

**THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ENHANCING THE
QUALITY OF SCHOOL REFORM AND TRANSFORMATION IN ETHIOPIA**

By

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Submitted in accordance with the requirements for the degree of

DOCTOR OF PHILOSOPHY

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

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NOVEMBER 2020

ACKNOWLEDGEMENTS

The successful completion of this study was difficult without significant contributions of very important people who had supported me directly or indirectly. Therefore, I would like to express my indebtedness to ALLAH Almighty who gave me wonderful people and sufficient patient to endure the whole process. Next, I want exclusively to demonstrate my appreciation and thanks to the subsequent individuals for helping me during my research.

Firstly, I want to express appreciation to my adviser, Prof. Mapheleba Lekhetho, for his educational and proficient assistance on his outstanding research expertise, apparent in his valuable scientific advice, encouragement, and persistence to be with me during the course of my studies and help me finish this study. I am very thankful to you for providing me with sound and competent guidance, motivation and encouragement which supported me to produce this thesis.

Secondly, I am particularly grateful to my colleague Mr. Mohamed Kedir (Assistant Pro.) who was with me throughout my study, acting as a co-advisor, pushing me to complete my dissertation, encouraging and inspiring me to.

Thirdly, my appreciation extends to those who participate in this study in providing useful information that helped me to answer the research questions and to address the objectives of this study. Can Allaah the Almighty abundantly bless them.

Fourthly, I acknowledge all my staff members who have provided me positive suggestions and shoulder many of my workload, which provided me ample time to focus on my study.

Finally, I thank my family especially for being supportive, willing and understanding in the course of my study with my amazing wife and our three loving children.

ABSTRACT

The aim of the current research was to analyse and define existing trends in school leadership and to explore how transformational leadership could be the root for aligning the Growth and Transformation Plan (THE GTP) with school change and transformation. Accordingly, the study was conducted in two phases. The first phase was to identify the type of leadership style currently practised by school leaders (principals). The second phase was to implement transformational leadership in the educational leadership system of the country.

In this research project, the researcher used the mixed-method approach with respect to the methodological methodology of this analysis. The data collection methods used were a questionnaire, unstructured interviews, analysis of the records and observation. Data were analysed using the Social Sciences Statistical Package (SPSS) and the computer data analysis system for the ATLAS-TI software.

The general findings of this study are the following: currently the transactional leadership style is more common among school principals in Ethiopia. Many respondents explained that the focus of their principals was on routine work and much of the training content provided by Region Education Bureau (REB) was not related to the actual problems of schools, which made them reluctant to work towards the development of their school. The other major finding was that school leaders had no motivation to develop and maintain the teachers' commitment for effective teaching and school reform. Teachers perceived their principals as passive and inactive in their efforts to adjust themselves to reform and transformation in their schools. From the analysis of interview data, it was found that the education plan, the GTP and leadership guidelines were not synchronised; students, teachers, and school leaders were not visionary people who could effectively facilitate the school reform and transformation. The interview results showed that the current school leadership system is not transformational. Respondents confirmed that though in some schools, leaders reflected some characteristics of transformational leadership, in most cases, the prevailing practices in school systems reflect transactional leadership behaviour. Generally, the results of analysis of both quantitative and qualitative data showed that in the Harari region (Ethiopia) currently the most practised leadership style at school level is the transactional leadership one. After intervention, at the school level, the transformational leadership style (TrLS) began to be implemented by principals as opposed to the transactional

leadership style. Therefore, adequate training on the model of transformational leadership should be given to school principals and community. In addition, continuous follow-up and updating the awareness of school leaders is essential for effectiveness and quality of the school system. The Ministry of Education (MOE) should incorporate transformational leadership behaviour in the national training programme for leadership in conjunction with the GTP for the incumbent school leaders.

Key words: growth and transformational plan, quality education, transactional leadership, transformational leadership

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ABBREVIATIONS AND ACRONYMS

AT	Attribution Theory
CPD	Continuous Professional Development
ESDP	Education Sector Development Programme
GDP	Gross Domestic Production
GEQUIP	General Education Quality Improvement Programme
GER	Gross Enrolment Ratio
GTP	Growth and Transformation Plan
MDG	Millennium Development Goals
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
NASAC	National Association Student Achievement Conduct
NDP	National Development Plan
NDRP	National Democratic Revolution Programme
NPC	National Planning Commission
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PSNP	Productive Safety Net Programme
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
SDG	Sustainable Development Goals
SIDA	Swedish International Development Agency
SIP	School Improvement Programme
SPSS	Statistical Package for Social Sciences
TVET	Technical Vocational Education and Training
TrLS	Transformational Leadership System
UNESCO	United Nation Education, Science and Cultural Organisation
UNICEF	United Nations Children’s Fund
WEO	Woreda (District) Education Office

CHAPTER 1:

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

In this era of global competition, transformational leadership (TL) is widely employed to develop vision-based decision-making capacities of leaders. The rationale behind this is a need to initiate a positive transformational process, which would create consciousness among employees about the benefits of growth and the importance of self-expression. In addition, TL focuses on motivation to perform at new and higher levels, encourages teaching and coaching, which motivate followers to perform beyond their expectations, changing their values and beliefs, and raising the satisfaction of their needs in an organisation (Gillespie & Mann, 2004:57; Twigg, Fuller & Hester, 2008:172).

The approach to transformational leadership focuses mainly on aligning goals and values within an organisation (Jung & Sosik, 2002:124). Transformational leaders are thus considered to have the ability to shift organisational needs and a common mission above self-needs. In comparison, a review by Jung and Avolio (2000:96) noted that there is a positive link between TL and trust and an organisational value equivalence. Research has shown that TL is associated with advancing innovation in organisations (Bass, 1985:38; Eyal & Kart, 2004:173; Shin & Zhou, 2003:182).

In recognition of the effectiveness of TL, around 1990, researchers began to shift their attention to leadership models accepted as more consistent with evolving trends in educational reform such as empowerment, shared leadership and organisational learning. Leithwood (1994:17) described this development of the role of educational leadership as representing shifts in the 'second order' as it is mainly aimed at improving the normative structure of the organisation. From this context, the TL model used most frequently modified the organisation in which it applied (Leithwood & Jantzi, 2000:49; Silins & Mulford, 2002:27).

The above discussion highlights that the TL approach can be applied in any extensive organisational reform and transformation, especially in a country like Ethiopia, which is undergoing comprehensive political, economic and educational reforms. In such a scenario, the

TL approach can enhance reform and transformation if it is properly used to change the education system.

This study seeks to investigate Ethiopian school reform and transformation in line with the Growth and Transformation Plan (GTP) and explore the direction in which TL approach can be adapted to enhance the country's educational reform and transformation. Accordingly, this first chapter gives a background to the study particularly the attendant emergence of TL and educational reforms in Ethiopia. The chapter also sets out the problem statement, general purpose and objectives of the study, and explains the significance of the study and the delimitation of the study. Finally, definitions of basic terms and the organisation of this study are presented.

1.2 BACKGROUND TO THE STUDY

Prior to the current GTP, Ethiopia passed through several educational reforms. Before it had contact with European missionaries who introduced western education, Ethiopia had a long and rich educational history that dates back centuries. Indigenous education, including the indigenous oral heritage that served as a significant transmitter of cultural identity from one generation to the next, formed the fundamental basis for the country's educational history. The introduction of Christian and Islamic education was the first reform and transformation made in the realm of education. In this sense, Christian heritage or church education and Islamic education were the forms of education that prepared young men to serve as deacons and priests in the church and to teach Islam's ethics and theology respectively (Joshi & Verspoor, 2013:23).

