



WOLLEGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PRINCIPALS' LEADERSHIP STYLES AND SCHOOLS'
READINESS FOR ORGANIZATIONAL CHANGE IN
PRIMARY SCHOOLS OF ADDIS KETEMA SUB CITY
OF ADDIS ABABA**

MA. THESIS

BY:
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WALLEGA UNIVERSITY
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ADDIS ABABA**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATIONAL AND
BEHAVIORAL SCIENCE, DEPARTMENT OF EDUCATION IN
PARTIAL FULFILMENT TO MASTER'S DEGREE IN EDUCATIONAL
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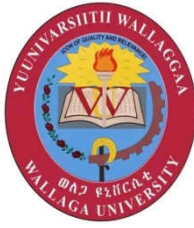
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APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As examining Board members of the Final MA thesis open defense, we certify that, we have read and evaluated the thesis prepared by Girma Wolde, the title “Principal Leadership Style and Schools’ Readiness for Organizational Change in Addis Ketema Primary School” and recommend that, the thesis be accepted as fulfilling the research thesis requirement for the Masters of arts degree in Educational Leadership.

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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 into the final thesis submitted entitled with “Principal Leadership Style and Schools’ Readiness for Organizational Change in Addis Ketema Primary School” by Girma Wolde.

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STATEMENT OF THE AUTHOR (DECLARATION)

I, GirmaWolde, hereby declare that this thesis entitled:

Principals' Leadership Styles and Schools' Readiness for Change in Government Primary Schools of Addis Ketema Sub-City, Addis Ababa, Ethiopia is my original work and has not presented for the award of any degree, diploma, or certificate in this or any other university. All scholarly matter that is included in the thesis has 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 submitted in partial fulfillment of the requirement for a degree from the Post Graduate Studies at Wollega University. I further declare that this thesis not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

Girma Wolde was born in 1977 E.C at West Shewa Dire Enchini Woreda in Ethiopia. He attended his education in Dire Enchini primary and secondary School in Ethiopia and later pursued higher education in the field of Physics at Ambo University in 206 E.C. He has served as an educator in government primary schools and has gained extensive experience in teaching, school leadership, and educational administration. Throughout his professional career, he has been actively involved in improving school performance, instructional leadership, and organizational development. He joined the postgraduate program in Educational Leadership and Management to enhance his professional competence and contribute to the improvement of educational quality in Ethiopia.

This thesis, entitled " Principals' Leadership Styles and Schools' Readiness for Organizational Change in Government Primary Schools of Addis Ketema Sub-City, Addis Ababa, was conducted in partial fulfillment of the requirements for the degree of Master of Arts (M.A.) in Educational Leadership and Management.

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ABBREVIATION AND ACRONYMS

ADKAR	:	Awareness, Desire, Knowing, Ability, Reinforcement
ANOVA	:	Analysis of Variance
BPR	:	Business Process Reengineering
BSC	:	Bachelor of Science
CR	:	Change Readiness
ETB	:	Ethiopian Birr
LFLS	:	Laissez-Faire Leadership Style
LS	:	Leadership Style
MLQ	:	Multifactor Leadership Questionnaire
MOE	:	Ministry of Education
OCR	:	Organizational Change Readiness
OCRQ	:	Organizational Change Readiness Questionnaire
SCR	:	School Change Readiness
SD	:	Standard Deviation
SPSS	:	Statistical Package for the Social Sciences
TFLS	:	Transformational Leadership Style
TSLS	:	Transactional Leadership Style
VIF	:	Variance Inflation Factor

TABLE OF CONTENTS

Contents	Pages
APPROVAL SHEET FOR SUBMITTING FINAL THESIS	ii
STATEMENT OF THE AUTHOR (DECLARATION)	iii
BIOGRAPHICAL SKETCH	iv
ACKNOWLEDGEMENTS	v
ABBREVIATION AND ACRONYMS	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xiii
ABSTRACT	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	5
1.3. Research Questions	7
1.4. Objectives of the study	7
1.4.1. General Objectives of the Study	7
1.4.2. Specific objectives	7
1.5. Significance of the Study	8
1.6. Delimitation (Scope) of the Study	8
1.7. Operational Definition of Key Terms	9
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
2.1. Full Range Leadership Model (FRLM)	11
2.2. Transformational Leadership Style	11
2.2.1. Components of Transformational Leadership	12
2.3. Transactional Leadership Style	13
2.3.1. Components of Transactional Leadership	13
2.4. Laissez-Faire Leadership Style	14
2.4.1. Components of Laissez-Faire Leadership Style	14
2.4.2. Characteristics of Laissez-Faire Leadership	14

2.5. School Principal as a Change Agent	15
2.6. Organizational Readiness for Change	15
2.7. ADKAR Model and Prosci Change Management Methodology	16
2.7.1. ADKAR Model	16
2.8. Principals' Leadership Styles and Schools' Readiness for Organizational Change	17
2.9. Empirical Literature review	18
2.10. Conceptual Framework	18
CHAPTER THREE	20
RESEARCH DESIGN AND METHODOLOGY OVERVIEW	20
INTRODUCTION	20
3.1. Research Paradigm	20
3.2. Research Approach	20
3.3. Research Design	21
3.4. Study Area	21
3.5. Population of the Study	21
3.6. Sample Size and Sampling Techniques	21
3.6.1. Sample Size Determination	21
3.6.2. Sampling Technique	22
3.7. Sources of Data	23
3.7.1. Primary Data	23
3.7.2. Secondary Data	23
3.8. Data Collection Instrument	23
3.9. Data Collection Procedures	24
3.10. Methods of Data Analysis	25
3.11. Validity and Reliability	25
3.12. Ethical Consideration	26
CHAPTER FOUR	27
METHODS OF DATA PRESENTATION, ANALYSIS AND DISCUSSION	27
4.1. Demographic Information of Respondent	28
4.2. Principals' Leadership Styles	29
4.2.1. Transformational Leadership Styles	30

4.2.2. Principals' Transactional Leadership style	36
4.2.3. Principals' Laissez faire leadership	39
4.3. Schools Readiness for Organizational Change	42
4.4. Relationship between Principals' Leadership styles and School Organizational Change Readiness	48
4.5. Principals' Leadership styles effect on School Organizational Change Readiness	50
4.5.1. The regressions result	51
4.5. Document review	53
CHAPTER FIVE	56
SUMMARY, CONCLUSION AND RECOMMENDATION	56
5.1. Summary of finding	57
5.3. Conclusion	59
5.3. Discussion	60
5.4. Recommendations	62
References	63
APPENDICES	65
Appendix A	65
Appendix B	69

LIST OF TABLE

Table 1: Summary of Population, sample and sampling techniques	22
Table 2: Item-total Reliability for MLQ	25
Table 3: Demographic Information of Participants	28
Table 4 : Descriptive statistics on Idealized Influence-Attributed	30
Table 5: Mean Value of the Application of TFLS- Idealized Influence- Behavior	31
Table 6: Mean Values of Respondent about the application of Inspirational Motivation	32
Table 7: Mean Values of Respondent about the Application of Intellectual Stimulation	33
Table 8: Individualized Consideration domain of Transformational Leadership	34
Table 9: Summary of Transformational Leadership	35
Table 10: Contingent Reward Domain of TLS	36
Table11: Mean Values of Management- By-Exception Active	37
Table 12: Mean Values Management-by-Exception-Passive	37
Table 13: Total Mean Values TSLs	38
Table 14: Mean Values of Contingent Rewards of LFLS	39
Table15: Mean of Management by -Exception Passive of LFLS	40
Table 16: Mean Values of Summary of LFLS	41
Table 17: Mean Values of Summary of Principals' Leadership styles	41
Table 18: Mean Values of Awareness: domain of Schools Readiness for change	43
Table 19: Mean Values of Desire: domain of Schools readiness for change	44
Table 20: Mean Values of Knowledge: domain of Schools readiness for change	44
Table 21: Mean Values of Ability: domain of Schools readiness for change	45
Table 22: Mean Values of Reinforcement: domain of Schools readiness for change	46
Table 23: Mean Values of Summary of SCR	46
Table 24: Correlation between Leadership styles and Schools' readiness for Organizational change	49
Table 25: The Overall Regression Analysis	51
Table 26: The Overall Regression Analysis ANOVA	52
Table 27: Coefficient a of Regression Analysis	52
Table 28: Document review	54

ABSTRACT

This study examined the relationship between principals' leadership styles and schools' organizational readiness for change in government primary schools of Addis Ketema Sub-City, Addis Ababa. A quantitative correlational design employed. Data were collected from 215 teachers (95.98% response rate) selected from a sample of 224 using structured questionnaires adapted from the MLQ and Organizational Readiness for Change scales. The MLQ adapted from established studies and cited appropriately. Formal permission from the copyright holder not obtained during the study. Future studies should secure a research license from the instrument owners. Descriptive and inferential statistics analyzed using SPSS. The findings showed that transformational ($M = 3.29$, $SD = 0.60$) and transactional leadership ($M = 3.73$, $SD = 0.91$) were moderately practiced, while laissez-faire leadership was low ($M = 2.81$, $SD = 0.74$). Schools' readiness for change was moderate ($M = 3.04$, $SD = 0.58$). Transformational ($r = .61$) and transactional ($r = .56$) leadership had significant positive relationships with readiness for change, whereas laissez-faire leadership showed a significant negative relationship ($r = -.51$) ($p < .05$). Regression analysis revealed that leadership styles explained 48.4% of the variance in readiness for change ($R^2 = .484$, $p < .001$), with transformational and transactional leadership being the strongest predictors. The study concludes that strengthening transformational leadership practices through continuous professional development can enhance schools' readiness for organizational change.

Keywords: Leadership style, Transformational leadership, Transactional leadership, Laissez-faire Leadership, School Readiness for Organizational Change and Primary schools

CHAPTER ONE

INTRODUCTION

This part covers the background to the study and the statement of the problem. It states the thesis /research objectives and the questions that guided the study. It also gives the justification and significance of the study, scope of the study and assumptions of the study. In this part, the background of the study, a statement of the research problem, research questions, Significance of the Study, Delimitation (Scope) of the Study and Operational Definition of Key Terms of the study and finally the organization of the paper outlined.

1.1. Background of the Study

Education is widely recognized as a key instrument for social, economic, and political development. The quality of education largely depends on the effectiveness of educational leadership at different levels of the system. Among educational leaders, school principals play a central role in ensuring the successful implementation of educational policies, improving teaching and learning processes, and creating a positive school environment. As leaders of schools, principals expected to provide direction, motivate teachers, coordinate resources, and facilitate continuous improvement. Consequently, effective leadership has become an essential requirement for schools striving to respond to changing educational demands and achieve their intended goals.

In today's rapidly changing environment, organizations are continuously required to adapt to new conditions, technologies, policies, and stakeholder expectations. Educational institutions are not exempt from these changes. Schools increasingly expected to implement reforms aimed at improving educational quality, accountability, and effectiveness. However, the success of such reforms depends not only on the availability of resources and policies but also on the willingness and preparedness of organizational members to accept and implement change. This condition commonly referred to as organizational readiness for change.

According to Weiner (2009), organizational readiness for change refers to the extent to which organizational members psychologically and behaviorally prepared to implement change successfully. Readiness for change reflects employees' commitment to change and their

belief in their collective capability to execute change initiatives. When individuals are ready for change, they are more likely to support new programs, participate actively in implementation processes, and overcome challenges associated with change. Conversely, low readiness may result in resistance, uncertainty, and failure of change initiatives. Therefore, understanding the factors that influence readiness for change is essential for organizations seeking successful transformation.

Researchers have identified leadership as one of the most important determinants of organizational readiness for change. Leaders play a significant role in shaping employees' attitudes, perceptions, and behaviors toward organizational change. Through effective communication, motivation, participation, and support, leaders can build trust and confidence among employees and increase their willingness to embrace change. Choi and Ruona (2011) argued that understanding the conditions that promote readiness for change is more beneficial than focusing solely on resistance to change because readiness creates a foundation for successful organizational development interventions.

Among the various approaches to leadership, the Full Range Leadership Theory developed by Bass and Avolio (1990) has received considerable attention. The theory identifies three major leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership. Transformational leadership involves inspiring and motivating followers to achieve organizational goals beyond their personal interests. Transformational leaders create a shared vision, encourage innovation, provide individualized support, and stimulate followers intellectually. Such leaders are often associated with positive attitudes toward organizational change because they help employees understand the purpose and benefits of change.

Transactional leadership, on the other hand, focuses on exchanges between leaders and followers. Leaders clarify expectations, monitor performance, and provide rewards or corrective actions based on employees' achievements. Although transactional leadership may not create deep commitment to change, it can promote readiness by establishing clear goals, accountability, and structured support during the change process. In contrast, laissez-faire leadership characterized by avoidance of leadership responsibilities, delayed decision-

making, and limited guidance to followers. Because of its passive nature, this leadership style is generally associated with uncertainty, reduced motivation, and lower readiness for organizational change.

Several empirical studies have examined the relationship between leadership and organizational change. Khan et al. (2011) reported that leadership behaviors significantly influence different dimensions of readiness for change. Similarly, Ahmed (2021) found that leaders who promote participation, effective communication, and supportive supervision enhance employees' willingness to accept organizational changes. These findings suggest that leadership styles can either facilitate or hinder successful change implementation depending on how leaders interact with organizational members and manage the change process.

The importance of leadership for organizational change is particularly relevant in educational institutions. Educational reforms often require changes in teaching methods, school management practices, assessment systems, and stakeholder involvement. The successful implementation of these reforms depends on the readiness of teachers and other school personnel to adapt to new expectations. Since principals are responsible for guiding and coordinating reform efforts within schools, their leadership styles can significantly influence how teachers perceive and respond to change initiatives.

