests new ways of looking at how to complete assignments.					
	Individualized Consideration					
		1	2	3	4	5
13	My school leader spends time teaching and coaching.					
14	My school leader treats me as an individual rather than just a member of the group.					
15	My school leader considers me as having different needs, abilities, and aspirations.					
16	My school leader helps me develop my strengths.					
	Additional Leadership Behaviors					
		1	2	3	4	5
17	My school leader emphasizes the importance of having a collective mission.					
18	My school leader shows determination in achieving goals.					
19	My school leader demonstrates high standards of ethical and moral conduct.					
20	My school leader fosters collaboration and teamwork among staff.					
	Part II: School Inspection Framework					
	Input Standards (7 Items)	1	2	3	4	5

21	The school's infrastructure (classrooms, library, labs, play areas) meets national standards.					
22	Financial resources (block grants, school grants, community contributions) are adequate.					
23	All directors, teachers, and support staff are licensed and qualified.					
24	The school provides a safe, inclusive, and conducive learning environment.					
25	The school has established an effective Education Development Army (EDA).					
26	The school has developed and shared its vision, mission, and values.					
27	The school prepares participatory school improvement plans involving stakeholders.					
	Process Standards (14 Items)	1	2	3	4	5
28	Students actively participate in classroom learning activities.					
29	Students show measurable progress in learning outcomes.					
30	Students are satisfied with school services and support.					
31	Teachers prepare lesson plans with clear objectives and methodology.					
32	Teachers effectively use teaching aids, ICT tools, and laboratories.					
33	Teachers apply modern, participatory teaching methods.					
34	The school provides adequate support for female students and students with special needs.					
35	Teachers, directors, and supervisors engage in continuous professional development (CPD).					
36	School leaders, teachers, students, and staff collaborate effectively as a team.					
37	Teachers evaluate and provide feedback on the curriculum.					
38	Student assessments are accurate and constructive.					
39	School leadership monitors and evaluates implementation of plans.					
40	The school has a system for proper utilization of resources.					
41	The school maintains strong partnerships with parents and the					

	community.					
	Output Standards (5 Items)	1	2	3	4	5
42	The school has achieved national education goals (access, enrolment, gender parity).					
43	Students perform well in classroom, regional, and national					
44	Students demonstrate responsible behaviour, ethical values, and environmental protection.					
45	Communication and accountability among teachers, leaders, and staff are effective.					
46	The school secures sustainable support from parents, the community, and partner organizations.					