The other educational reform undertaken in Ethiopia was the transformation from religious education to modern (western type) education. Western education in Ethiopia officially started in 1908 with the opening of Menelik II School in Addis Ababa, which marked the turning point in the development of modern education in the country (Destefano & Wilder, 1992:1). Up to 1961, the primary and secondary school participation rate in Ethiopia was among the lowest in sub-Saharan Africa (MOE, 1976:13).

The third educational reform and transformation initiative began after the removal of imperial rule in 1974. The Derg government that removed the imperial regime from political power introduced a series of reforms that affected educational development in the country. Due to the

educational reforms made by the government of the time, remarkable changes were recorded in terms of the gross enrolment ratio (GER) (MOE, 1976:14). Despite the improved enrolment in schools (access), the quality of education deteriorated, and many schools were unable to meet minimum standards (Joshi & Verspoor, 2013:23).

The fourth educational reform and transformation was undertaken when the Derg regime was removed from power in 1991. During that time, access to education was too low with GER for primary school level at 30 percent, 13 percent for secondary school, and less than one percent for tertiary level (MOE, 1994:3). The Ethiopian government that replaced the Derg regime in 1991 prioritised education at the top of the national development agenda. An Education and Training Policy (ETP) was developed for the sector in 1994 to enhance the reform and transformation of education (MOE, 1994:4).

After the introduction of ETP, the fifth educational reform was initiated in 2010 within the comprehensive nationwide plan called the GTP, which is implemented phase by phase in five-year intervals (MOFED, 2010:10). The GTP also explains in its strategic direction that the Education Sector Development Programme (ESDP IV) aimed to produce democratic, efficient, effective, knowledge-based, inspired and innovative citizens who can contribute to the long-term vision of turning Ethiopia into a middle economy by 2025 (MOFED, 2010:11).

The policy further emphasises that priority will be given to enhancing the quality and productivity of education at all levels and ensuring them. Its subsequent effect on improving student achievement in terms of awareness, skills and competencies will be checked through continuous monitoring and evaluation schemes and through the National Student Achievement Behaviour Assessment (NASAC) every three years (MOFED, 2010:49).

Generally, when the essence of the GTP in terms of education is analysed, it is evident that more emphasis was given to improving the quality of education at all levels. As it can be observed from the practical outcomes of reform and transformation in Ethiopia, in the previous five years of the GTP-I, intensive measures had been taken to improve access to education, and these had achieved encouraging results (MOFED, 2010:49).

In Ethiopia, the first meaningful educational reform was launched in 1991. It had a better vision because all its strategic goals and directions, which envisaged a high level of reform and

transformation by altering the current needs and interests and influencing goal-setting and development of an effective organisational culture within the education sector. The main goal of this reform was to transform the current low performance and efficiency culture of educational organisations. In spite of the remarkable progress made with regard to educational access in Ethiopia, the challenges remain in meeting government enrolment and completion targets for primary and secondary education. In other words, even though remarkable achievement in access has been recorded, progress in raising the quality of education has been limited (Joshi & Verspoor, 2013:34).

Based on the experiences gained from the implementation of the first GTP, the second plan (GTP-II), was based on sectoral policies, strategies and programmes. With regard to education and training, Ethiopia's vision is "...building an education and training system which assures quality and equity in education by the year 2019/20 which aims at producing competent citizens" (National Planning Commission [NPC], 2015:16). During the GTP-II period, the major priorities of education and training were to ensure quality, relevance and equity at all levels of education. This implies that the ongoing reform and transformation require the adaptation of relevant leadership styles to prepare education personnel for effective implementation of the plan. As Bass and Avolio (2003:188) argued, adopting TL approach to such large-scale reform as the ongoing implementation of the GTP-II enhances quality school reform and transformation.

A close look at the design and rationale behind the GTP-II, reveals that some components of the TL model such as direction setting, which involves building a shared vision, and creating high performance expectations, are incorporated in it. However, other components of TL are not clearly envisaged or spelled out in the document. To ensure effective implementation of educational reform and transformation in Ethiopia, a careful consideration of the TL model is essential. So, the principles of leadership and TL which is the subject of this study are briefly emphasised.

The first philosophy of leadership is based on "Great Man" theory, which suggests that leaders are born unmade and have inherent qualities that differentiate them from others without such qualities (Bolden 1997, cited in Riaz & Haider, 2010:30). The common characteristics that differentiate leaders from followers were further identified by early leadership research (Stogdill, 1994:7).

Situational theories originated as the second school of thought. The central principle of this theory believed desirable behaviours in leadership ranged from one situation to another. The best course of action or actions about leadership is situational (Griffin, 1999:53). After this, a similar theory, namely contingency theory was suggested. This theory focuses primarily on unique environmental variables, which decide the best leadership style suited to any particular situation that may occur (Griffin, 1999:54).

Contemporary literature on leadership focuses on two main dimensions of leadership, namely transactional and transformational. Transactional leadership is centred on leader-follower exchanges (Schermerhorn, Hunt & Osborn, 2000:27). These authors contend that followers perform according to the will and direction of leaders, and in turn, leaders positively reward their efforts. Another centre of attention for most researchers and experts is TL, the leadership model which transcends the limits of transactional leadership style. Burns was the first leadership expert to introduce the concept of TL (Kuhnert & Lewis, 1987:648).

Transformational leadership theory postulates that leaders have a profound effect on the attitudes, behaviours and perceptions of followers (Bass, 1985:37), and inspire followers to perform beyond previous limits. Transformational leaders facilitate new understandings by increasing or altering awareness of issues.

Comparing the virtue of the two models of leadership (transactional and transformational), Bass and Stogdill (1996) claim that transformational leaders uplift the motivation and morale of their followers, while transactional leaders provide for their followers' immediate self-interests such as salary increments and other incentives to fulfil the expectations of employers. They further stated, "The transformational leader emphasises what you can do for your country; while the transactional leader focuses on what your country can do for you" (Bass & Stogdill, 1996:13).

Many scholars such as Burns (1978), Bass (1985), Bass and Avolio (1994) and Felfe, Tartler and Liepmann (2004) have researched TL behaviour and contributed to TL development. The following definition by Bass and Avolio (1997:3) has been repeatedly cited by several scholars in different contexts: "Transformational leadership is a process, in which the leaders took actions to try to increase their followers' awareness of what was right and important. This process was associated with motivating followers to perform beyond expectation and encouraging them to

look beyond their own self-interest for the good of the group or organisation”. They further explained that transformational leadership differs from transactional leadership by not only recognising followers’ needs and wants but by also attempting to develop those needs from lower to higher level of maturity.

In other words, TrLS looks far ahead of the prevailing social and political conditions. In most cases, it focuses on the development of the followers’ awareness, needs and interests. TrLS strives to pull out the followers from being inward looking (that is, just focusing on the immediate wants and problems) and make them to look out of the box, having far sight for better achievement of individual and organisational goals. In this respect, scholars like Bass and Avolio (1994) identified four basic types of TL behaviour.

a) Idealised influence refers to a facet of TL which describes leaders who demonstrate exemplary role models for associates. Leaders are admired and respected, and followers want to emulate them (Bass, 1990:25). In this TL facet, leaders demonstrate commitment, dedication and willingness, from which others could learn and shape their behaviours.

b) Inspirational Motivation represents the appeal of challenging followers by symbols and metaphors. In other words, inspirational motivation leaders express the importance and value of desired goals in simple ways and display high levels of expectations. Thus, followers react by willingly increasing their efforts to attain the vision (Coad & Berry, 1998:15). This facet mainly focuses on developing the workers’ willingness in their efforts to achieve organisational visions.

c) Intellectual stimulation is another behaviour facet of TL, which describes leaders who encourage innovation and creativity through challenging the normal beliefs or views of their followers. Leaders with intellectual stimulation promote critical thinking and problem-solving to make the organisation better (Avolio, 1999:98).

d) Individualised Consideration refers to “understanding and sharing in others’ concerns and developmental needs and treating each individual uniquely” (Bass & Avolio: 1997:4).