In Ethiopia, education identified as a priority sector for national development. The Education and Training Policy of 1994 introduced major reforms aimed at improving educational access, quality, equity, and relevance. Since then, the Ministry of Education has implemented various reform initiatives designed to strengthen school performance and educational quality. These reforms have expanded the responsibilities of school principals and increased expectations regarding their leadership roles. School leaders expected not only to manage routine administrative activities but also to act as agents of change capable of mobilizing teachers, students, parents, and communities toward achieving educational goals.

The Ministry of Education has also promoted decentralized educational management systems that encourage greater participation of local communities and stakeholders in school governance (MoE, 2002). As a result, principals are required to work collaboratively with

different groups while simultaneously leading school improvement efforts. They expected to create a shared vision, facilitate innovation, solve emerging problems, and ensure the effective implementation of educational reforms. These responsibilities require leadership approaches that can foster commitment, collaboration, and readiness for change among teachers and other school staff.

Despite the emphasis placed on educational reform and school improvement, challenges related to change implementation continue to exist in many schools. Educational reforms often encounter resistance, uncertainty, inadequate participation, and limited commitment among organizational members. Such challenges may reduce the effectiveness of reform initiatives and hinder efforts to improve educational quality. Since leadership plays a critical role in influencing organizational members' attitudes toward change, examining the relationship between principals' leadership styles and schools' readiness for organizational change is important for understanding how successful educational reforms achieved.

Although studies have investigated leadership styles and organizational outcomes in different countries and organizational contexts, the findings are not always consistent. While transformational and transactional leadership styles are generally associated with positive organizational outcomes and greater readiness for change, evidence regarding the influence of laissez-faire leadership remains mixed. Furthermore, much of the existing research has focused on employee performance, job satisfaction, or organizational commitment rather than readiness for organizational change. Studies specifically examining the relationship between principals' leadership styles and schools' readiness for organizational change in educational settings remain limited.

In Ethiopia, only a few studies have examined leadership styles in educational institutions, and empirical evidence regarding their relationship with organizational readiness for change is scarce. Particularly, little attention been given to government primary schools in Addis Ketema Sub-City of Addis Ababa, where schools continue to implement various educational reform initiatives. Therefore, investigating how principals' leadership styles relate to schools' readiness for organizational change is important both for theory and for practice. Accordingly, this study conducted to examine the relationship between principals' leadership

styles and schools' readiness for organizational change in government primary schools of Addis Ketema Sub-City, Addis Ababa.

1.2. Statement of the Problem

Leadership plays a critical role in determining the effectiveness and success of organizations. In educational institutions, school principals expected to provide direction, motivate teachers, coordinate resources, and create conditions that support continuous improvement. Effective leadership is particularly important during periods of organizational change, as schools are required to adapt to new educational policies, reforms, technological advancements, and changing societal demands. The ability of schools for successfully implement such changes largely depends on the leadership practices of principals and the readiness of school members to embrace change.

Organizational readiness for change refers to the extent to which members of organizations psychologically and behaviorally prepared are to implement and support change initiatives. Readiness for changes reflected in individuals' beliefs, attitudes, intentions, and commitment toward a proposed change. When schools are ready for change, teachers and other stakeholders are more likely to support reform efforts and participate actively in the implementation process. Conversely, low readiness for change may result in resistance, reduced commitment, and unsuccessful implementation of educational reforms.

The success of organizational change in schools is strongly influenced by the leadership styles practiced by school principals. According to the Full Range Leadership Theory (FRLT), transformational, transactional, and laissez-faire leadership styles influence followers' attitudes, motivation, commitment, and performance in different ways. Transformational leadership encourages innovation, shared vision, and commitment to change, while transactional leadership promotes goal attainment through structured rewards and monitoring. In contrast, laissez-faire leadership is often associated with limited guidance and reduced organizational effectiveness. Consequently, leadership style can significantly affect how teachers perceive and respond to organizational change.

In Ethiopia, successive educational reforms have emphasized the importance of effective school leadership. The Education and Training Policy (1994), subsequent educational reform programs, and the revised Education Policy of 2022 have all highlighted the need for competent school leadership, accountability, inclusive education, digital transformation, and continuous school improvement. Those reforms are require schools to be flexible, adaptive, and prepared to implement change successfully. However, despite these policy directions, many schools continue to face challenges related to leadership effectiveness, teacher commitment, and readiness to implement organizational changes.

Research conducted in different countries has reported that leadership styles are associated with employees' readiness for organizational change. Similarly, studies conducted in Ethiopia have examined school leadership practices and educational effectiveness. However, empirical evidence on the relationship between principals' leadership styles and schools' readiness for organizational change remains limited. More importantly, no study found that specifically investigated this relationship in government primary schools of Addis Ketema Sub-City using the theoretical perspectives of Full Range Leadership Theory (FRLT) and the ADKAR model of change readiness.

This knowledge gap creates uncertainty regarding how principals' leadership styles influence teachers' readiness for organizational change within the context of government primary schools in Addis Ketema Sub-City. Without such evidence, educational authorities and school leaders may face difficulties in identifying leadership practices that effectively support change initiatives and improve school performance.

Therefore, the purpose of this study was to investigate the relationship between principals' leadership styles and schools' readiness for organizational change in government primary schools of Addis Ketema Sub-City, Addis Ababa. Specifically, the study examined the extent to which transformational, transactional, and laissez-faire leadership styles are associated with teachers' readiness for organizational change. The findings of the study expected to contribute to the improvement of leadership practices and provide evidence for strengthening organizational change efforts in primary schools.

1.3. Research Questions

1. What is the predominant leadership style practiced by school principals in government primary schools of Addis Ketema Sub-city?
2. What is the level of schools' organizational readiness for change in terms of change commitment and change efficacy in government primary schools of Addis Ketema Sub-city?
3. To what extent is there a significant relationship between leadership styles and schools' organizational readiness for change in government primary schools of Addis Ketema Sub-city?

1.4. Objectives of the study

1.4.1. General Objectives of the Study

- The general objective of this study is to examine (investigate) the relationship between Principals' leadership styles and Schools' readiness for organizational change in Addis Ketema sub city Education Office of Governments' primary Schools.

1.4.2. Specific objectives

1. To identify which leadership style more practiced in Addis Ketema sub city Administration Education Office of Governments' Primary Schools.
2. To identify readiness Status to change applies in governments' primary schools of Addis Ketema Sub-city.
3. To examine a significant relationship between leadership styles and schools' organizational readiness for change in government primary schools of Addis Ketema Sub-city.

1.5. Significance of the Study

The findings of this study expected to be beneficial to several stakeholders. First, the study may help school principals understand the relationship between leadership styles and organizational readiness for change, enabling them to adopt leadership practices that enhance teachers' willingness and capacity to support school improvement initiatives.

Second, the study may benefit teachers by creating awareness of how different leadership styles influence their readiness to participate in and adapt to organizational change processes. Such awareness may encourage greater involvement in school reform activities.

Third, the findings may assist education officers and policymakers at the sub-city and city administration levels in designing leadership development programs, formulating policies, and implementing strategies that strengthen both school leadership effectiveness and organizational readiness for change.

Fourth, the study may provide useful information for educational supervisors and school improvement planners in identifying leadership practices that facilitate successful implementation of educational reforms and change initiatives.

Finally, the study may serve as a valuable reference for researchers and scholars who are interested in educational leadership and organizational change, thereby contributing to the existing body of knowledge and providing directions for future research in similar contexts.

1.6. Delimitation (Scope) of the Study

It was difficult to undertake the study in all government, private, church, secondary, primary, and kindergarten schools in Addis Ketema Sub-City because it required adequate time, financial resources, transportation, and other study-related resources. Therefore, the researcher focused only on government primary schools. Another reason for selecting Addis Ketema Sub-City as the study area was that the researcher has served in this sub-city for the last eight years and is familiar with the Woreda 4 Education Office.

Therefore, the scope of this study was limited to 35 government primary schools under the Addis Ketema Sub-City Education Office. Thus, the findings and generalizations of the study are limited to the above-mentioned schools under the specific conditions of leadership styles and organizational change readiness.

Although there are different leadership styles and theories as well as various change theories, this study focused only on the Full Range Leadership Theory (FRLT), which includes transformational, transactional, and laissez-faire leadership styles, and the ADKAR Model of Change. Accordingly, the study was limited to examining the relationship between the independent variables (transformational, transactional, and laissez-faire leadership styles) and the dependent variables represented by the ADKAR elements: Awareness, Desire, Knowledge, Ability, and Reinforcement.

1.7. Operational Definition of Key Terms

Principal Leadership Styles: Principal leadership styles refer to the patterns of behavior that principals use to influence, motivate, and guide teachers toward achieving school goals. In this study, leadership styles were measured using the Multifactor Leadership Questionnaire (MLQ-5X), which assesses three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership.

Transformational Leadership Style: Transformational leadership is a style in which principals inspire and motivate teachers to achieve higher levels of performance by creating a shared vision, encouraging innovation, providing individualized support, and fostering professional growth. It was measured through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Transactional Leadership Style: Transactional leadership is a style in which principals promote goal achievement through exchanges with teachers, such as providing rewards for good performance and taking corrective actions when standards not met. It was measured through contingent reward and management-by-exception behaviors.

Laissez-Faire Leadership Style: Laissez-faire leadership is a passive leadership style characterized by the avoidance of decision-making, limited guidance, and minimal involvement in school activities and staff supervision.

Organizational Readiness for Change: Organizational readiness for change refers to the extent to which organizational members psychologically and behaviorally prepared to implement organizational change. In this study, organizational readiness for change measured using the ADKAR questionnaire. The construct comprises five dimensions: Awareness (understanding the need for change), Desire (willingness to support and participate in change), Knowledge (understanding how to implement change), Ability (possessing the skills and competencies required to implement change), and Reinforcement (sustaining and maintaining change over time). The level of schools' organizational readiness for change assessed based on these five dimensions.

Government Primary Schools: Government primary schools refer to public educational institutions administered and funded by the government and providing primary education within Addis Ketema Sub-City, Addis Ababa City Administration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section presents a review of related literature on Principals' leadership styles and Schools' Readiness for Organizational change. The purpose of the review was to establish a strong theoretical and empirical foundation for the study and to identify existing research gaps that justify the significance of the present investigation. Accordingly, the review focuses on key concepts, major leadership theories, and relevant empirical studies that explain how school principals' leadership styles influence the readiness of organizations to implement change. By synthesizing previous scholarly works, this section provides insight into the relationship between leadership practices and organizational change readiness, particularly within the context of schools.

2.1. Full Range Leadership Model (FRLM)

The Full Range Leadership Model (FRLM), developed by Bass and Avolio, explains leadership behavior along a continuum ranging from laissez-faire to transactional and transformational leadership. The model assumes that leaders may use different styles depending on context, although transformational leadership is considered the most effective in enhancing motivation, commitment, and organizational performance (Bass & Avolio, 1993; Bass et al., 2003).

FRLM consists of three leadership styles: transformational, transactional, and laissez-faire leadership. This model is adopted in this study because it provides a comprehensive framework for analyzing principals' leadership styles in relation to organizational change readiness.

2.2. Transformational Leadership Style

Transformational leadership is a leadership approach that inspires followers to achieve higher levels of performance by influencing their beliefs, values, attitudes, and behaviors. According to Bass (1999), transformational leaders motivate followers to go beyond personal interests for the benefit of the organization. Such leaders create a compelling vision,

encourage commitment to organizational goals, and foster a culture of innovation and continuous improvement. In educational settings, transformational leadership is considered particularly important because schools continuously face reforms, curriculum changes, technological advancements, and increasing stakeholder expectations.

Transformational leaders promote positive organizational climates by building trust and encouraging collaboration among staff members. They empower teachers to participate in decision-making processes and create opportunities for professional growth. Research indicates that transformational leadership contributes to improved teacher motivation, job satisfaction, organizational commitment, and readiness to embrace change. Consequently, transformational leadership has become one of the most widely studied leadership approaches in educational administration.

2.2.1. Components of Transformational Leadership

Idealized Influence: Idealized influence refers to leaders' ability to serve as role models who are respected, admired, and trusted by followers. Such leaders demonstrate high ethical standards, integrity, and commitment to organizational values. Teachers tend to emulate principals who consistently display fairness, honesty, and professionalism. By establishing trust and confidence, principals can reduce uncertainty and gain teachers' support during organizational change initiatives.

Inspirational Motivation: Inspirational motivation involves communicating a clear and appealing vision of the future that inspires followers to work toward common goals. Leaders motivate staff by expressing optimism, enthusiasm, and confidence in achieving organizational objectives. In schools, principals who communicate a clear vision for improvement encourage teachers to embrace educational reforms and actively participate in change efforts.

Intellectual Stimulation: Intellectual stimulation refers to leaders' efforts to encourage creativity, innovation, and critical thinking. Transformational leaders challenge existing assumptions and encourage followers to explore alternative solutions to organizational problems. In educational contexts, principals foster intellectual stimulation by encouraging

teachers to adopt innovative teaching strategies, engage in collaborative problem solving, and continuously improve instructional practices.

Individualized Consideration: Individualized consideration involves recognizing and responding to the unique needs, abilities, and aspirations of individual followers. Leaders provide coaching, mentoring, and personal support to facilitate professional development. Principals who demonstrate individualized consideration help teachers develop confidence, competence, and commitment, thereby enhancing their willingness to engage in organizational change.

2.3. Transactional Leadership Style

Transactional leadership based on an exchange relationship between leaders and followers. According to Bass (1990), leaders provide rewards in return for satisfactory performance while taking corrective action when performance standards not achieved. Unlike transformational leadership, which seeks to change attitudes and values, transactional leadership focuses primarily on maintaining organizational stability, efficiency, and compliance with established procedures.

In schools, transactional leadership can contribute to effective management by ensuring that teachers understand their responsibilities and held accountable for performance outcomes. Although this leadership style may not strongly inspire innovation, it can help achieve short-term objectives and maintain organizational order during periods of change.

2.3.1. Components of Transactional Leadership

Contingent Reward: Contingent reward involves clarifying expectations and providing rewards when followers successfully meet agreed-upon objectives. Rewards may include recognition, promotion opportunities, or other incentives. This component strengthens motivation by linking performance with desirable outcomes.

Management-by-Exception (Active): Management-by-Exception (Active) occurs when leaders continuously monitor performance, identify deviations from standards, and take corrective action before problems become serious. In schools, principals may regularly

supervise instructional activities and provide immediate feedback to ensure educational objectives are achieved.

Management-by-Exception (Passive): Management-by-Exception (Passive) occurs when leaders intervene only after problems have emerged or standards have not been met. This reactive approach may help address performance issues but often fails to prevent problems from occurring in the first place.

2.4. Laissez-Faire Leadership Style

Laissez-faire leadership characterized by the absence of active leadership involvement. Bass and Avolio (1993) describe it as a non-leadership style because leaders avoid decision-making, delay actions, and fail to provide direction or support. Under this leadership approach, followers receive little guidance and often left to make decisions independently.

In educational institutions, excessive reliance on laissez-faire leadership can create uncertainty, confusion, and inconsistency in organizational practices. Teachers may have trouble when implementing new initiatives because of inadequate guidance and support from school leaders. Consequently, laissez-faire leadership is generally associated with lower organizational effectiveness and weaker readiness for change.

2.4.1. Components of Laissez-Faire Leadership Style

Contingent Reward (CR): Leaders establish clear expectations and provide rewards when followers successfully achieve agreed-upon goals and performance standards.

Management-by-Exception (Passive) (MBEP): Leaders intervene only after problems or mistakes occur, taking corrective action when performance standards not met

2.4.2. Characteristics of Laissez-Faire Leadership

A principal exhibiting laissez-faire leadership often avoids responsibility, postpones important decisions, provides minimal supervision, and fails to address organizational problems promptly. Such behavior can reduce staff morale, weaken communication, and hinder successful implementation of change initiatives. Researchers consistently report

negative relationships between laissez-faire leadership and organizational performance outcomes.

2.5. School Principal as a Change Agent

School principals are widely recognized as key agents of change within educational institutions. They play a central role in initiating, facilitating, and sustaining school improvement efforts. According to John (1985), effective principals influence organizational change by creating a shared vision, mobilizing resources, and motivating staff members toward common goals.

As change agents, principals are responsible for communicating the purpose and benefits of change, addressing concerns among teachers, and fostering a supportive organizational culture. They must also manage resistance to change by involving stakeholders in decision-making processes and promoting open communication. Successful principals create conditions that encourage collaboration, trust, and continuous learning, all of which are essential for effective organizational transformation.

Furthermore, principals serve as instructional leaders who guide teachers in adapting to educational reforms, curriculum innovations, and technological advancements. Their leadership behaviors significantly influence teachers' perceptions of change and their willingness to participate in improvement initiatives.

2.6. Organizational Readiness for Change

Organizational readiness for change refers to the extent to which organizational members psychologically and behaviorally prepared to implement change successfully. According to Weiner (2009), readiness for change reflects shared commitment to change and collective confidence in the ability to execute change-related activities.

Organizational readiness consists of two major dimensions. The first is change commitment, which reflects employees' willingness and determination to support organizational change. The second is change efficacy, which refers to employees' confidence in their collective

ability to implement change successfully. When both dimensions are high, organizations are more likely to achieve successful change outcomes.

In schools, readiness for change is particularly important because educational reforms often require teachers to adopt new instructional methods, technologies, and administrative procedures. Teachers who perceive organizational support, effective leadership, and adequate resources are generally more willing to participate in change processes.

2.7. ADKAR Model and Prosci Change Management Methodology

The ADKAR model and Prosci Change Management Methodology provide practical frameworks for understanding and managing organizational change. These frameworks emphasize that successful organizational transformation depends on both individual and organizational readiness.

2.7.1. ADKAR Model

The ADKAR model, developed by Hiatt (2006), explains how individuals progress through five stages during change implementation.

Awareness: refers to understanding why change is necessary and recognizing the consequences of maintaining the status quo.

Desire: reflects an individual's willingness and motivation to participate in and support change initiatives.

Knowledge: involves understanding how to change and acquiring the information, skills, and training necessary for successful implementation.

Ability: refers to the practical capability to apply new knowledge and skills effectively in the workplace.

Reinforcement: involves mechanisms that sustain change over time, such as rewards, recognition, feedback, and continuous support.

The ADKAR model suggests that successful organizational change occurs when individuals successfully progress through all five stages.

2.8. Principals' Leadership Styles and Schools' Readiness for Organizational Change

Leadership style is widely recognized as one of the most influential factors affecting organizational readiness for change. Principals shape organizational culture, influence employee attitudes, and determine the extent to which staff members are prepared to embrace new initiatives. Numerous empirical studies indicate that transformational leadership has the strongest positive relationship with organizational readiness for change.

Transformational principals foster trust, commitment, collaboration, and shared vision among teachers. By encouraging participation and providing support, they create conditions that enhance readiness for change. Teachers working under transformational leaders generally exhibit higher levels of motivation, confidence, and willingness to implement reforms.

Transactional leadership can also contribute to readiness for change by establishing clear expectations, monitoring performance, and rewarding achievement. However, its impact is generally weaker than transformational leadership because it focuses more on compliance than on inspiring commitment. In contrast, laissez-faire leadership often undermines readiness for change because it provides insufficient guidance, communication, and support. Teachers may experience uncertainty and lack confidence in organizational change initiatives when leadership involvement is limited.

Studies conducted in Ethiopia and other countries consistently demonstrate that transformational leadership positively influences organizational readiness for change. Researchers such as Kassaye (2018), Engida et al. (2022), Mekonnen and Bayissa (2023), Zeleke and Kifle (2023), and Masresha (2024) reported that organizations led by transformational leaders exhibit higher levels of employee commitment, participation, and readiness for change. These findings suggest that leadership style plays a crucial role in determining the success of organizational change efforts within schools.

Therefore, understanding principals' leadership styles is essential for explaining variations in schools' readiness for organizational change and for identifying leadership practices that facilitate successful educational improvement.

2.9. Empirical Literature review

Several studies have reported a positive relationship between leadership style and organizational readiness for change. Choi and Ruona (2011) found that leadership support, communication, and employee participation significantly enhance readiness for change. Similarly, Khan et al. (2011) reported that transformational leadership positively influences employees' commitment and willingness to support organizational change.

Holt et al. (2007) developed a readiness for change scale and concluded that management support and employees' confidence in their ability to implement change are important determinants of readiness.

In Ethiopia, Kassaye (2018) found that transformational leadership positively affects employees' readiness for organizational change. Likewise, Engida et al. (2022) reported that effective change leadership significantly improves readiness for change through supportive organizational culture. Mekonnen and Bayissa (2023) also found that transformational leadership has a stronger positive effect on readiness for change than transactional leadership.

Furthermore, Nega (2023), Zeleke and Kifle (2023), and Masresha (2024) reported that transformational leadership enhances commitment, participation, and readiness for change, while laissez-faire leadership negatively affects organizational readiness. Overall, the reviewed studies indicate that leadership style is a key factor influencing organizational readiness for change.

2.10. Conceptual Framework

The conceptual framework of this study developed based on the reviewed theoretical and empirical literature on leadership styles and organizational change management. The framework illustrates the presumed relationship between principals' leadership styles and organizational change management in primary schools. Specifically, transformational, transactional, and laissez-faire leadership styles are considered independent variables, while organizational change management is the dependent variable. Organizational change

management assessed through the ADKAR model dimensions, namely awareness, desire, knowledge, ability, and reinforcement. The framework provides a visual representation of how different leadership styles may influence the successful management of organizational change in schools.

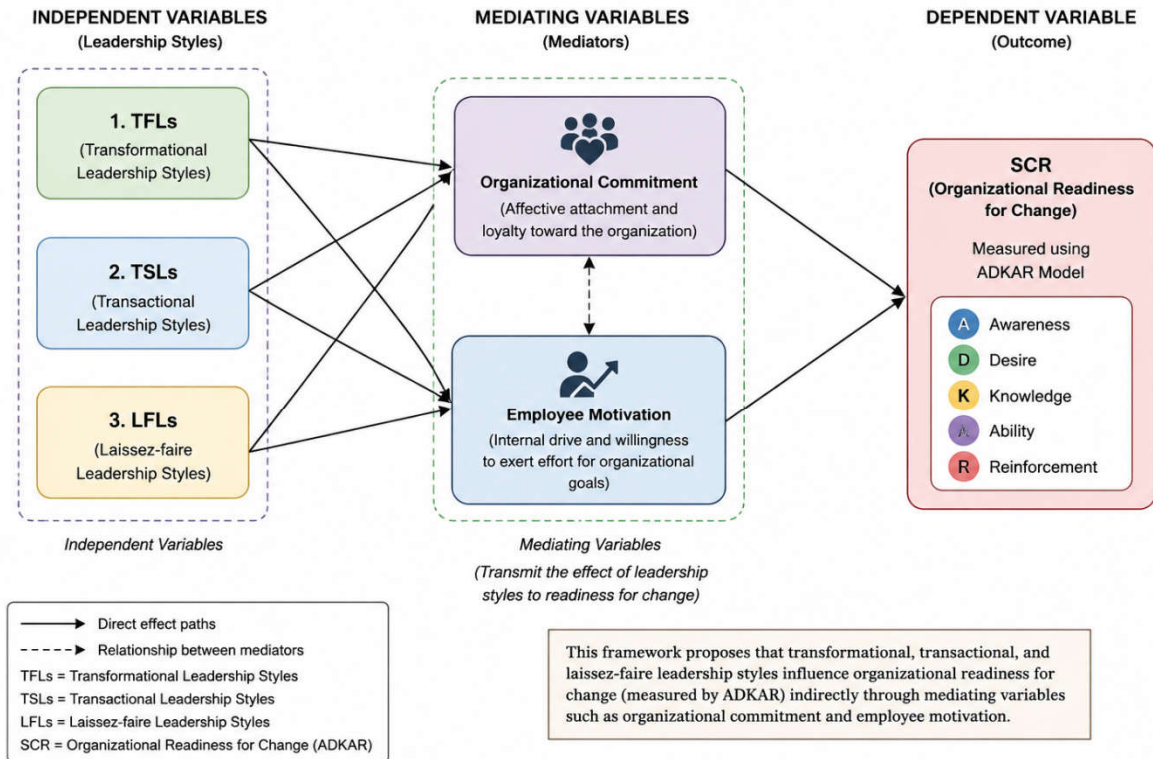


Figure 1. Conceptual Framework of the Study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY OVERVIEW

INTRODUCTION

Research methodology refers to the systematic procedures used in conducting a study, from problem identification to drawing conclusions. It ensures that the research conducted in a scientific, valid, and reliable manner through appropriate tools and techniques.

This chapter presents the research design, approach, study area, population, sample size, sampling techniques, data collection instruments, validity and reliability, procedures of data collection, and methods of data analysis.

3.1. Research Paradigm

This study guided by the positivist research paradigm, which assumes that reality is objective and measurable. Positivism focuses on identifying relationships between variables using numerical data and statistical analysis.

In this study, principal leadership styles and teachers' perception of school readiness for organizational change treated as measurable variables. Data collected using structured questionnaires and analyzed using statistical methods to determine the relationship between the variables.

3.2. Research Approach

A quantitative research approach employed. This approach selected because the study aimed to examine the relationship between variables using numerical data and statistical techniques.

Quantitative research is appropriate for describing and explaining relationships between variables and allows generalization of findings from a sample to a population (Creswell, 2003).

3.3. Research Design

The study used a correlational survey research design within a quantitative approach. A correlational design is appropriate because it examines the degree and direction of the relationship between variables without manipulating them. In this study, the relationship between principal leadership styles and teachers' perception of school readiness for organizational change was investigated.

3.4. Study Area

The study was conducted in Addis Ketema Sub-City, Addis Ababa. The sub-city was selected because it contains a large number of government primary schools and represents diverse urban educational settings.

There are 35 government primary schools in the sub-city, which provide a suitable context for examining leadership styles and school readiness for change.

3.5. Population of the Study

The target population of the study consisted of all government primary school teachers in Addis Ketema Sub-City.

According to the Addis Ketema Sub-City Education Office, there are 35 government primary schools with 514 teachers.

Therefore, the study population was 514 teachers working in government primary schools of Addis Ketema Sub-City.

3.6. Sample Size and Sampling Techniques

3.6.1. Sample Size Determination

The sample size was determined using Yamane's (1967) formula:

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

Where:

n = sample size

N = total population (514 teachers)

e = margin of error (0.05)

$$n = \frac{514}{1 + 514(0.05)^2} = \frac{514}{1 + 514(0.0025)} = \frac{514}{1 + 51 + 1.285} = \frac{514}{2.285} = 224$$

Thus, the final sample size of the study was 224 teachers.

3.6.2. Sampling Technique

The study used a simple random sampling technique to select respondents from the total population of 514 teachers. Simple random sampling was appropriate because it gives every teacher an equal chance of selected, reduces selection bias, and improves the representativeness of the sample.

Table 1: Summary of Population, sample and sampling techniques

Name of the Schools	Respondents	Total population from 10 Schools	Sample	Percentage
Seferasalam	Teachers	43	31	72.1
Berhan bar	Teachers	37	19	51.4
Edigat	Teachers	32	25	78.1
Mirchayelwuket	Teachers	31	25	80.6
Hamle 19 no. 2	Teachers	28	20	71.4
Bisrat	Teachers	28	24	85.7
Iwuketwegene	Teachers	31	24	77.4
Daj. HayiluTsfaye	Teachers	30	21	70.0
Eshet	Teachers	25	18	72.0
Kestedemena	Teachers	22	19	86.4
	Total Teachers	307	224	72.96

Source: Developed for this Thesis

The table of Summary of Population, sample and sampling techniques presents data for teachers across 10 schools, showing a total teacher population of 307 and a sample size of

224 respondents. This corresponds to an overall sampling percentage of 72.96%, indicating a strong and representative participation of teachers in the study. Sampling percentages among individual schools vary, reflecting thorough coverage of the target teacher population.