Individualised consideration is another aspect of TL (Avolio, 1999:98). This facet describes leaders who act as coaches, facilitators, teachers and mentors to their followers, provide continuous feedback, and link the followers’ current needs to the organisation’s mission.

From the above discussion, one can conclude that if these TL behaviours are organised and incorporated into the training programme of school principals and supervisors, they can turn them into effective educational leaders. This is especially true for countries like Ethiopia, where there is no clearly identified school leadership programme. Therefore, the adaptation of this approach is essential to enhance the current school reform and transformation and to alleviate the existing school leadership hurdles in the country.

1.3 STATEMENT OF THE PROBLEM

The transformational leadership theory was primarily studied in the fields of politics, industry, and military. However, from the last decade of the 20th century, this theory was developed as a practical leadership theory that was applied and tested in the field of education. During the literature review for this study, no empirical studies were found indicating the role of TL in reforming the education sector specifically in Ethiopia with regard to the GTP. This research attempted to examine the extent to which TL habits have a direct effect on educational improvement and contribute to the school environment. Education is one of the social sectors in which paramount achievements have been recorded at different levels in Ethiopia. These huge achievements were observed in the aspects of access, equity and organisational structure starting from kindergarten to higher education. However, the question of leadership quality has remained one of the focal points for the five-year duration of the GTP (MOE, 2010:89).

In terms of the GTP-II (2015), the country's vision with regard to education and training is "building an education and training system which assures quality and equity in education by the year 2019/20 which aims at producing competent citizens". However, what has emerged is that during the implementation of the GTP, stakeholders are not adequately informed about the essence of the plan and realigning their leadership practices with its vision. Furthermore, most of the qualities of TL are not reflected in the principals' leadership styles in many schools. Therefore, it is difficult to say whether principals and some stakeholders are well acquainted with the essence of the GTP in general.

At the national level, the GTP is regarded as the guiding document for the achievement of Ethiopian vision to become the middle-income country by 2025. For the GTP to make an impact on the transformation of the education sector, it should serve as a reference for every activity

performed in all areas of the school. However, what one can observe at school and different levels of the country's education management is that their activities are not aligned to the goals and objectives of the GTP. The implementation process also does not appear to be well organised and coordinated in mobilising all stakeholders. An analysis of the prevailing work culture in many schools reveals that their work performance has not changed as required by the GTP and that in most cases, it is below the set targets and expectations. In most schools, underperformance is reflected in the poor learning culture of students, less teacher commitment to professional values, weak school-community linkages and weak school culture.

Another major problem in the GTP implementation is that except a very short orientation provided to different stakeholders, there is no follow-up, sensitisation campaigns and focus on reforming the leadership side of the plan. Some of the problems in school include: less strategic thinking, mismatch between the vision and school leadership performance, less committed and motivated staff and students, low self-efficacy of many teachers, low sense of national pride, less public concern (accountability and responsibility), and less interaction between the school and its community. These problems seem to be common at school, Woreda (district) Education Office (WEO) and REB levels.

1.4 MAIN RESEARCH QUESTION

Based on the above-mentioned problems, the following key research question is formulated to guide the entire study process.

How can transformational leadership enhance the quality of school reform and transformation?

Sub-questions

In order to address the main research question adequately and guide the study, the following sub-questions are posed.

1. What leadership styles do principals practise in schools to enhance school reform and transformation?
2. To what extent are the school principals aware of the alignment between TL, the implementation of the GTP-II and school reform and transformation?

3. Do the current school leadership practices support teachers' commitment to effective school reform and transformation?
4. How do teachers characterise their principals' leadership behaviour with respect to school reform and transformation?
5. How could TL practices be aligned with the Growth and Transformational Plan-II (GTP-II) for its effective implementation at school level to enhance school reform and transformation?

1.5 AIM AND OBJECTIVES OF THE STUDY

1.5.1 Aim

The ultimate purpose of this study is to define existing school leadership activities, and to propose how TrLS may be the basis for aligning the GTP-II with school reform and improvement.

1.5.2 Objectives of the Study

The specific objectives of the study are formulated as follows:

- To identify the current school leadership practices and principals' efforts to enhance the quality school reform and transformation.
- To assess the extent to which principals are aware of how to link TL, the implementation of the GTP-II and school reform and transformation.
- To investigate how much the current school leadership supports teachers' commitment to the effective school reform and transformation.
- To analyse teachers' perceptions of their principals' leadership practices with respect to the current school reform and transformation and the implementation of the GTP-II.
- To explore ways in which TL can be aligned with the GTP in order to ensure effective school reform and transformation.

1.6 SIGNIFICANCE OF THE STUDY

Ethiopia is on a steady growth and transformation path that covers all aspects of life (economic and social). Transformational change made in the education sector can positively influence

transformation in other sectors of life because educational change is all-encompassing and affects all aspects of society and the economy.

In the history of leadership development, TL is one model that has been extensively studied and applied to any kind of organisation and become successful in transforming an organisation (Leithwood & Sun, 2012:387).

Since 1991, Ethiopia has engaged in extensive reform and transformation programmes. In the course of change, it has attempted different models of development such as SDPR (1995-2005); PASDEP (2005-2010); the GTP 1 (2010-2015), and currently the GTP-II (2015-2020). In the course of change, the designers of change in different contexts demonstrated different components of TL without stressing the TL as the theoretical and conceptual framework for the change.

In the light of the above, it is important to adapt TL model in order to enhance the Ethiopian national reforms, and to refine the quality of reforms and transformation of the country, particularly in education. Since Ethiopia has embarked on nationwide reforms, no research has been conducted on how to adapt TL model to the education sector. It is assumed that the adaptation of TL model to the current the GTP-II and the successive the GTPs will enhance the implementation of the plan and enable the country to reach its vision of becoming a middle-income country by 2025.