3.7. Sources of Data

3.7.1. Primary Data

Primary data collected from selected teachers using structured questionnaires. Teachers were chosen because they directly observe and experience school leadership practices and organizational change processes.

3.7.2. Secondary Data

Secondary data obtained from relevant school documents and reports, including:

School administrative reports

Education office records

School evaluation and performance reports (e.g., BSC reports)

3.8. Data Collection Instrument

This study employed a structured questionnaire as the main data collection instrument. The questionnaire considered appropriate because it allows collecting standardized information from a large number of respondents within a limited time and ensures consistency in responses.

1. Questionnaire Design

The questionnaire developed based on the objectives of the study and relevant literature. It was designed in a closed-ended format to simplify response and analysis. The items were prepared using a Likert scale ranging from 1 to 5, where:

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

The questionnaire was divided into different sections:

Section A: Demographic information of respondents

Section B: Leadership styles

Section C: Organizational readiness for change

2. Source of Instrument

The instrument was adapted from previously validated studies and modified to fit the local context of Addis Ketema sub-city primary schools. Necessary adjustments were made to align with the research objectives and educational setting.

3. Validity of the Instrument

To ensure validity, experts in educational leadership and research methodology reviewed the questionnaire. Their feedback was used to improve clarity, relevance, and accuracy of the items. This helped ensure that the instrument measured what it was intended to measure.

1. Reliability of the Instrument

A pilot test was conducted on a small group of respondents who were not included in the final study. The reliability of the instrument was tested using Cronbach's Alpha coefficient, and the results indicated acceptable internal consistency ($\alpha \geq 0.70$), which is considered reliable for social science research.

5. Administration Procedure

The researcher to the selected respondents distributed the questionnaires personally. Clear instructions were provided, and respondents were assured of confidentiality and anonymity to encourage honest responses. The completed questionnaires were collected after an agreed period.

3.9. Data Collection Procedures

After obtaining permission from the relevant education authorities, questionnaires distributed to selected teachers. A clear instruction given to respondents, and confidentiality was assured. Completed questionnaires collected within the agreed timeframe.

3.10. Methods of Data Analysis

The collected data were analyzed using quantitative statistical methods. Descriptive statistics such as mean, standard deviation, frequency, and percentage were used to summarize the data.

Inferential statistics, specifically correlation analysis, were used to examine the relationship between principal leadership styles and teachers' perception of school readiness for organizational change.

3.11/ Validity and Reliability

To ensure validity, experts in educational management and research methodology reviewed the questionnaire. Necessary corrections were made based on their feedback. Reliability of the instrument was tested using Cronbach's Alpha, and the instrument was considered reliable if the value was 0.70 or above.

Table 2: Item-total Reliability for MLQ

Leadership Styles	Cranach's Alpha	No Items
Transformational Leadership Styles	.87	20
Transactional	.82	12
Laissez faire	.72	7
General change readiness	.89	24

Source: *Own SPSS result (2016)*

According to Table of Item-total Reliability for MLQ, alpha coefficient of .87 indicating very good internal consistency. Similarly, the Transactional Leadership scale achieved an alpha value of .82, which shows good reliability. However, the Laissez-faire Leadership scale produced a lower alpha coefficient of .52, indicating Acceptable internal consistency among the items.

The ADKAR model scale also obtained a Cranach's Alpha coefficient of .89, which indicates very good internal consistency among the items. This shows that the questionnaire items used

to measure organizational change readiness under the ADKAR model were highly reliable and consistently measured the intended construct. Therefore, the ADKAR scale considered dependable and appropriate for the study.

3.12. Ethical Consideration

Ethical principles carefully observed throughout the study. Prior to data collection, official permission obtained from the Addis Ketema Sub-City Education Office and the selected government primary schools. Participants informed about the purpose, procedures, and significance of the study. Their participation was voluntary, and they given the right to decline or withdraw from the study at any stage without any negative consequences. Informed consent obtained from all participants before administering the questionnaires. To protect privacy and confidentiality, respondents were not required to write their names or provide any identifying information on the questionnaires. The collected data used solely for academic purposes and were stored securely to prevent unauthorized access. Furthermore, the researcher maintained honesty, objectivity, and respect for participants throughout the research process, ensuring that the study complied with accepted ethical standards in educational research.

CHAPTER FOUR

METHODS OF DATA PRESENTATION, ANALYSIS AND

DISCUSSION

This chapter presents a comprehensive analysis and interpretation of the data collected for this study. Out of a total sample size of 224 respondents, 215 provided valid and complete responses, which form the basis of the subsequent analysis. The collected data were systematically processed and analyzed by using, the Statistical Package for the Social Sciences (SPSS) software, version 20.0. Because of this, the responses of the participants regarding the independent and dependent variables were summarized using the mean and standard deviation whereas the demographic profile of the respondents is summarized using frequencies and percentage. In addition, regression analysis used to identify the relationship of independent variable on the dependent variable. This chapter elucidates the findings derived from the statistical examination, with careful consideration of their implications in addressing the research objectives and questions.

4.1. Demographic Information of Respondent

Table 3: Demographic Information of Participants

Demographic	Categories	Respondent	
		Frequency	%
Sex	Male	143	66.5
	Female	72	33.5
	Total	215	100
	18-28 years	89	41.3
Age	29-39 years	96	44.6
	40-50 years	20	9.3
	≥51 years	10	4.6
	Total	215	100
Education Level	First Degree	147	68.3
	Second Degree	51	23.7
	Other	17	7.9
	Total	215	100
service	1-5 years	63	29.3
	6-10 years	80	37.2
	11-15 years	45	20.9
	≥ 16 years	27	12.6
Service	Total	215	100

Source: Own Survey (2026)

Table of Demographic presents the demographic characteristics of the 215 teacher respondents included in the study. The findings indicate that, the majority of the respondents were male (n = 143, 66.5%), while female respondents accounted for 72 (33.5%). This suggests that male teachers constituted a larger proportion of the study participants.

Regarding age, the largest group of respondents was between 29 and 39 years old (n = 96, 44.6%), followed by those aged 18–28 years (n = 89, 41.3%). Respondents aged 40–50 years represented 9.3% (n = 20), while those aged 51 years and above accounted for only 4.6% (n = 10). These results indicate that most respondents were relatively young and in their early or middle stages of professional careers.

In terms of educational qualifications, the majority of respondents held a First Degree (n = 147, 68.3%), followed by those with a Second Degree (n = 51, 23.7%). Respondents with other educational qualifications constituted 7.9% (n = 17). This finding shows that most teachers possessed the minimum professional qualification required for teaching, while nearly one-fourth had attained postgraduate education.

Concerning teaching experience, the highest proportion of respondents had 6–10 years of service (n = 80, 37.2%), followed by those with 1–5 years of experience (n = 63, 29.3%). Teachers with 11–15 years of experience represented 20.9% (n = 45), whereas those with 16 years or more accounted for 12.6% (n = 27). This suggests that the respondents had diverse levels of teaching experience, with the majority possessing between one and ten years of service.

Overall, the demographic data indicate that the respondents were predominantly male, relatively young, largely held first-degree qualifications, and possessed moderate teaching experience. These characteristics provide an appropriate basis for examining teachers' perceptions of principal leadership styles and school change readiness.

4.2. Principals' Leadership Styles

The analysis of principal leadership styles conducted using descriptive statistics obtained from the Multifactor Leadership Questionnaire (MLQ) and the ADKAR survey. These instruments were used to assess teachers' perceptions of principals' leadership practices and organizational change readiness. The MLQ consisted of 39 items measuring leadership dimensions, whereas the ADKAR survey contained 24 items assessing organizational readiness for change. Mean scores were used to determine the overall level of respondents' perceptions, while standard deviations were employed to examine the degree of variability in responses.

Other interpretation of mean scores was based on a five-point Likert scale. Mean values ranging from 4.21 to 5.00 were interpreted as very high, 3.41 to 4.20 as high, 2.61 to 3.40 as moderate, 1.81 to 2.60 as low, and 1.00 to 1.80 as very low. Scores near the midpoint value of 3.00 indicated a neutral or moderate perception, whereas mean values above 3.40

suggested a stronger representation of leadership practices. In addition, standard deviation values interpreted to assess response dispersion, where values between 0.00 and 0.49 indicated low variability, 0.50 and 0.99 indicated moderate variability and values of 1.00 or higher indicated high variability among respondents.

Regarding organizational readiness for change, mean scores above 4.00 (equivalent to 75% or higher) considered indicative of a high level of readiness, reflecting strong support for change initiatives and effective leadership practices. Mean scores ranging from 3.00 to 4.00 (50%–75%) represented a moderate level of readiness, suggesting general agreement with change efforts but the existence of potential barriers or challenges. Mean scores below 3.00 (less than 50%) interpreted as a low level of readiness, indicating resistance to change and limited support for organizational transformation.

4.2.1. Transformational Leadership Styles

Table 4 : Descriptive statistics on Idealized Influence-Attributed

Descriptive Statements on Idealized Influence-Attributed	Mean	Std.dev
The Principals instill pride in teachers for being associated with them	2.69	1.23
The Principals go beyond self-interest for the good of teachers	2.82	1.20
The Principals act in ways that build teachers respect for them	2.93	1.25
The Principals display a sense of power and confidence	2.97	1.26
Ave. Mean and Std. dev.	2.85	1.03

Source: Own Survey SPSS (2026)

The descriptive statistics presented in Table of Descriptive statistics on Idealized Influence-Attributed indicate, teachers' perceptions of principals' Idealized Influence-Attributed, one of the dimensions of transformational leadership. The results indicate that the overall mean score was 2.85 (SD = 1.03), suggesting a moderate to low level of idealized influence demonstrated by principals. Among the items, the highest mean score was recorded for the statement "The principals display a sense of power and confidence" (M = 2.97, SD = 1.26), indicating that teachers relatively agreed that principals exhibit confidence in their leadership roles. Similarly, the statement "The principals act in ways that build teachers' respect for

them” obtained a mean score of 2.93 (SD = 1.25), showing that principals were perceived to earn a moderate level of respect from teachers.

The statement “The principals go beyond self-interest for the good of teachers” received a mean score of 2.82 (SD = 1.20), suggesting that teachers moderately perceived principals as prioritizing collective interests over personal gains. The lowest mean score was observed for the statement “The principals instill pride in teachers for being associated with them” (M = 2.69, SD = 1.23), indicating that teachers were less likely to feel proud of their association with their principals. The relatively high standard deviations across the items suggest some variation in teachers’ perceptions. Overall, the findings imply that principals demonstrated Idealized Influence–Attributed at a moderate level, but there remains room for improvement in inspiring pride, trust, and admiration among teachers.

Table 5: Mean Value of the Application of TFLS- Idealized Influence- Behavior

Idealized Influence- Behavior	Mean	Std. dev.
The Principals talk about their most important values and beliefs	3.05	1.18
The Principals specify the importance of having a strong sense of purpose	3.25	1.11
The Principals consider the moral and ethical consequences of their decisions	3.45	1.11
The Principals emphasize the importance of having a collective sense of mission	3.46	1.12
Ave. Mean and Std. dev.	3.30	1.13

Source: Own Survey (2026)

Table of Idealized Influence presents teachers' perceptions of principals' demonstration of Idealized Influence (Behavior), one of the dimensions of transformational leadership. The overall mean score was 3.30 (SD = 1.13), indicating a moderate level of application of idealized influence behaviors by principals.

Among the items, “The principals emphasize the importance of having a collective sense of mission” received the highest mean score (M = 3.46, SD = 1.12), followed closely by “The

principals consider the moral and ethical consequences of their decisions” ($M = 3.45$, $SD = 1.11$). These findings suggest that principals moderately demonstrate behaviors that promote shared goals and ethical decision-making within their schools.

The item “The principals specify the importance of having a strong sense of purpose” obtained a mean score of $M = 3.25$ ($SD = 1.11$), indicating that respondents moderately agreed that principals communicate a clear sense of purpose. Similarly, “The principals talk about their most important values and beliefs” received the lowest mean score ($M = 3.05$, $SD = 1.18$), suggesting that principals are relatively less likely to openly discuss their personal values and beliefs with teachers.

The standard deviation values, ranging from 1.11 to 1.18, indicate some variation in teachers’ responses. Overall, the results imply that principals demonstrate idealized influence behaviors at a moderate level, particularly in fostering a shared mission and considering ethical implications in decision-making, while there remains room for improvement in communicating personal values and beliefs to staff members.

Table 6: Mean Values of Respondent about the application of Inspirational Motivation

Inspirational Motivation	Mean	Std. dev.
The Principals talk optimistically about the future	3.29	1.06
The Principals talk enthusiastically about what needs to be accomplished	3.45	.99
The Principals articulate a compelling vision of the future	3.48	1.04
The Principals express confidence that goals will be achieved	3.63	1.05
Ave. Mean and Std. dev.	3.46	1.03

Source: Own Survey (2026)

The data presented in Table of Inspirational Motivation reflects the mean values of respondents regarding the application of inspirational motivation. The first item indicates that Teachers have a mean score of 3.29 ($SD = 1.06$) for their optimistic outlook on the future.