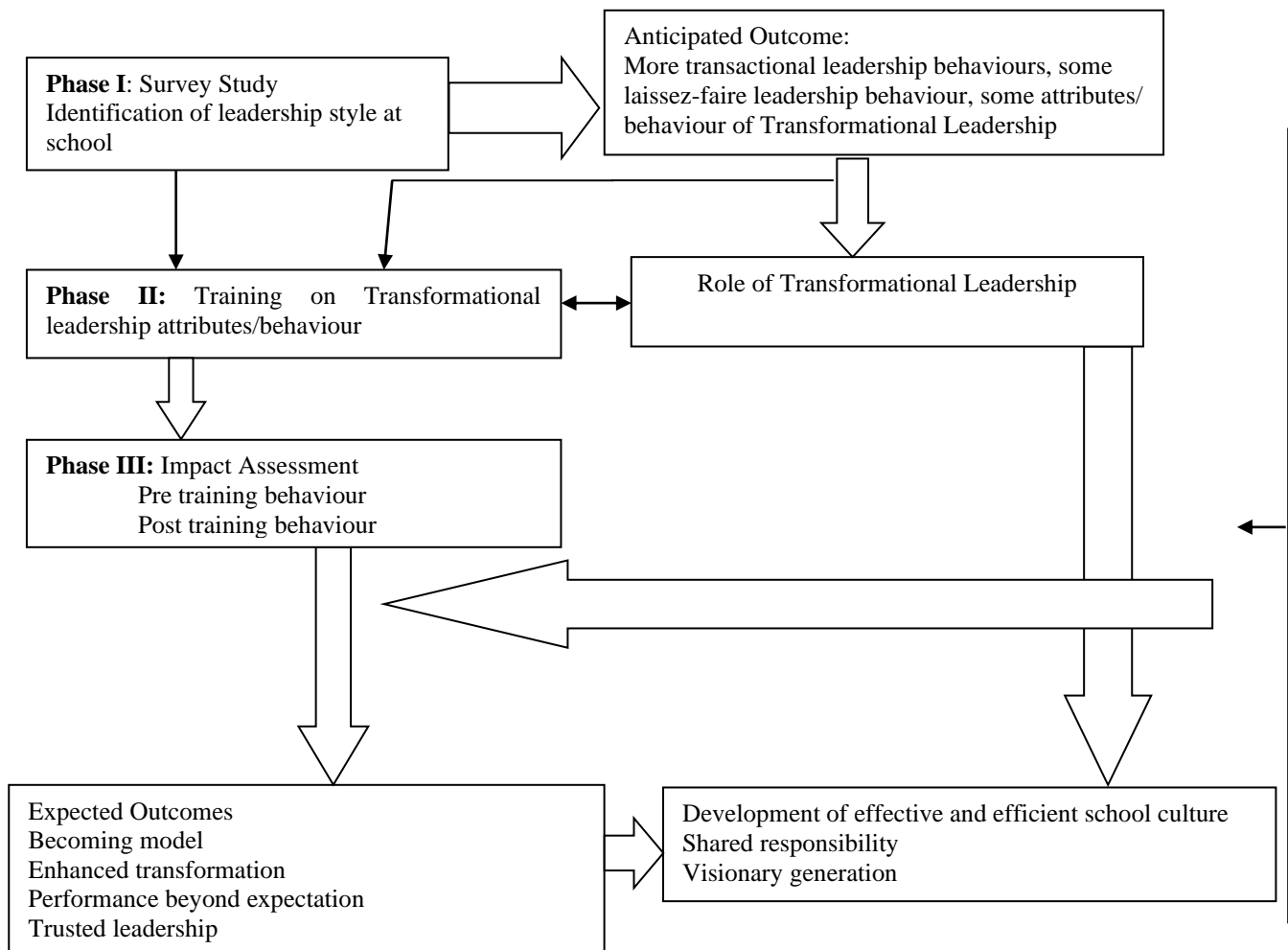


Figure 1.1: Conceptual framework for the study

This conceptual framework of the study demonstrates the procedural flow/processes of the whole study. This conceptual framework of the study depicts the phases and sequential steps in which the study flows from the beginning to the end. During the first phase of the study, an attempt was made to identify the type of leadership exercised more by the school principals. The second phase was intended to provide training on the behaviour/attributes of TL. The third phase shows the tracer study conducted to see the change that came about as a result of the intervention made to cultivate the TL behaviour in selected schools to alter the traditional work patterns. The purpose of this study is to adapt this theory to Ethiopia’s school system in order to support its vigorous strive for development through the GTP. Therefore, it is my belief that the adaptation of this theory to the education system could enhance the implementation of the GTP in all sectors.

1.7 DELIMITATION OF THE STUDY

This study focuses only on the general education system of Ethiopia covering Grades 1–12. It involved only principals and teachers randomly selected from government schools in the Harari region in Ethiopia. The study did not involve private schools, but it focused only on public schools. In addition, the study focused on the identification of leadership types currently practised by school principals and how they adapted the TL model to their schools.

1.8 DEFINITIONS OF TERMS

Transformational leadership: Transformational leadership is a model of leadership that promotes change in individuals and social systems. It focuses on strengthening an organisation's standards, metrics and effectiveness (Burns, 1978:426). With the ultimate purpose of making followers leaders, it causes positive and productive change in the followers. According to Burns (1978:20), “it occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”.

Transactional leadership: Transactional leadership is a model of leadership in which leaders find solutions to challenges by following a template they recognise. They are usually motivated by giving rewards or exchanging one thing for another. The values of a transactional leader are honesty, accountability, fairness and respect for obligations (Burns, 1978:426). Transactional leaders “clarify the criteria of position and mission and offer positive and negative incentives for followers based on good results” (Antonakis & House, 2013:9).

The GTP is a “national five-year plan created by the Ethiopian Government to improve the country's economy by achieving a projected gross domestic product (GDP) growth of 11-15% per year from 2010 to 2025” (NPC, 2010:1).

1.9 ORGANISATION OF THE STUDY

This research study is presented in six chapters as outlined below.

- Chapter 1 introduces the study and provides a background to the study, a statement of the problem, the significance and objectives of the study, and the delimitations of the study.

- Chapter 2 presents the theoretical framework of the study and discusses educational development in Ethiopia.
- Chapter 3 discusses the national development plan and the TL construct.
- Chapter 4 sets out the research methodology, design and methods used in the study. It includes participant setting and selection, and a summary of the survey used, and procedures for data collection and data analysis.
- Chapter 5 deals with the introduction, review, and interpretation of data from the first section.
- Chapter 6 provides the presentation, analysis and interpretation of the second phase data.
- Chapter 7 presents a summary of the study, conclusions and recommendations for improving school leadership and adapting Ethiopia's development strategies to the school context. It also suggests areas for further study.

1.10 CHAPTER SUMMARY

In Chapter 1, the introduction and background to the study which included an explanation of the theory of leadership, was presented. In addition to this, the statement of the problem, which explained the extent of the problem to be studied, the main and specific research questions that were crafted to guide the research process and the main and specific objectives of this study were elaborated. Moreover, this chapter discussed the significance of this study; i.e. it explained the target beneficiaries of the study and the scope of this study. The definitions of basic terms found in the study and the organisation of the thesis were presented in this chapter. The next chapter presents the theoretical framework of the study in which the leadership theory that has been used as the lens for this study and educational development in Ethiopia is discussed.

CHAPTER 2:

THEORETICAL FRAMEWORK AND EDUCATION DEVELOPMENT IN ETHIOPIA

2.1 INTRODUCTION

The previous chapter presented an overview of the study by giving its introduction and background. It highlighted the history of education in Ethiopia, the introduction of western education and the teething problems encountered, the country's development plans and the role of principals and teachers in contextualising them to education. The chapter also gave an overview of the concept of leadership, and TL in particular, the statement of the problem, and the significance of the study. This chapter presents the theoretical framework chosen to frame the study followed by review of related literature on the emergence, development and application of TL in organisations and the emergence and reform of western type of education in Ethiopia.

2.2 THEORETICAL FRAMEWORK

A theoretical framework serves as the foundation upon which research is based (Adom, Kamil & Agyem, 2018:1). This section presents TL theory chosen to serve as a theoretical lens for this study.