This suggests a moderate level of positivity in their attitudes. The second item, concerning enthusiasm about what needs to be accomplished, garnered a higher mean score of 3.45 (SD = 0.99), indicating slightly more favorable feelings. The third item, which examines the articulation of a compelling vision for the future, received a mean score of 3.48 (SD = 1.04), showing that Teachers generally believe in conveying strong visions. Finally, the statement that Teachers express confidence in the achievement of goals yielded the highest mean score of 3.63 (SD = 1.05), suggesting strong confidence in future successes. Overall, the average mean across all items is 3.46 with a standard deviation of 1.03, indicating a consistent level of inspirational motivation among the Teachers surveyed.

Table 7: Mean Values of Respondent about the Application of Intellectual Stimulation

Intellectual Stimulation	Mean	Std. dev.
The Principals re-examine critical assumptions to question whether they are appropriate before making decisions	3.27	.99
The Principals seek differing perspectives from teachers when solving problems	3.31	1.04
The Principals get teachers to look at problems from many different angles	3.50	1.09
The Principals suggest new ways of looking at how to complete assignments	3.50	1.05
Ave. Mean and Std. dev.	3.39	.77

Source: Own Survey (2026)

The above table of Intellectual Stimulation shows the average mean score for Transformational Leadership of Intellectual Stimulation (IS) was 3.39, with a standard deviation of .77. Based on the commonly used interpretation scale, this mean value indicates that Intellectual Stimulation practiced at a moderate level by principals in Addis Ketema Sub-City government primary schools.

This suggests that principals were reasonably effective in encouraging teachers to think creatively, question existing practices, and explore new ways of solving problems. The relatively low standard deviation indicates that respondent' views were consistent, showing a general agreement that principals demonstrated Intellectual Stimulation to a moderate extent. Overall, the finding implies that while principals promoted innovation and critical thinking,

there is stillroom to strengthen this aspect of transformational leadership to enhance teachers' professional growth and school improvement by the principals of Addis Ketema sub city primary schools.

Table 8: Individualized Consideration domain of Transformational Leadership

Individualized Consideration	Mean	Std. dev.
The Principals spend time in administering and coaching teachers	3.38	1.10
The Principals treat teachers as individuals rather than just as a member of a group	3.31	1.01
The Principals consider each teachers as having different needs, abilities and aspirations from other teachers	3.53	1.07
The Principals help teachers to develop their strengths	3.51	.10
Ave. Mean	3.43	.75

Source: Own Survey (2026)

Table of Intellectual Individualized presents respondents' perceptions regarding the practice of Transformational leadership with respect to Transformational Leadership Intellectual Individualized Consideration (IC). The results show that the grand mean score was 3.44, with a standard deviation of .75. The mean value indicates that Intellectual Consideration practiced at a moderate level by principals of Addis Ketema Sub-City government primary schools.

Since the mean falls within the high range according to the study's interpretation criteria, this suggests that principals frequently encouraged teachers to think critically, solve problems creatively, and consider new ways of performing their work. The relatively low standard deviation shows that respondents' opinions were consistent, indicating a strong agreement among teachers about the extent to which principals demonstrated Intellectual Consideration. Overall, the finding implies that principals were reasonably effective in promoting innovation, reflection, and independent thinking among teachers, although there remains room for further improvement.

Table 9: Summary of Transformational Leadership

Transformational Leadership	Mean	Std. dev.
Idealized Influence -Attribute	2.85	1.03
Idealized Influence- behavior	3.30	1.13
Inspirational Motivation	3.46	1.03
Intellectual Stimulation	3.39	.77
Individualized Consideration	3.43	.75
Average Mean of TFLS	3.29	.60

Source: own SPSS (20260)

Table summary of Transformational Leadership Style shows that, the overall Transformational Leadership Style (TFLS) was rated at a moderate level, with a mean score of $M = 3.29$ and a standard deviation of $SD = 0.60$. Among the dimensions of transformational leadership, Inspirational Motivation recorded the highest mean score ($M = 3.46$, $SD = 1.03$), followed by Individualized Consideration ($M = 3.43$, $SD = 0.75$) and Intellectual Stimulation ($M = 3.39$, $SD = 0.77$). Idealized Influence–Behavior also showed a moderate mean score ($M = 3.30$, $SD = 1.13$). However, Idealized Influence–Attribute had the lowest mean score ($M = 2.85$, $SD = 1.03$), indicating that this dimension was perceived less positively than the others. Overall, the findings suggest that principals demonstrated transformational leadership behaviors at a moderate level, with strengths in motivating and supporting teachers while showing relatively lower performance in idealized influence attributes.

Transformational leadership can influence employee reactions to change, provide opportunities to continue to innovate, provide freedom, satisfaction, and provide feedback so that employees know where mistakes are located and fix them as soon as possible.

4.2.2. Principals' Transactional Leadership style

Table 10: Contingent Reward Domain of TLS

Contingent Reward	Mean	Std. dev.
The Principals provide teachers with assistance in exchange for their efforts	3.32	1.03
The Principals discuss in specific terms who is responsible for achieving performance targets	3.45	1.04
The Principals make clear what teachers and employees can expect to receive when performance goals are achieved	3.49	1.06
The Principals express satisfaction when teachers and employees meet expectations	3.44	1.00
Ave. Mean of Contingent Reward	3.43	.79

Source: Own Survey (2026)

Table of Contingent Reward presents respondents' perceptions of the practice of Transactional Leadership in terms of Contingent Reward (CR). The grand mean score of Contingent Reward was 3.43, with a standard deviation of 0.79. Based on the commonly used interpretation of Likert scale mean scores, this result indicates that Contingent Reward was practiced at a moderate level, tending toward the higher range, by principals of Addis Ketema Sub-City government primary schools. This suggests that principals often clarified expectations, established performance standards, and provided recognition or rewards when teachers successfully met agreed objectives. The relatively low standard deviation indicates that respondents had consistent opinions regarding the principals' use of this leadership behavior. Overall, the finding shows that principals moderately and consistently applied Contingent Reward to motivate teachers and enhance their performance, although the practice was not strong enough considered highly implemented across all schools.

Table11: Mean Values of Management- By-Exception Active

Management- By-Exception Active	Mean	Std. dev.
The Principals focus attention on irregularities, mistakes, exceptions and deviations from standards	3.20	1.09
The Principals concentrate their full attention on dealing with mistakes, complaints, and failures	3.34	1.08
The Principals keep track of all mistakes	3.21	1.08
The Principals direct their attention toward failures to meet standards of mission	3.27	1.17
Ave. Mean of management By Exception.	3.26	.82

Source: Own Survey (2026)

Table 11 presents the descriptive statistics for Transactional Leadership (TSLS), specifically Management by Exception–Active. The mean value was 3.26 with a standard deviation of 0.82. This indicates that practiced at a moderate level in Addis Ketema Sub-City government primary schools. The mean score, which is slightly above the neutral point (3.00), suggests that principals moderately engaged in monitoring teachers’ work, identifying deviations from expected performance, and taking corrective actions when problems occurred. The standard deviation shows a moderate variation in respondents’ perceptions, indicating some differences in how closely principals seen to supervise and intervene across schools. Overall, the result implies that Management by Exception–Active was present at a moderate level, but not strongly emphasized in the schools.

Table 12: Mean Values Management-by-Exception-Passive

Management- By-Exception Passive	Mean	Std. dev.
The Principals fail to interfere until problems become serious	3.01	1.21
The Principals wait for things to go wrong before taking action	2.96	1.16
The Principals show that they are firm believers in “If it isn’t broke, don’t fix it.”	3.20	1.07

The Principals demonstrate that problems must become chronic before they take action	3.39	1.05
Ave. Mean and Std. dev.	3.14	1.12

Source: Own Survey (2026)

Table of Management By Exception Passive result shows that, the mean value ($M = 3.14$) with standard deviation ($SD = 1.12$) indicates a moderate level of Management by Exception–Passive practice among school principals. This implies that principals sometimes intervene only after problems have already occurred rather than taking preventive actions. Such a leadership tendency suggests a relatively reactive approach to management, where corrective measures not consistently applied in advance.

In addition, the relatively high standard deviation indicates a considerable variation in respondents' perceptions, meaning that while some respondents experienced frequent passive management, others reported less of it. Overall, the result suggests that Management by-Exception- Passive present at a moderate level but not consistently practiced across all schools.

Table 13: Total Mean Values TSLS

Transactional Total	Mean	Std. dev.
Contingent Reward	3.43	.79
Management- By-Exception Active	3.26	.82
Management- By-Exception Passive	3.14	1.12
Transactional Average	3.27	.91

Source: Own Survey (2026)

Table13 shows that the Mean Values of Respondent about the Application of Transactional Leadership. According to table, minimum scale Management- By-Exception Passive is 3.14 while the maximum Contingent Reward scale is 3.43. The average mean score of overall transactional leadership is 3.27. In addition, Management by Exception Active with a mean

score of 3.26 is the middle dimension of transactional leadership style. The average mean score of Transactional Leadership Style was 3.28. This indicates that the practice of transactional leadership style was at a moderate level in the study area. It implies that school principals sometimes applied transactional leadership behaviors such as monitoring performance, clarifying duties, and rewarding employees based on achievement. Therefore, transactional leadership practiced to a reasonable extent, but there is stillroom for further improvement and strengthening.

Bass and Avolio (1995 and 2004) suggested that for transactional leadership to be effective its mean score should be not less than 2.5 even to be transactional leadership itself. The above data concerning the average mean of transactional leadership style 3.273 is exceeding this minimum requirement.

The mean showed Transactional leadership has a positive and effect on readiness to change. The better the implementation of the transactional leadership style, the higher the employee's readiness to change followed.

Holt et al (2007) argued that employee readiness to change determined by management support. In this case, the leadership supports the proposed changes. In this case, there has been an effort from the leadership to approach their subordinates, which indicates that there is bargaining between the leader and his subordinates. This approach is usually known as transactional leadership.

4.2.3. Principals' Laissez faire leadership

Table 14: Mean Values of Contingent Rewards of LFLS

Contingent Reward of LFLS	Mean	Std. dev.
The principals allows me to make decisions	2.60	.99
The principals set priorities and occasionally delegate certain tasks to me	2.53	.86
The principals fully trusts, and has confidence on me	2.59	.89
The principals take ownership on activities assigned to me by principals	2.73	.96
Ave. Mean and Std. dev.	2.61	.52

Source: Own Survey (2026)

The result in Table of Contingent Reward of LFLS indicates that the mean score ($M = 2.61$) for Contingent Reward is below the average benchmark (3.00), showing that this leadership practice is at a low level among school leaders. This suggests that principals less frequently use reward-based motivation strategies such as recognizing, rewarding, or reinforcing teachers' performance based on agreed standards. As a result, teachers may not consistently receive clear incentives linked to their performance outcomes.

Moreover, the relatively small standard deviation ($SD = 0.52$) indicates low variation among respondents, meaning that most participants shared similar perceptions about the limited use of contingent reward practices. Overall, the findings imply that contingent reward not strongly emphasized in the leadership approach of the studied schools.

Table15: Mean of Management by -Exception Passive of LFLS

Management By Exception Passive	Mean	Std. dev.
The principals do not interfere with the activity Until problems become severe.	2.96	1.13
The principals are able to analyze the situation and determine what needs to be done and how to do it	3.24	1.11
The principals agreeing on the decision Whatever decision a group makes within the limits set by regulations and policies.	2.84	.96
Ave. Mean and Std. dev.	3.01	.74

Source: Own Survey (2026)

The result in Table of Mean of Management by -Exception Passive of LFLS shows that LfLS (Laissez-faire leadership) under Management by Passive (MBP) had a mean value of $M = 3.01$ with a standard deviation of $SD = 0.74$. This indicates that the practice of passive leadership behaviors is at a moderate level, as the mean is close to the average benchmark value (3.00).

The standard deviation suggests a moderate variation among respondents' perceptions, meaning that while some respondents perceived Management –By Exceptional Passive practices as relatively present, others showed differing views. Overall, the finding implies

that laissez-faire/passive leadership is neither highly dominant nor rarely practiced, but exists at an average level within the studied context.

Table 16: Mean Values of Summary of LFLS

Laissez faire leadership	Mean	Std. dev.
Contingent Reward	2.61	.52
Management By Exception Passive	3.01	.74
Laissez faire leadership Average Mean	2.82	.74

Source: Own Survey (2026)

The mean score of laissez-faire leadership was **2.82**. When the mean score is less than 1 as suggested by Bass and Avolio (1999) the Laissez-faire is effective, but it is slightly greater than what Bass and Avolio puts at Addis Ketema Sub City Government Primary Schools. It could conclude that, the Laissez-faire leadership was not effective as per Bass and Avolio.

In the Full Range Leadership Model, an "effective" leader should ideally have a mean score of 1.0 or lower for Laissez-faire behaviors. The Goal:- Bass and Avolio recommend, a "top-down" profile where Transformational scores are high (3.0+), Transactional scores are moderate and Laissez-faire scores are at their lowest ideally below 1.0.

The Caveat: While a score under 1 is considered "optimal" for this style because it means the behavior is rare, some modern research suggests that a total absence of intervention might be appropriate for highly expert or creative teams who require high autonomy.

Table 17: Mean Values of Summary of Principals' Leadership styles

Transactional, Transformational and Laissez faire leadership	Mean	Std. dev.
Transformational leadership	3.29	.60
Transactional leadership	3.27	.91
Laissez faire leadership	2.81	.74
Average Mean of Leadership Style	3.12	.75

Source: Own Survey (2026)

In the above Table 17, the Average Mean of Transformational leadership is **3.29**. Whereas Average Mean of Transactional Leadership is 3.27 and of Laissez faire leadership is **2.81**.

In the Full Range Leadership Model, an "effective" leader should ideally have a mean score of 1.0 or lower for Laissez-faire behaviors. Bass and Avolio recommend, a "top-down" profile where Transformational scores are high (3.0+), Transactional scores are moderate and Laissez-faire scores are at their lowest ideally below 1.0. The Caveat a score under 1 considered "optimal" for this style, because it means the behavior is rare, some modern research suggests that, a total absence of intervention might be appropriate for highly expert or creative teams who require high autonomy. With high Transformational (TFLS = 3.29) and Transactional (TSLS = 3.27) scores, both of which exceed the typical "effectiveness" benchmarks of 3.0 and 2.0–3.0, respectively. This suggests Addis ketema Primary Schools are highly capable of both inspiring vision and managing routine performance, a combination that strongly supports organizational readiness for change by providing both motivation and clear rewards. However, Laissez-faire (LFLS = 2.81) score were significantly higher than the ideal benchmark of 1.0 or lower, indicating that you may also frequently avoid involvement or delay decisions. In addition, the Ave. Mean of Leadership Style was **3.12**. Saunders et al. (2019) explained that mean values can be interpreted using Likert-scale classifications as mentioned in the Benchmark above. Therefore, this result itself was in the boundary of moderate scale.

4.3. Schools Readiness for Organizational Change

Organizational change in schools refers to the systematic process through which educational institutions modify their structures, practices, and behaviors in response to internal needs and external environmental demands. Such changes aimed at improving school effectiveness, enhancing teaching–learning quality, and promoting better student outcomes. The success of organizational change largely depends on leadership effectiveness, staff engagement, and the readiness of school communities to adapt to new policies and innovations. To interpret respondents' perceptions of organizational change, a five-point Likert scale mean score interpretation guideline employed as follows:

From 1.00–1.80 = Very Low Level, 1.81–2.60 = Low Level, 2.61–3.40 = Moderate Level, 3.41–4.20 = High Level, 4.21–5.00 = Very High Level. This benchmark used to classify the degree of organizational change practice in the selected schools based on the computed mean scores.

Table 18: Mean Values of Awareness: domain of Schools Readiness for change

Awareness	Mean	Std. dev.
The principals understand the problems inherent in the current situation	2.98	1.15
The principals understand the opportunities that are being missed if the change doesn't happen	2.61	.88
The principals understand what is trying to be achieved	2.72	.84
The principals understand how things will be better	2.56	.85
The principals understand how the change will impact their area of work	3.27	1.10
The principals understand what my role will be in the future stat	2.77	.88
Average Mean	2.82	.53

Source: Own Survey (2026)

The Table 18 result the OCR awareness result ($M = 2.82$, $SD = 0.53$) indicates a relatively low to moderate level of awareness among respondents. Since the mean score is slightly below the benchmark value of 3.00, it suggests that the level of OCR awareness not adequately developed in the study area. This implies that respondents have limited understanding or familiarity with OCR-related issues. The standard deviation ($SD = 0.53$) shows a moderate level of consistency among respondents, indicating that perceptions are similar with limited variation. Overall, the finding suggests that OCR awareness is uniform across respondents but remains below the expected level, highlighting the need for improvement through training, communication, or awareness-raising activities.

Table 19: Mean Values of Desire: domain of Schools readiness for change

Desire	Mean	Std. dev.
The principals know that management is aligned with the change efforts	2.70	.98
The principals feel their concerns, questions, and needs are being heard	3.22	1.12
The principals feel hopeful about the future	3.18	1.8
The principals see value in the change	3.28	1.18
The principals believe a well thought out strategy is being put in place to achieve the change	3.30	1.15
Average Mean	3.13	.79

Source: Own Survey (2026)

Table 19 indicates that the respondents' level of desire for OCR has a mean value of 3.13 with a standard deviation of 0.79. This result shows that the desire for organizational change readiness is at a moderate level among respondents. The standard deviation also suggests a moderate variation in responses, indicating some differences in participants' perceptions, though the overall tendency remains moderately positive. It indicates that Desire was practice by the principals of Addis Ketema sub city primary schools.

Table 20: Mean Values of Knowledge: domain of Schools readiness for change

Knowledge	Mean	Std. dev.
The principals have the necessary information, knowledge	3.16	1.12
The principals know where to go for additional information about the change	3.26	1.10
The principals know what campus resources are available to support the personal side of change	3.35	1.08
The principals know what success looks like	3.09	1.08
The principals have a plan to achieve success	3.16	1.15
The principals now which behaviors will need to change	2.95	1.07
Average Mean	3.16	.77

Source: Own Survey (2026)

The above table of Knowledge shows respondents' perceptions regarding their knowledge of organizational change. The grand mean score of knowledge was 3.16 with a standard deviation of 0.77. Based on the commonly used interpretation of Likert scale mean scores, this result indicates that respondents had a moderate to relatively high level of knowledge about organizational change. Since the mean value is above the neutral point (3.00), it suggests that most respondents were generally knowledgeable about the concept, processes, and requirements of organizational change. The standard deviation of 0.77 indicates a moderate level of variation among respondents' views, implying that although their responses differed to some extent, their opinions were reasonably consistent. Overall, the finding suggests that teachers and school leaders in Addis Ketema Sub-City government primary schools possessed an adequate level of knowledge regarding organizational change.

Table 21: Mean Values of Ability: domain of Schools readiness for change

Descriptive Statements on Ability	Mean	Std. dev.
The principals believe that the organization has provided appropriate resources (time, staff, information, etc.) to support the anticipated change	2.94	1.16
The principals have the necessary systems, processes, and	3.16	1.16
The principals have the ability to execute the new behaviors required for the change	3.15	1.13
The principals know how to perform the required tasks	3.02	1.11
Average Mean	3.07	.88

Source: Own Survey (2026)

The grand mean score for Ability was 3.07, with a standard deviation of 0.88. Based on the commonly used interpretation framework for Likert-scale data, this result indicates that respondents perceived their ability to implement organizational change at a moderate level. Since the mean value is slightly above 3.00, it suggests that the respondents generally believed they possessed an adequate level of ability to carry out change-related activities in their schools. The standard deviation of 0.88 shows a moderate degree of variability in respondents' ratings, indicating some differences in perceptions of their ability. Overall, the finding implies that the ability of school leaders and staff to implement organizational change moderately developed in Addis Ketema Sub-City government primary schools.

Table 22: Mean Values of Reinforcement: domain of Schools readiness for change

Reinforcement	Mean	Std. dev.
The principals view management as a resource for removing/overcoming barriers	3.15	1.14
The principals have mechanisms in place to reinforce the required behaviors	2.81	1.11
The principals have metrics in place to assess the ongoing effectiveness of the change	2.83	1.16
Average Mean	2.93	.89

Source: Own Survey (2026)

The grand mean score for Reinforcement was 2.93, with a standard deviation of 0.89. Based on the commonly used interpretation framework for Likert-scale data, this result indicates that reinforcement practices related to organizational change implemented at a moderate level. Since the mean value is slightly below 3.00, it suggests that respondents perceived reinforcement mechanisms, such as recognition, rewards, and follow-up support, not consistently applied. The standard deviation of 0.89 indicates a moderate level of variation in respondents' responses, showing some differences in how reinforcement practices experienced across schools. Overall, the finding implies that reinforcement efforts to sustain organizational change moderately practiced in Addis Ketema Sub-City government primary schools.

Table 23: Mean Values of Summary of SCR

ADKAR Domain	Mean	Std. dev.
Awareness	2.81	.53
Desire	3.13	.79
Knowledge	3.16	.77
Ability	3.07	.88
Reinforcement	2.93	.89
ADKARA average Mean	3.04	.58

Source: Own Survey (2026)

Table Mean Values of Summary of SCR shows that, the Mean Values of Respondent about the Application of ADKAR. ADKAR planned change model developed in 2006 by Proscis after searching more than 900 organizations over a period of ten years. This model composed of five sequence blocks, which are “awareness”, “desire”, “knowledge”, “ability” and “reinforcement”. This model aims at creating successful actions and a proper framework for managers and employees involved in the change process, through the development of change plans. The functionality of these plans is analyzed, as well as employees’ readiness and engagement, providing them with the proper coaching during change (Hiatt, 2006). The model assumes that organizational outcomes are based on individual’s collective behaviors. Therefore, when organizational change needed, it has to emerge from the change of groups and individuals within the organization itself (Hiatt, 2006). To examine the presence of any link between leadership styles and employ change readiness, MLQ version and ADKAR were used.

Using a common 5-point Likert scale interpretation (1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, 4.21–5.00 = Very High), the results can be interpreted as follows:

The descriptive statistics indicate that respondents demonstrated a moderate level of organizational readiness for change across all ADKAR dimensions. The overall mean score ($M = 3.04$, $SD = 0.58$) suggests that teachers moderately perceived readiness for change in their schools. The relatively low standard deviation indicates that respondent' views consistent.

Among the dimensions, Knowledge recorded the highest mean score ($M = 3.16$, $SD = 0.77$), indicating that respondents had a moderate understanding of the knowledge and information necessary to implement change. The standard deviation suggests a moderate variation in responses.

Similarly, Desire attained a mean score of 3.13 ($SD = .79$), reflecting a moderate willingness among teachers to participate in and support change initiatives. The standard deviation indicates some differences in respondents' perceptions.

The Ability dimension yielded a mean score of 3.07 (SD = .88), suggesting a moderate perception of respondents' capability to implement and sustain change. The relatively higher standard deviation indicates greater variability in responses compared to other dimensions.

Reinforcement had a mean score of 2.93 (SD = .89), indicating a moderate level of support mechanisms and practices aimed at sustaining change. The higher standard deviation suggests that respondents differed considerably in their perceptions of reinforcement practices.

Finally, Awareness obtained the lowest mean score (M = 2.82, SD = .54), though it still falls within the moderate range. This implies that respondents moderately understood the reasons and need for organizational change. The relatively low standard deviation indicates a high level of agreement among respondents regarding this dimension.

Overall, the findings suggest that teachers exhibited a moderate level of readiness for change, with Knowledge and Desire being relatively stronger dimensions, while Awareness and Reinforcement require further attention to enhance successful change implementation.

4.4. Relationship between Principals' Leadership styles and School Organizational Change Readiness

Correlation analysis conducted to examine the strength and direction of the relationship between principals' leadership styles and school readiness for change. Specifically, Pearson product-moment correlation used to determine whether Transformational, Transactional and Laissez-faire leadership styles were significantly associated with readiness for change.

The correlation coefficient (r) ranges from -1 to $+1$, where values closer to ± 1 indicate stronger relationships, and values close to 0 indicate weaker relationships. Positive coefficients indicate that both variables increase together, whereas negative coefficients indicate that one variable increases as the other decreases.

Statistical significance assessed using the p-value (Sig.). A relationship was considered statistically significant when the p-value was less than .05 ($p < .05$), indicating that the observed relationship was unlikely to have occurred by chance (Field, 2018)

Table 24: Correlation between Leadership styles and Schools' readiness for Organizational change

		Pearson Corellation			
		TFLS	TSLs	LFLS	LS
Awareness	Pearson	.34**	.29**	-.47**	.45**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
Desire	N	215	215	215	215
	Pearson	.45**	.41**	-.41**	.52**
	Correlation				
Knowledge	Sig. (2-tailed)	.000	.000	.000	.000
	N	215	215	215	215
	Pearson	.55**	.50**	-.38**	.60**
Ability	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	215	215	215	215
Reinforcement	Pearson	.51**	.41**	.31**	.51**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
SCR	N	214	214	214	214
	Pearson	.43**	.45**	-.362**	.518**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	215	215	215	215
	Pearson	.61**	.56**	-.50**	.70**
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	.000
	N	214	214	214	214

** . Correlation is significant at the 0.01 level (2-tailed). r= Pearson correlation coefficient p-value= significance level
(Source: Own SPSS result, 2026)

From the above Table of correlation, The Pearson product-moment correlation analysis conducted to examine the relationship between principals' leadership styles and school change readiness (SCR) for both ADKAR in government primary schools. Specifically, Transformational Leadership Style (TFLS) had a significant positive relationship with school change readiness, $r = .61$, $p < .001$. This indicates that higher levels of transformational leadership are associated with greater readiness for organizational change.

Similarly, Transactional Leadership Style (TSLS) was positively and significantly correlated with school change readiness, $r = .56$, $p < .001$, suggesting that increased use of transactional leadership practices is associated with higher levels of readiness for change.

In contrast, Laissez-faire Leadership Style (LFLS) showed a significant negative relationship with school change readiness, $r = -.50$, $p < .001$. This implies that as principals exhibit more laissez-faire leadership behaviors, schools tend to become less ready for organizational change.

The overall leadership style score was strongly and positively associated with school change readiness, $r = .70$, $p < .001$. This finding suggests that effective leadership practices play an important role in enhancing schools' readiness for organizational change. All relationships were statistically significant at the 0.001 level, indicating that the observed associations were highly unlikely to have occurred by chance.

4.5. Principals' Leadership styles effect on School Organizational Change Readiness

According to Gujarati, (2001) in the classical linear regression model it need to be test the classical linear regression model assumptions in order to maintain the data validity and robustness of the regressed result of the research. As result, this study was tested the following classical linear regression model assumptions. Multiple linear regression analysis employed to assess the predictive effect of principals' leadership styles on school readiness for change. This technique determines the extent to which transformational, transactional, and laissez-faire leadership styles explain variations in readiness for change. The coefficient of determination (R^2) indicates the proportion of variance in the dependent variable explained by the independent variables, while standardized beta coefficients (β) indicate the relative contribution of each predictor to the model (Field, 2018)

The histogram of standardized residuals indicated that the data approximately normally distributed, as the distribution showed a bell-shaped curve centered on zero. Therefore, the normality assumption for multiple linear regressions was satisfied. If the residuals are normally distributed, the histogram should be bell-shaped.

Bryman, (1988) from the above figure, the Histogram is bell-shaped; this implies that the residuals are normally distributed. Hence, the normality assumption fulfilled.

4.5.1. The regressions result

Multiple regression analysis is used to determine how well the independent variables—Bernard Bass Transformational Leadership, Transactional Leadership, and Laissez-faire Leadership—predict the dependent variable, School Readiness for Change (based on the Jeff Hiatt ADKAR model).