2.2.1 Development of the concept of TL

The concept of leadership begins with the emphasis on the "Great Man" theory. Carlyle, the founder of the great man theory, claimed in 1840 that leaders are not made, but they have inborn characteristics from which to differentiate them from others without such attributes (Bolden, 2003, quoted in Riaz & Haider, 2010:30). Early leadership research further identified common traits which distinguish leaders from followers (Stogdill, 1994:7). Referring to TL's historical context, Stogdill (1974:12) and McCall (1983:21) clarified that if someone has traits such as adaptive, sensitive, optimistic, accomplishment-oriented, assertive, decisive, energetic, persistent, and self-confident, then he or she is a leader or potential leader. As with the Great Man theory, their theories of leadership were more likely to concentrate on the study of behavioural patterns displayed by the leaders. Behavioural paradigms have been created to categorise leaders' behavioural characteristics in order to educate people as leaders (Robbins & Coulter, 2009:134).

As with the Great Man theory, the leadership theory focuses on the study of behavioural trends exhibited by leaders. Behavioural paradigms were developed to categorise behavioural traits of leaders with a view to educating people as leaders (Robbins & Coulter, 2009:134). Thereafter, the theory of contingency was proposed, primarily concerned with basic environmental variables which determine the best management style to use in a given situation. In this view, no leadership style is deemed best; instead, a variety of variables such as leadership style, the characteristics of followers and situational factors play a significant role in the overall performance of the leadership style (Hicks & Gullett, 1987:30; Griffin, 1999:54).

Contemporary literature on leadership focuses primarily on the two main dimensions: transactional and TL. Transactional leadership is based on leadership-follower experiences (Schermerhorn et al., 2000:27). Followers behave according to the will and intent of the leaders, and the leaders reward their acts in a positive manner. The baseline is reward, which can be negative or punitive, if followers fail to comply, or it can be positive as recognition and approval, if subordinates fulfil the established intent and direction of a leader and achieve the specified objectives. Four key elements of transactional leadership are contingent rewards, active exemption management, passive exemption management and laissez-faire (Schermerhorn et al., 2000:35).

Another focus of attention for most researchers and experts is TL, which shows the other extreme of transactional leadership (Bass, 1985:23). Burns (1978:1) was the first expert in leadership to present the idea of TL, which he described as a type of leadership in which “leaders and followers make each other advance to a higher level of morality and motivation” through their vision and personality strengths. He further clarified that transformational leaders seek to alter the beliefs and attitudes of followers and inspire them to pursue their own desires in tandem with organisational change.

Bass (1985:37) further asserts that transformational leaders have a profound influence on the behaviours, attitudes and actions of followers and encourage them to perform beyond their previous limits. Transformational leaders promote new understandings by creating awareness of problems and seeking to address them. Comparing the virtue of the two (transactional & transformational) leadership styles, Nikezić, Purić and Purić (2012:287) elaborated that transactional leadership focuses on short-term objectives, expectations, processes, rules and

controls. It does not encourage creativity, vision and innovative ideas. This type of leadership style is based on the assumption that employees are motivated by the best system of reward and punishment. On the other hand, TL achieves better success when the leader raises the followers' expectations and creates knowledge and acceptance of the goals and vision, and when their workers tend to place the group's expectations above their own. The best transformational leaders in this regard are those who know how to align the short-term strategy with the long-term vision.

By taking into account the essence of transactional leadership, TrLS transcends transactional leadership style limitations and motivates followers to go beyond expectations and achieve better results in organisational performance which, in turn, drives change. Likewise, Bass and Stogdill (1996:13) elaborated that transformational leaders elevate their followers' values, motives and principles, but transactional leaders prefer to satisfy the immediate self-interests of their followers. They further remarked, “The transformational leader stresses what you can do for your country, while the transaction leader focuses on what your country can do for you” (Bass & Stogdill, 1996:13).

Over the years, a considerable amount of empirical research has been conducted supporting the effectiveness of the distinction. Changes in the fields of economic, social and human capital over time have led to leaders having to become more transformational and less transactional if they are to remain successful (Bass, 1999:10). To become transformational and effective, researchers in the field encourage leaders to empower their followers by developing them into highly engaged individuals and teams that concentrate on quality, service, cost-effectiveness and production performance quantities (Bass, 1999:9). Bass (1999) further explains that TL, which encourages autonomy and challenging work, has become increasingly relevant in the job satisfaction of the followers over time. He adds that the idea of job stability and loyalty to the company for one's entire career is vanishing, and stable pay, safe benefits and secure jobs are no longer guaranteed for praiseworthy performance. This means that if a company retains the same strategies and benefits for its workers, it cannot improve its goals and motivation to employers' standards levels.

By working hard to boost employee benefits and incentives, transactional leaders seek to get more productivity and efficiency from workers. Transactional leadership alone, however, cannot

provide job satisfaction. Rather, it is at TL's baseline, since it follows the "give and take" concept. As such, it cannot go past the goal set because workers already know what is expected of them, so they do not cross the boundary. They actually operate within the boundaries of the goal set and no one is keen to make significant attempts for the future well-being of the organisation (Bass, 1999:10). In this regard, the GTP of Ethiopia was developed with a view to lifting the country out of deep poverty to the middle-income economic country by 2025 with education as a driving force of this change.

As the science of leadership tells us and confirmed by the prominent scholars in the field like Bass and Avolio, the leadership model that gives more power for the large-scale reform is TL. It is assumed that the synchronisation of GTP and TL will become the great energy for nation-wide reform and transformation that Ethiopia has embarked on in all social and economic aspects. So, one can conclude that if TL theory is organised and incorporated in the training programme of school principals and supervisors, greater and more effective educational leaders can be produced. In countries like Ethiopia where there is insufficient educational leadership and low commitment of stakeholders in schools, the introduction and adaptation of TL approach is essential for quality school reform and transformation.

Figure 2.1 represents the theoretical framework that anchors the study and depicts the synchronisation of GTP and TL. If GTP in conjunction with TL could be incorporated into the school leadership training, effective educational reform and transformation could be achieved. This reform in turn could bring about change in the development and commitment to realise the GTP vision at the school level. Aligning GTP and TL can lead to educational reform and transformation and inspire staff to become visionary and motivated.