Table 25: The Overall Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.701 ^a	.491	.484	.41876	1.886

Source: Own survey from SPSS (2026)

a. Predictors: (Constant), Transformational Leadership, Transactional Leadership and Laissez-fair Leadership

b. Dependent Variable: Organizational Change Readiness

The overall regression model indicates a strong positive relationship between the independent and dependent variables, with a correlation coefficient of $R = 0.701$. This suggests that the predictors collectively have a substantial association with the outcome variable. The coefficient of determination, $R^2 = 0.491$, shows that approximately 49.1% of the variation in the dependent variable is explained by the independent variables included in the model, while the remaining 50.9% is influenced by other factors not captured in this study. The standard error of the estimate ($SEE = 0.4187$) indicates a relatively moderate level of prediction error, meaning the model's predictions are reasonably close to the observed values. Furthermore, the Durbin–Watson statistic ($DW = 1.886$) is close to the acceptable range of 2, suggesting that there is no serious autocorrelation problem among the residuals. Overall, the regression model is statistically meaningful and demonstrates a moderate-to-strong explanatory power with acceptable model assumptions.

Table 26: The Overall Regression Analysis ANOVA

		ANOVA ^a				
Mo	del	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.55	3	11.85	67.58	.000 ^b
	Residual	36.83	210	.18		
	Total	72.38	213			

Source: Own survey from SPSS (2026)

a. Predictors: (Constant), Transformational Leadership, Transformational Leadership and Laissez-fair Leadership

b. Dependent Variable: Organizational Change Readiness

The overall regression model was statistically significant, $F = 67.58$, $p < .001$, indicating that transformational, transactional, and laissez-faire leadership styles jointly and significantly predicted school readiness for change. Because the significance value is .000 (reported as $p < .001$), the null hypothesis that leadership styles have no combined effect on school readiness for change is rejected. Therefore, principals' leadership styles have a significant overall influence on school readiness for change.

Table 27: Coefficient a of Regression Analysis

Mode	Un standardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
Constant	.29	.20		1.44	.15	
Transformational	.38	.06	.39	5.95	.000	1.74
Transactional	.18	.06	.19	2.90	.004	1.81
Laissez Faire	.33	.06	.30	5.47	.000	1.20

Source: SPSS result, 2026

a. Dependent Variable: Organizational Change Readiness

The coefficients table indicates that, Transformational leadership significantly and positively predicted school readiness for change ($B = .38$, $\beta = .06$, $t = 5.95$, $p < .001$). Transactional

leadership also had a significant positive effect ($B = .18$, $\beta = .06$, $t = 2.90$, $p = .004$). Laissez-faire leadership likewise showed a significant positive effect ($B = .33$, $\beta = .06$, $t = 5.74$, $p < .001$). All VIF values ranged from 1.20 to 1.80, indicating no evidence of multicollinearity.

Together with the Model Summary and ANOVA results, the findings show that principals' leadership styles significantly influence school readiness for change. The model explained 49.1% of the variance in readiness for change ($R^2 = .49$), and all three leadership styles made statistically significant positive contributions.

N.B. independent variable is said to be significantly relationship with dependent variable when $p/\text{sig} < .05$. If $\text{sig} > .05$, independent variable has no significant relationship with dependent variable.

4.5. Document review

Documents from these selected Government Primary schools reviewed and noted. The documents included a letter of recognition provided by concerned parties and government officials for their good achievements in the teaching-learning process. There are also some documents that prove how the principals and teachers being assigned to the particular school and how they had been assigned to the position and by whom. The other documents that are observed in the research is how schools are classified, classification of schools as to evaluation of external inspection result and BSC evaluation result of Addis Ababa education bureau was also collected through document analysis.

Secondary sources of data were obtained through leadership and organizational change readiness related Document analysis was also used to find out how schools are classified, classification of schools as to evaluation of inspection, BSC evaluation result was also collected through document analysis from Addis Ketema Sub City administration education office and from each school that are under investigation.

Table 28: Document review

School Name	Inspection Rank	BSC Result (%)
Seferaselam	3	94.36
BirhanBer	3	83.6
Dejasmach Hailu Tesfaye	3	79.1
Hame 19 no. 2	3	83.33
Mirchaye Ewiket	3	71.1
Ewukete Wegene	3	89.06
Eidiget	3	85.2
Kestedemana	3	75.1
Eshet	3	81.12
Bisrat	3	84.23

Source: prepared for this Thesis

Summary of Document Review: Annual Efficiency Average of Sample Primary Schools (2015–2017 E.C., 3-Year Average)

The document review data shows the 3-year average annual efficiency of 10 sampled primary schools. The reported efficiency scores indicate a considerable variation among schools, ranging from a very high performance level in some schools to relatively low performance in others, despite all schools having the same inspection rank (Rank = 3).

Overall, the highest performing school is Seferaselam Primary School (94.36), followed by Ewuket Wegene (89.06) and Ediget (85.2). Schools such as Bisrat (84.23), Birhan Bar (83.6), and Hamle 19 No.2 (83.33) also show relatively strong efficiency performance, clustering around the mid-80s range. In contrast, lower efficiency levels observed in Kestedamana (75.1) and Dejasmach HayiluTsfaye (79.1). The lowest reported value is Mirchye Ewuket (71.1), indicating comparatively weaker efficiency performance among the sampled schools.

Eshet value was 81.2, which would place it within the moderate-to-high efficiency range consistent with other schools. Despite all schools being assigned the same inspection rank (Rank = 3), the efficiency scores show clear disparities. This suggests that the inspection

ranking may not be sensitive enough to capture actual differences in school performance, or it may rely on broader qualitative criteria that do not align closely with efficiency averages. The variation in efficiency further implies inconsistency in school performance levels across the sampled institutions, which influenced by differences in leadership, resource utilization, or internal management effectiveness.

In conclusion, the findings indicate that although the schools uniformly classified under the same inspection rank, their actual efficiency performance differs significantly. This highlights the need for more refined or multi-dimensional evaluation systems that had better reflect real performance differences among primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This study conducted to examine the leadership styles practiced by principals and their relationship with schools' readiness to change in Addis Ketema Sub-City government primary Schools. Chapter Five investigates how various leadership styles exhibited by school principals influences their schools' readiness to embrace organizational change. The chapter begins by defining key leadership styles such as transformational, transactional, and laissez-faire, outlining their distinct characteristics and approaches to managing change. It then discusses the concept of organizational readiness, emphasizing the importance of psychological and structural preparedness among staff and stakeholders for successful change implementation.

The chapter presents research findings that demonstrate a strong positive correlation between transformational leadership and higher levels of school readiness for change. Principals who inspire, motivate, and engage their staff tends to foster an environment that is more open and adaptable to new initiatives. Conversely, transactional and laissez-faire leadership styles shown to be less effective in preparing schools for change, often resulting in resistance or slower adoption.

Furthermore, the chapter highlights practical implications for educational leaders, suggesting that principals should cultivate transformational leadership qualities to enhance their schools' change readiness. A training and professional development program recommended supporting principals in adopting these effective leadership behaviors. The major finding summarized according to the research questions.

5.1. Summary of finding

The main purpose of this study was to assess principals' leadership styles and schools' readiness for organizational change in government primary schools of Addis Ketema Sub-City. The study employed a quantitative research approach supported by descriptive methods. Data were collected from 215 respondents selected from ten government primary schools. The findings are summarized according to the research questions of the study.

Regarding principals' leadership styles, the results revealed that all three leadership styles were practiced at moderate to high levels. Transformational leadership was the most dominantly practiced leadership style ($M = 3.29$, $SD = 0.60$), followed by transactional leadership ($M = 3.27$, $SD = 0.91$). Laissez-faire leadership was practiced at a moderate level ($M = 2.81$, $SD = 0.74$). These findings indicate that principals primarily relied on transformational and transactional leadership behaviors while comparatively less frequently exhibiting laissez-faire leadership practices.

Concerning schools' readiness for organizational change, the findings revealed that the overall ADKAR score was moderate ($M = 3.04$, $SD = 0.58$), indicating a moderate level of readiness for change. Among the ADKAR dimensions, Knowledge ($M = 3.16$, $SD = 0.77$) recorded the highest mean score, followed by Desire ($M = 3.13$, $SD = 0.79$), Ability ($M = 3.07$, $SD = 0.88$), Reinforcement ($M = 2.93$, $SD = 0.89$), and Awareness ($M = 2.82$, $SD = 0.54$). This suggests that schools were reasonably prepared to implement organizational change; however, additional efforts are needed to strengthen awareness and reinforcement to improve overall readiness and ensure sustainable change implementation.

Regarding the relationship between principals' leadership styles and school change readiness, the Pearson product-moment correlation analysis revealed statistically significant relationships among the variables. Transformational leadership had a moderate positive and significant relationship with school change readiness ($r = .61$, $p < .001$), indicating that higher levels of transformational leadership were associated with greater readiness for organizational change. Transactional leadership also showed a moderate positive and significant relationship with school change readiness ($r = .56$, $p < .001$), suggesting that the increased use of transactional leadership practices contributed positively to schools'

readiness for change. In contrast, laissez-faire leadership had a moderate negative and significant relationship with school change readiness ($r = .50, p < .001$), implying that greater reliance on laissez-faire leadership reduced schools' readiness for organizational change.

Overall, the findings demonstrated that leadership style plays a crucial role in determining schools' readiness for organizational change. The overall leadership style score showed, a strong positive and statistically significant relationship with school change readiness ($r = .70, p < .001$). This indicating that, effective leadership practices, particularly transformational and transactional leadership behaviors, enhance schools' readiness for change, Whereas laissez-faire leadership negatively affects the successful implementation of organizational change initiatives.

5.3. Conclusion

Based on the research findings the researcher concluded as follow: -

Based on the findings of this study, it concluded that leadership styles have a significant relationship with SCR in the selected schools. The result shows that transformational leadership has a strong and positive relationship with SCR, indicating that when principals apply transformational leadership behaviors, SCR tends to improve. Transactional leadership also has a moderate positive relationship with SCR, showing that reward-based and management-focused practices contribute positively, though less strongly than transformational leadership.

In contrast, laissez-faire leadership has a moderate negative relationship with SCR, which implies that lack of leadership involvement and weak guidance negatively affects SCR. This indicates that when principals are less active in decision-making and supervision, school performance tends to decline.

Overall, the findings suggest that transformational leadership is the most effective style for enhancing SCR, while laissez-faire leadership minimized. Therefore, strengthening transformational leadership practices in schools is essential for improving organizational outcomes.

The results underscore the critical role of leadership in facilitating change within educational institutions. While transactional and laissez-faire leadership styles also contribute positively, their effects are comparatively moderate. This suggests that principals who adopt transformational leadership behaviors—such as inspiring vision, motivating staff, and fostering a supportive environment—can more effectively prepare their schools for successful organizational change.

Overall, the study highlights the importance of developing and promoting transformational leadership practices among school principals to enhance readiness for change, thereby supporting continuous improvement and adaptation in the educational system.

5.3. Discussion

Discussion of Research Question One: Which Leadership Style is Dominantly Practiced in Addis Ketema Sub-City Government Primary Schools?

The findings revealed that transformational leadership was the dominantly practiced leadership style among principals of Addis Ketema Sub-City government primary schools, with an overall mean score of 3.29, indicating a moderate level of practice. This suggests that principals relatively demonstrated behaviors such as inspiring teachers, encouraging innovation, communicating a shared vision, and supporting professional development. Transactional leadership was also practiced at a moderate level, while laissez-faire leadership was practiced comparatively less. The finding is consistent with the studies of Kassaye (2018) and Engida *et al.*, (2022), which reported that transformational leadership is the most commonly practiced leadership style in schools and contributes positively to school effectiveness. However, the finding differs from Nega (2023), who found lower levels of transformational leadership practice in public schools. The variation may be attributed to differences in school contexts, leadership experiences, and organizational environments.

Discussion of Research Question Two: What is the Status of Schools' Readiness for Change in Addis Ketema Sub-City Government Primary Schools?

The findings showed that the overall status of schools' readiness for change was moderate, with an average ADKAR score of 3.04. Among the five dimensions of readiness, Knowledge (M = 3.16) and Desire (M = 3.13) scored relatively higher, indicating that teachers generally possessed adequate understanding of change initiatives and were willing to participate in the change process. Ability (M = 3.07) also reflected a moderate level, suggesting that teachers perceived themselves as reasonably capable of implementing change. However, Awareness (M = 2.82) and Reinforcement (M = 2.93) scored comparatively lower, indicating that teachers were less aware of the need for change and perceived insufficient mechanisms for sustaining change efforts. These findings imply that although schools demonstrate a moderate level of readiness for organizational change, further efforts are needed to strengthen awareness and reinforcement practices.

The finding is consistent with organizational change literature, which emphasizes that successful change implementation requires adequate awareness, commitment, knowledge, ability, and reinforcement among organizational members.

Discussion of Research Question three: What is the Relationship Between Principal Leadership Styles and Schools' Readiness for Change in Addis Ketema Sub-City Government Primary Schools?

The findings revealed that, transformational and transactional leadership styles positively and significantly related to schools' readiness for change, whereas laissez-faire leadership negatively related to schools' readiness for change. This indicates that schools are more likely to be prepared for organizational change when principals actively provide vision, motivation, guidance, support, and performance expectations. The positive relationship between transformational leadership and readiness for change suggests that principals who inspire and empower teachers contribute significantly to creating a supportive environment for change. Likewise, the positive relationship between transactional leadership and readiness for change indicates that clarifying responsibilities and recognizing performance can facilitate teachers' acceptance of change initiatives.