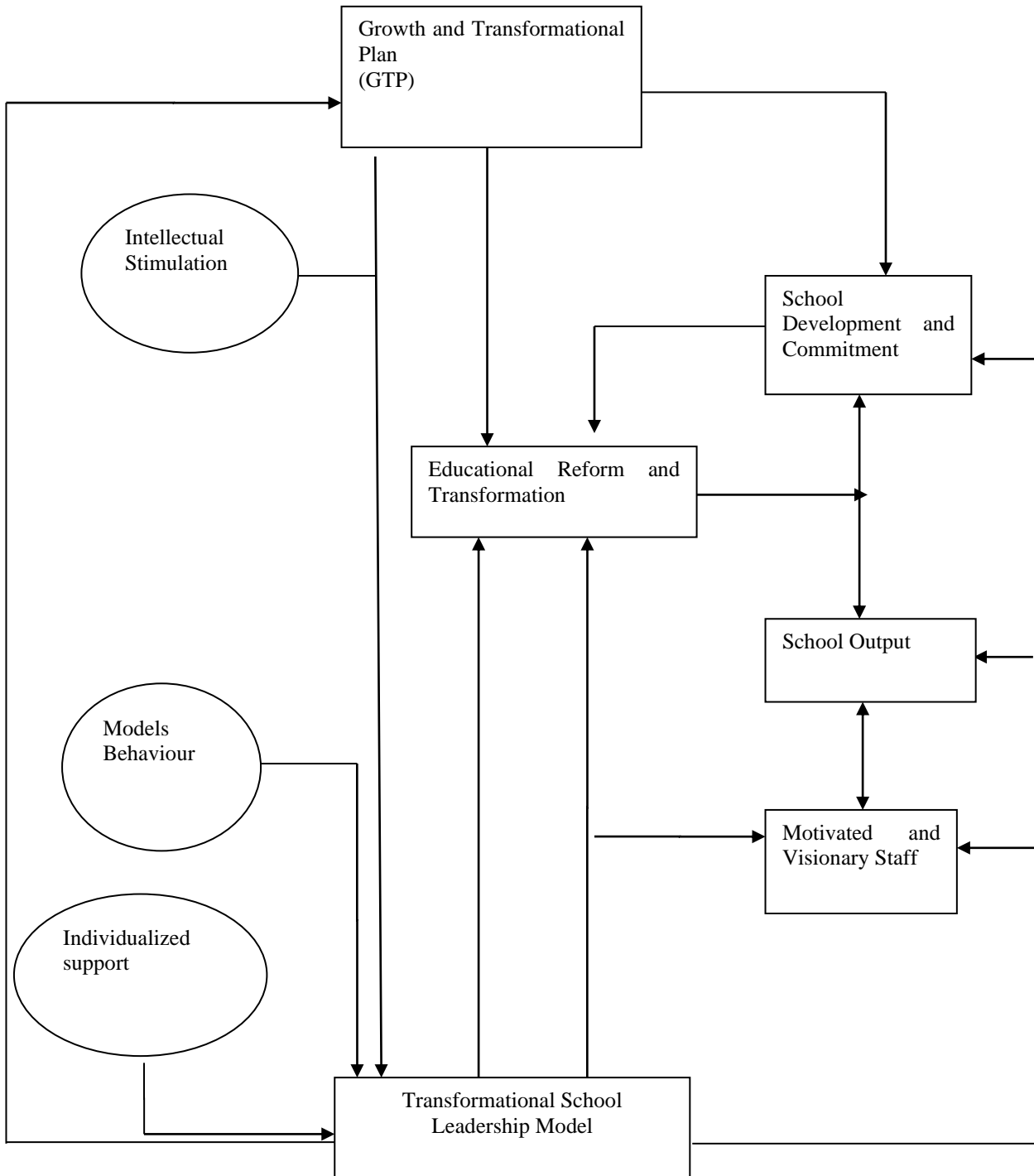


Figure 2.1: Theoretical framework

Having sketched the theoretical framework that underpins this study, the next section explores the foundational role played by religious education in Ethiopia, the history of Western education, and the national development plans. In addition, the section deals with the review of educational

reform took place in the different political regime of Ethiopia since the time Emperor Menelik II of Ethiopia.

2.3 THE EMERGENCE AND REFORMS OF WESTERN EDUCATION IN ETHIOPIA

Prior to the introduction of western education in Ethiopia, the country had some established platforms through which it transmitted its educational experiences, culture and traditions to the youth and children. These educational experiences include indigenous and religious education. Formal education was introduced to Ethiopia in the 19th century during the Emperor Menelik II in 1886 (Bishaw & Lasser, 2012:53). Since then, the country has passed through different school reforms and changes under different political systems. In this section, the historical development of Ethiopian education, that is, from traditional to modern education and the reform of education made under different political systems is reviewed. The section also attempts to align the reform with TL theory.

2.3.1 Traditional Education in Ethiopia

Education is the way through which humanity passes on to next generations, the experiences, innovations, traditions, morals and ethics of life (values) built up for centuries in human efforts for a better way of living (MOE, 1994:1). Moreover, by acquiring knowledge, abilities, skills and beliefs, education develops the capacity of individuals and society to reach their potential to participate in all aspects of development. In traditional settings, one of the tools used to transfer cultural identity from generation to generation is indigenous education, which is generally regarded as the starting point for the country's educational history.

Prior to religious and modern education in Ethiopia, several traditional ways of preparing children for life in society known as indigenous education existed. This type of education is common to all ethnic groups within society in order to pass on their experiences to the next generation (MOE, 2005:3). Indigenous education has, over the centuries, been an essential means of transmitting cultural identity from generation to generation. It focuses on inculcating in children attitudes and skills suitable for male and female social roles, highlighting the duties and privileges arising from cultural values imparted by language at home, as well as informal lessons and rituals outside the home (MOE, 2005:3).

Indigenous education has been used to solve concrete problems facing local communities. It also served to prepare local community leaders and common farmers. Under conditions where some school-age children and many adults in Ethiopia's rural areas have little access to formal education, indigenous education continues to play an important role in preparing the younger generation for their future roles in society (World Bank, 1988:10), but the effect of indigenous education is greatly reduced in many parts of the country, owing to the massive access of modern education.

Even today, indigenous education should be considered in the formal education curriculum to enhance and sustain the current Ethiopian reform and transformation to balance the social, cultural, economic and environmental conditions as the sources that are unique to the country's local context. It is, therefore, important to consider the legitimacy of indigenous knowledge, particularly in shaping the current generation towards Ethiopia's vision for its progress (Nairs & Abera, 2017:94)

Early Christian heritage of Ethiopia is the country's second most important educational tool especially in northern, north-western, and central Ethiopia (Shibeshi, 1989:30). Already in the 4th century CE, the Ethiopian Christian Church was well developed, and expanded the education system that offered some Ethiopians cultural and religious education, literary and artistic skills (Shibeshi, 1989; World Bank, 1988:11). The basic aim of Ethiopian church education was to educate young men who would serve as deacons and priests in the church (Wagaw, 1979:10). Moreover, this church education, which was conducted in many parts of the world before the arrival of modern education, acted as the main provider of skilled labour for occupations such as judges, governors, scribes and treasurers (Wagaw, 1979:11).

Shibeshi (1989:31) contends that in spite of its long-established heritage, church education in Ethiopia made an inadequate contribution to the development of society in general and the provision of education in particular. In addition to its restricted expansion, church education made an insignificant contribution to the development of general education in the country since it flourished only in the north and north-eastern part of the country due to the support of government of the time (Shibeshi, 1989:31).

Islamic education was the third great form of traditional education in Ethiopia. The Islamic culture and faith flourished mostly in the country's southern and south-eastern regions. A non-formal school system was developed to teach Islam's ethics and theologies to impart knowledge and skills within the religious speciality (Markokis, 1994:25). The Islamic education system focused on Arabic reading and recitation and encouraging local people to follow the Islamic lifestyles. Like the Christian church, the Muslim regions had a parallel function in running Qur'an schools in Ethiopia beginning in the 7th century.

Unlike the church schools, the Qur'an schools were primarily funded by the local communities themselves, and there was no state funding of any sort (Markokis, 1994:26). The lack of state assistance and the opposition from the church limited the activity and expansion of Qur'an schools only to Islamic faith centres where community support was available (Shibeshi, 1989:31). Despite the pressure exerted by the government of the time and the Christian church, Islamic education continued to serve as a means of providing Islamic virtues and outlook to prepare the younger generation and adults for life in this world and the hereafter. This discussion indicates that, in Ethiopia, the indigenous and religious education systems played a great role in preparing the young generation and adults for life in society. To this day, these education systems along with formal education continue to play a great role in creating an educated, visionary and committed citizenry.

2.3.2 The Introduction of Western Education to Ethiopia

The introduction of Western education to Ethiopia was not an overnight phenomenon (Wagaw, 2005:4). Rather, it was the product of combined and organised factors that emerged after Adwa's victory, which included the establishment of a central state authority and permanent urban seat of power, the opening up of embassies of different countries, the creation of modern economic and social sectors and other developments (Wagaw, 2005:4). The practice of sending young Ethiopians abroad for higher education was enhanced in two ways, especially around the end of the 19th century (Shibeshi, 1989:33). Firstly, the foreign missionaries were persuaded that young Ethiopians who had been educated abroad and had adopted Western culture would be successful tools to spread their religious faith in Ethiopia (Negash, 2006:14). The young Ethiopians who were sent abroad by the religious institutions were expected to spread the faith upon their return to the country.

Second, the strong wish of Emperor Menelik II was to establish a strong central government in the country forced him to seek the educated workforce with Western-oriented education (Negash, 2006:14). He learned the benefits of modern education from the young Ethiopians who had been sent by the missionaries abroad for religious purposes and returned home. To that end, Menelik agreed to send a large number of Ethiopians to different European countries (Negash, 2006:15). The young Ethiopians sent by the government abroad were trained in military science, forestry, engineering and other related careers (Pankhurst, 1962:252). Some young Ethiopians who had been sent abroad by both the government and the religious institutions came back inspired to modernise the country. They used the knowledge they had acquired in the course of their education for the progress and prosperity of the country (Shibeshi, 1989:38).

The start of modern education in Ethiopia is directly linked to the arrival of foreign missionaries in the country (Wagaw, 2005:5). These missionaries opened schools, and together with their religious institutions, introduced modern education in all places where they were accepted or agreed with the feudal class (Wagaw, 2005:5).

2.3.3 Educational Reform during the Imperial System

The organisation of modern school system was facilitated at the beginning of the 20th Century due to the efforts of Emperor Menelik and some Ethiopian intellectuals who had returned from abroad. Following this, a proclamation encouraging people to give greater emphasis and weight to western education was effected in 1898, which laid the foundation for the expansion of formal education in the country (Selassie, 1962 as cited in MOE, 2005:6).

Western education began officially in Ethiopia in 1908, with the opening of Menelik II School Addis Ababa. The opening of this school marked a major turning point in Ethiopia's educational history (Selassie, MOE 1962, 2005:6) since afterwards, Menelik himself opened three more schools, each in Harar, Dessie and Ankober. Following his example, the regional governors also opened schools in Yirgalem, Gore and Harar (Selassie, 1962 in MOE, 2005:6) mainly because of the general criticism that the clergy's progress was very slow.

In 1936, when Italy invaded Ethiopia, there were only 21 government schools and a few other mission schools with a total of 4,200 students enrolled (Wagaw, 1979:5). In the years 1936-1941,

the Italian occupation severely disrupted the educational system that had just started to develop. The government schools were either closed down or converted into storage of military explosives (Pankhurst, 1962 in MOE, 2005:3). The few young people who had been educated before the war were massively and intentionally killed and the education system had to start from scratch when the country was liberated in 1941 (Pankhurst, 1962 in MOE, 2005:3).

Ethiopia has undergone three major shifts in political governance structures since the 1940s, each characterised by its educational policy (Negash, 2006:12). The first governance structure was the colonial system that began shortly after the Second World War and lasted until 1974; the second was the military/socialist system that continued up to 1991; and the third and present federal system of governance became operational after 1994 (Negash, 2006:12). In this section, the major aspects of educational policies of different political systems and their reforms are briefly described as they bear a great deal of importance for the development of education sector.

Ethiopia's government began educational reform practically from scratch in the aftermath of the war. In 1942, the first post-war schools were opened, and there was an acute shortage of teachers and textbooks, though some British Council staff were available to the government schools (Destefano & Wilder, 1992:10). The key focus at this point was the development of an educational system that could be given to operate the government machinery for the small corps of clerical, scientific, and administrative staff (Lipsby, 1962:16). Rebuilding started to fulfil this need with the restoration of the MOE in 1942.

A Board of Education was established in each area to promote the reform and expansion of the education system, and an education tax was also implemented to partly fund education (Destefano & Wilder, 1992:11). Private and volunteer groups were allowed to create their own schools to complement government efforts. Proclamation No. 3 of 1944 was made for governing their operations, and for the first time the missionaries were also formally invited to engage in the provision of educational services (Shibeshi, 1991 in MOE, 2005:4). The Ethiopian government was concerned with the expansion of the education system from 1942 to 1955 (Siyoum T. (1996:4) because the government claimed that education should be the key to the development of the country though its practice is restricted to the main capital and major provincial cities. The high spending on education in relation to overall spending, as well as the rapid rise in student enrolment compared to the previous crisis years, is a clear indicator of the

willingness and commitment of the Ethiopian government to the growth of education at the time in the country (Jandy, 1995 in MOE, 2005:5).

Between 1941 and 1970, the Ethiopian education sector was strongly influenced by two major ideas regarding the value of education (Negash, 2006:12). The first one was the Emperor's conviction that formal education was an extraordinary strategy to educate and train people who respected their monarch, nation and religion. The modernisation process envisaged by the Emperor to lead the country required a number of young people to provide professional workforce for the emerging government sectors (Negash, 2006:13). Another factor which forced the creation of urban and semi-urban schools was Ethiopia's development ambition to combine the Western world in general and the African continent in particular. With the exception of one technical school and college services, the curriculum of the time generally integrated subjects such as moral studies (including civics and religion).

When the above-mentioned historical development of Ethiopian education is studied, the reform and transformation of education made after the introduction of the western style of education in the early twentieth century centred on filling the capacity gap that emerging new government had following independence. In the academic year 1961/62, the following number of students was recorded at different levels of education.

Table 2.1: Number of students at different levels of education in 1961/62

Level of education	Number of students
Primary	225 435
Secondary	8 695
Tertiary	950

Source: Negash (2006:13)

The second idea that changed the Ethiopian education sector was UNESCO's recommendation regarding the role of education in propelling the economic growth of a country. Investing in education is, according to UNESCO (1972) cited in Negash (2006:15), an investment in human resources that comes as a result of supporting and eventually extending the education system. Here it can be noted that the reform of education was promoted primarily by UNESCO, which urged Ethiopia to recognise the value of education in reforming and transforming the country's entire economic and social structure.

The country's education system that flourished during the 1940s until the late 1960s could be characterised as an elitist system in that it only reached some of the urban population and even a smaller number of the rural population (Negash, 2006:15). It could also be characterised as a generous public good provided free of charge to those who lived close to schools to access it. Moreover, though there is no clear evidence, the key beneficiaries of education were not children of the ruling elite, but those from ordinary and poor families. The households that migrated to cities and towns gained more from the established schools than their peers in the countryside. To this day, the modern school largely remains an urban phenomenon, particularly the secondary school. However, given considerable unemployment among the educated, it is no longer realistic to claim that the Ethiopian education system is elitist (Negash, 2006:15).

The historians of Ethiopian education may raise some concerns about the Ethiopian imperial government's policy-making capability before it was toppled in 1974 (Negash, 2006:16). The first reform of the Ethiopian education sector occurred in 1971–1972 and the reformists were recruited primarily from an international community of experts. Its key goal was to build strategies to extend universal primary education and to find solutions for the acute unemployment of secondary school graduates. On this basis, the first goal of the 1971–1972 reform of Ethiopia's education sector was to control the flow of learners to secondary education (Negash, 2006:16). This was achieved because the growth of secondary and higher education was not given much consideration during the imperial regime; rather, the imperial education system concentrated on reducing the influx of large numbers of students to secondary education with a goal of keeping the mass population of students at the lower educational level. This was planned to mitigate the unemployment problem faced by graduates of secondary education.