In contrast, the negative relationship between laissez-faire leadership and schools' readiness for change suggests that passive leadership behaviors may hinder teachers' preparedness and commitment to organizational change. When principals avoid decision-making, fail to provide direction, or delay intervention in school matters, teachers may experience uncertainty and reduced confidence in implementing change initiatives. This finding is consistent with previous studies that identified transformational and transactional leadership as important contributors to organizational readiness for change, while laissez-faire leadership found to have adverse effects on organizational effectiveness and change implementation. Therefore, strengthening transformational leadership behaviors and minimizing laissez-faire practices enhance schools' readiness for organizational change and support the successful implementation of educational reforms.

5.4. Recommendations

Based on the findings of the study, several recommendations forwarded. School principals and educational leaders should prioritize strengthening transformational leadership practices by inspiring teachers, encouraging innovation, and promoting a shared vision within the school community. This is important because transformational leadership has found to have a strong positive influence on school readiness for change (SCR).

Transactional leadership practices should maintain and further improved by school principals. In particular, leaders need to set clear expectations, apply fair and appropriate reward systems, and ensure consistent performance monitoring in order to enhance teachers' effectiveness and overall school performance.

Attention should also be given to reducing laissez-faire leadership behavior among school principals. Educational administrators are expected to ensure that school leaders are actively involved in decision-making, supervision, and providing timely support to teachers, rather than avoiding leadership responsibilities.

In addition, the Education Bureau and relevant stakeholders should provide continuous professional development and leadership training programs for school leaders. These programs should focus on strengthening effective leadership practices that contribute to improved school outcomes and organizational readiness for change.

Finally, schools should foster a collaborative working environment that promotes participation, accountability, and shared responsibility among all staff members, as this can further enhance school readiness for change.

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APPENDICES

Appendix A

Wollega University

School of Education and Behavioral Studies

Department of Educational leadership and Management

Modified Multi-factor Leadership Questionnaires for Teachers

Dear Respondents

This questionnaire is aimed to examine the leadership styles of principals at government primary schools in Addis Ketema sub city as perceived by the principals and vice principals themselves. The questionnaire has five sections. Section I deals with demographic characteristics. Whereas section II, III, IV and V deal with transformational, transactional, laissez-faire leadership behaviors and ADKAR questions respectively.

Please note that:

- No need of writing your name
- Please read each statement carefully and answer all questions as much as you can;
- For descriptive statements, please respond in accordance with the five point scales provided under each section, put your answer by putting tick mark (√) in the corresponding boxes; and
- Multiple responses for a question are not possible.

The questionnaire is purely for academic purpose and you are assured that your response will be treated with utmost confidentiality.

Thank you in advance for your cooperation!

PART I. Demographic Information data

1. Name of the school you are currently working _____

2. Gender: a. Male ☐ b. Female ☐

3. Age: a. 18-28 years ☐ b. 29-39 year's ☐ c. 40-50 year's ☐ d. ≥51 ☐
years

4. Please, indicate your highest level of education.

a. First degree ☐ b. second Degree ☐ Other _____

5. Years of service in this school

a. 1-5 year ☐ b. 6-10 years ☐ c. 11-15 years ☐ d. ≥ 16 years ☐

❖ **Part II:- Principal Leaderships' Styles and Organizational Readiness for change Questionnaires. TEACHERS**

Please indicate the extent to which each statement represents your school by putting tick mark (✓) in one of the boxes against each item. Every response has to be based on your school context.

1= Not at all 2= Once in awhile 3= Some times 4= Fairly often 5= Frequently

Descriptive Statements on Idealized Influence-Attributed (Transformational L/S Behavior)		Rating Scales				
		1	2	3	4	5
1.	The Principals instill pride in teachers for being associated with them					
2.	The Principals go beyond self-interest for the good of teachers					
3.	The Principals act in ways that build teachers respect for them					
4.	The Principals display a sense of power and confidence					
Descriptive Statements on Idealized Influence-Behavior						
1.	The Principals talk about their most important values and beliefs					
2.	The Principals specify the importance of having a strong sense of purpose					
3.	The Principals consider the moral and ethical consequences of their decisions					
4.	The Principals emphasize the importance of having a collective sense of mission					
Descriptive Statements on Inspirational Motivation						
1.	The Principals talk optimistically about the future					
2.	The Principals talk enthusiastically about what needs to be accomplished					
3.	The Principals articulate a compelling vision of the future					
4.	The Principals express confidence that goals will be achieved					
Descriptive Statements on Intellectual Stimulation						
1.	The Principals re-examine critical assumptions to question whether they are appropriate before making decisions					
2.	The Principals seek differing perspectives from teachers when solving problems					
3.	The Principals get teachers to look at problems from many different angles					
4.	The Principals suggest new ways of looking at how to complete assignments					
Descriptive Statements on Individualized Consideration						
1.	The Principals spend time in administering and coaching teachers					

2.	The Principals treat teachers as individuals rather than just as a member of a group					
3.	The Principals consider each teachers as having different needs, abilities and aspirations from other teachers					
4.	The Principals help teachers to develop their strengths					
Descriptive Statements on Contingent Rewards(<i>Transactional L/S Behavior</i>)						
1.	The Principals provide teachers with assistance in exchange for their efforts					
2.	The Principals discuss in specific terms who is responsible for achieving performance targets					
3.	The Principals make clear what teachers can expect to receive when performance					
4.	The Principals express satisfaction when teachers meet expectations					
Descriptive Statements on Management-by-Exception-Active						
1.	The Principals focus attention on irregularities, mistakes, exceptions and deviations					
2.	The Principals concentrate their full attention on dealing with mistakes, complaints, and failures					
3.	The Principals keep track of all mistakes					
4.	The Principals direct their attention toward failures to meet standards					
Descriptive Statements on Management-by-Exception-Passive					Rating Scales	
		1	2	3	4	5
1.	The Principals fail to interfere until problems become serious					
2.	The Principals wait for things to go wrong before taking action					
3.	The Principals show that they are firm believers in “If it isn’t broke, don’t fix it.”					
4.	The Principals demonstrate that problems must become chronic before they take					
Descriptive Statements on Contingent Rewards(<i>Laissez-fair L/S Behavior</i>)						
1.	The principals allows me to make decisions					
2.	The principals set priorities and occasionally delegate certain tasks to me					
3.	The principals fully trusts, and has confidence on me					
4.	I take ownership on activities assigned to me by principals					
Management By Exception Passive						
1.	The principals don’t interfere with the activity Until problems become severe.					
2.	The principals are able to analyze the situation and determine what needs to be done and how to do it					

3.	Whatever decision a group makes within the limits set by regulations and policies, the principals agreeing on the decision					
Descriptive Statements on Awareness (ADKAR questionnaire)						
1.	The principals understand the problems inherent in the current situation					
2.	The principals understand the opportunities that are being missed if the change doesn't happen					
3.	The principals understand what is trying to be achieved					
4.	The principals understand how things will be better					
5.	The principals understand how the change will impact their area of work					
6.	The principals understand what my role will be in the future stat					

Descriptive Statements on Desire						
1.	The principals know that management is aligned with the change efforts					
2.	The principals feel their concerns, questions, and needs are being heard					
3.	The principals feel hopeful about the future					
4.	The principals see value in the change					
5.	The principals believe a well thought out strategy is being put in place to achieve the change					

Descriptive Statements on Knowledge						
1.	The principals have the necessary information, knowledge and skills to successfully fulfill their role					
2.	The principals know where to go for additional information about the change					
3.	The principals know what campus resources are available to support the personal side of change					
4.	The principals know what success looks like					
5.	The principals have a plan to achieve success					
6.	The principals now which behaviors will need to change					

Descriptive Statements on Ability		Rating Scales				
		1	2	3	4	5
1.	The principals believe that the organization has provided appropriate resources (time, staff, information, etc.) to support the anticipated change					
2.	The principals have the necessary systems, processes, and policies in place					
3.	The principals have the ability to execute the new behaviors required for the change					
4.	The principals know how to perform the required tasks					

Descriptive Statements on Reinforcement						
1.	The principals view management as a resource for removing/overcoming barriers					
2.	The principals have mechanisms in place to reinforce the required behaviors					
3.	The principals have metrics in place to assess the ongoing effectiveness of the change					

Appendix B

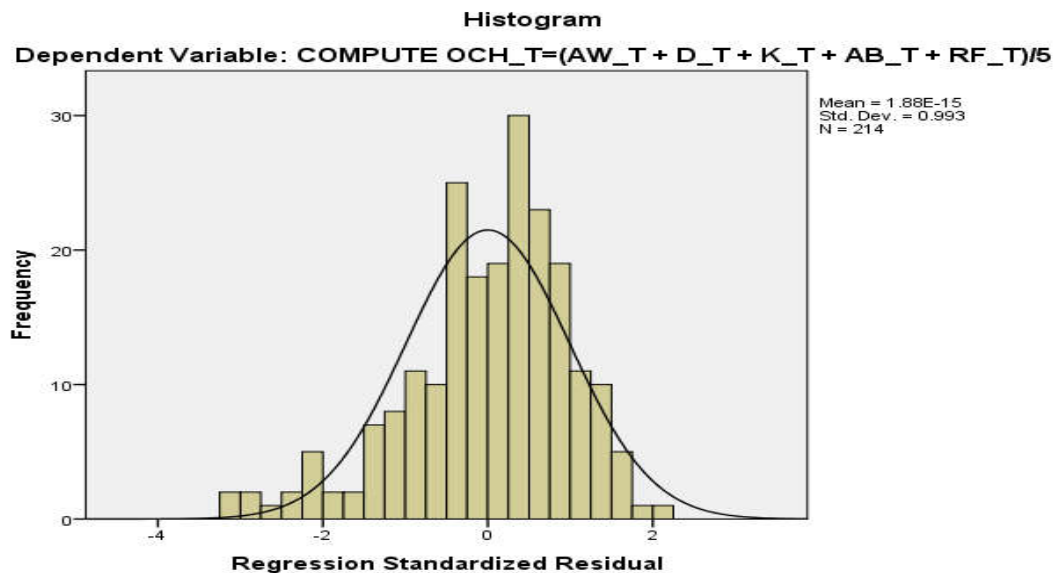
Table: Normality Assumptions Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti	df	Sig.	Statisti	df	Sig.
	c			c		
Schools' Change Readiness	.063	214	.039	.985	214	.051
a. Lilliefors Significance Correction						

Source: Own SPSS result, 2026

The normality assumption assessed using a histogram, Normal P-P Plot, and the Shapiro-Wilk test of standardized residuals. The results indicated that the residuals were approximately normally distributed ($p > .05$). Therefore, the assumption of normality was satisfied. The result was not statistically significant, $p = .051$, indicating that the distribution did not significantly deviate from normality. Therefore, the assumption of normality was satisfied.

Figure- 1: Normality test for residuals



Source: Own SPSS result, 2026

Table: Autocorrelation assumptions test

Model Summary^b

Model	Durbin-Watson
1	1.886
a. Predictors: (Constant), Transformational, Transactional and Laissez-fair Leadership	
b. Dependent Variable: School Change Readiness	

Source: Own SPSS result, 2026

The Durbin–Watson statistic value is 1.886, which is close to 2. This indicates that there is no evidence of autocorrelation in the residuals, meaning the assumption of independence of errors is satisfied in the regression model. The absence of autocorrelation indicates that the regression model is statistically reliable in terms of error independence, and the result of the model is not biased due to correlated residuals.

Table: Linearity assumptions test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.089	1	27.089	126.809	.000 ^b
	Residual	45.288	212	.214		
	Total	72.378	213			

Source: Own SPSS result, 2026

a. Dependent Variable: Organizational Change Readiness

b. Predictors: (Constant), Transformational Leadership

Source: SPSS result, 2026

From the above table 26, we concluded that the model is a good fit. Since, the p-value, 0.000 is less than $\alpha = 0.05$. This result indicates a linear relation between the dependent variable (Organizational Change Readiness and the independent variables (Transformational Leadership. The plots showed approximately linear relationships, indicating that the assumption of linearity met and the data were suitable for multiple linear regression analysis.

Table: Linearity assumptions test for TSLS & OCR

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.311	1	22.311	94.475	.000 ^b
	Residual	50.066	212	.236		
	Total	72.378	213			

Source: Own SPSS result, 2026

a. Dependent Variable: Organizational Change Readiness

b. Predictors: (Constant), Transactional Leadership

From the above table 27, we concluded that the model is a good fit. Since, the p-value, 0.000 is less than $\alpha = 0.05$. This result indicates a linear relation between the dependent variable (Organizational Change Readiness and the independent variables (Transactional Leadership).

Table: linearity assumptions test for LF& OCR

ANOVA ^s						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.266	1	18.266	71.561	.000 ^b
			212			
	Residual	54.112		.255		
	Total	72.378	213			

a. Dependent Variable: Organizational Change Readiness

b. Predictors: (Constant), Liaises-fair Leadership

Source: SPSS result, 2026

From the above table 28, we concluded that the model is a good fit. Since, the p-value, 0.000 is less than $\alpha = 0.05$. This result indicates a linear relation between the dependent variable (Organizational Change Readiness and the independent variables (Laissez-fair)..

Table: Multicollinearity assumptions test

Model	Predictors	Coefficients ^a Collinearity Statistics	
		Tolerance	VIF
1	Transformational Leadership	.574	1.741
	Transactional Leadership	.554	1.806
	Laissez-fair Leadership	.835	1.198

a. Dependent Variable: Organizational Change Readiness

The multicollinearity assumption was tested using Tolerance and Variance Inflation Factor (VIF) values. Transformational Leadership (Tolerance=.574, VFI=1.741), Transactional Leadership (Tolerance= .554, VFI=1.806) and Laissez-fair (Tolerance= .835, VFI=1.198). The results indicated that all Tolerance values were above 0.10 and all VIF values were below 10, suggesting that multi-collinearity was not a concern or fulfilled in this study (Hair *et al.*, 2019).