Well aware of the social disruption faced by the unemployed high school graduates, Ethiopian education planners rationalised that secondary education did not need to expand above the growth of the natural population, projected at 2.1 per cent per annum, which was unrealistic (MOE, 2005:6). This is possibly because the Ethiopian education planners of that period were largely dominated by foreigners who might not have been pleased with Ethiopia's critical transformation particularly in education. In spite of this proposal, in the 1960s, the number of high school students increased at a rate of 12 percent per year, but only 4 percent of the required age group attended high school (MOE, 2005:6; Negash, 2006:16).

The second goal of the review of the education sector from 1971–1972 was to make the rural population the main target of its educational policy. The Government of Ethiopia and its partners criticized the slow rate of providing access to rural education. The year 2000 was set as the year when all citizens of Ethiopia would receive universal primary education. The experts who framed the examination sector (51 Ethiopians and 31 international experts) indicated that it was the right of all people to get a minimum of four years of basic primary education (Negash, 2006:16). If the recommendations of the 1971–1972 Education Sector Review had been implemented, they would have had far-reaching consequences for the country's education development.

According to Jandy (1948) as cited in MOE (2005), the second highest item in the national budget was education. Although the budget allocated for education was second in rank, in view of the mass population, the change brought to the sector was insignificant because, during the reign of Emperor Haile Selassie, educational opportunities were mainly given to well-to-do families or aristocrats. Moreover, the expansion of schools did not go far beyond the woreda (district) town, and the rural population together with the common population of the main town and zonal cities were deprived of education opportunity.

2.3.4 Ethiopian Education Reform during the Communist/ Derg/ Regime (1974-1991)

When the revolution occurred in 1974, just 15.3 percent of the age cohorts attended primary school (Shibeshi, 1989:35). Thus, even by African standards, the participation rate in Ethiopia was very low. With the changes in social values, religion, and ideology, the educational system was also changed dramatically. The structure and organisation of educational programmes were altered alongside the communist government's goals (Destefano & Wilder, 1992:12). The new communist government had introduced new policies to accelerate reform and transition in all economic and social sectors like education called the National Democratic Revolution Programme of the Ethiopian Government (NDRP) in April 1976. Based on the implementation of the NDRP, Educational Guidelines were established to turn the field of education from an imperial point of view to a communist thought, which stated as follows: "There will be an educational programme that will provide free education, step by step, to the broad masses" (NDRP, 1976:1). The curriculum envisaged education strengthening the war against feudalism, imperialism and bureaucratic capitalism. Under this new socialist-oriented administration,

Ethiopia's educational system underwent radical reform. One of the changes that took place was shifting the attitude of government regarding education. The government's newly stated goals for education as stipulated in the programme were: (1) education for production, (2) education for scientific consciousness, and (3) education for political consciousness (NDRP, 1976:2).

The educational goals listed above were largely influenced by the Soviet Union which had similar systems in their country (Katsakioris, 2016:259). Soon after the revolution, the Soviet educational advisors arrived in Ethiopia to make further changes (Destefano & Wilder, 1992:13). The Soviet Educational Advisors adopted a common approach to polytechnic education for children with essential branches of manufacturing, including the manufacture of machinery or food, and familiarisation with first-hand practical experience. In addition to this Soviet influence, many Ethiopians were sent to the Soviet Union or Eastern-bloc countries for higher education, particularly to the former East Germany. The socialist regime had criticized the weak performance of the imperial system in the field of education (Henze, 2001:4; Negash, 2006:17; UNESCO, 2006:39).

Ethiopia was listed as the poorest nation in the world and the imperial (feudal) form of government clearly brought about this poverty. The imperial system's educational policy was actually criticized for being oppressive and scholarly, which meant that it was merely theoretical and not realistic. It did not train the younger generation to address their socio-economic problems. The new leaders vowed to change the economy and bring the nation out of poverty, and to this end, they declared it a republic. In this context, it was concluded that the education sector would play a key role in transforming the country (Negash, 2006; UNESCO, 2006). This was based on the premise that the improvement and transformation of the education system would eventually lead to change and transformation in the economic, political and social spheres of citizens and the country. The transition from the imperial system to the socialist system was a fundamental change that demanded new knowledge, skills and competencies. To achieve these, the new government had no choice but to create socialism as a framework by reforming the country's education system.

As defined by the Ethiopian government in the early 1980s, the fundamental objective of education was to inculcate the Marxist-Leninist ideology in the young generation, establish knowledge in science and technology, integrate and coordinate development research to enable

the revolution to move forward and to secure productive people (Negash, 2006:18). One of the changes made in the country's education was the Marxist-Leninist ideology. It was a total reform and educational transition, that is, from the colonial to socialist rule. A new curriculum was consciously planned and five new subjects: agriculture, production technology, political education, home economics and business introduction (UNESCO, 2006:3). This meant that Ethiopian secondary students had to take 12 subjects. This was in sharp contrast to the curriculum followed during the imperial-period wherein students took no more than seven subjects. The introduction of additional subjects without proper preparation and sufficient facilities resulted in further deterioration of the pedagogical conditions.

The socialist system inherited a structurally distorted sector with a large number of high school graduates who faced unemployment (Henze, 2001:4). The socialist government gathered all new and old high school students during the first few years in power and sent them to the countryside to "preach to the peasantry," the manifesto of the new socialist revolution. The new leaders fixed that sub-sector's problem, at least for a moment, by continuing to broaden the education sector as showing that the old regime was incorrect.

Between 1975 and 1989, enrolment rose at a rate of 12 percent, covering around 35 per cent of the 7–16-year-old school-age population (UNESCO, 2006:97). However, improvement in the education sector has not been complemented by equivalent capital increases. This is because the socialist government promoted the double shift system where students attended classes either in the morning or in the afternoon to optimise the use of facilities. During the period 1974–1991 the double shift system, which started towards the end of the 1960s, became a permanent function. Although registration continued to rise at a rate of 12 per cent per year, the government stepped up the recruitment of Ethiopian teachers to fill the gap left by expatriates, especially in high schools (Henze, 2001:5; Negash, 2006:37; UNESCO, 2006:97).

By the mid-1980s, the socialist government had become well aware of the public's frustration with educational results. However, the government and the MOE officials, and well-educated communities had different understandings about the standard of education. For the government, matters of quality meant content "must fully prepare the students to meet the objective demands of the nation and the ideological needs of our society" (UNESCO, 2006:97). These needs and demands were to be addressed by "implementing without delay the technical and vocational

education expansion programme in line with the country 's manpower requirements" (Negash, 2006:37). The decline in quality was attributed to the MOE officials, teachers and university employees in terms of the pupil-teacher and pupil-class ratios as well as a decline in the teachers' use of English as an instructional medium (Henze, 2001:6; Negash, 2006:38; UNESCO, 2006:98).

The educational system followed during the imperial period may have lacked significance, but as Christopher Clapham (1990) noted in Poluha (2004:18), it was "a fairly good education for a relatively small number of children had under the socialist regime been transformed into quite a poor education for a much larger number of children".

Nevertheless, the country's employment demand for technically and vocationally skilled citizens was mild. The labour force rose from 63 000 to 80 000 between 1978 and 1984 or at the rate of 2430 new jobs per year. The private sector that should have absorbed the educated labour kept rising at an insignificant rate. As late as 1990, not more than 100 000 people were employed by the entire manufacturing sector (or modern sector) of the Ethiopian economy out of a labour force of about 30 million (Tefera, 2005:24).

In 1983, the socialist government commissioned an assessment of the education system with the goal of establishing methods for "implementing the educational goals without delay." (Tefera, from 2005:25). The commission, which was largely funded by UNICEF, the World Bank and the Swedish International Development Authority completed their work in late 1985. The commission, however, was unable to provide the appropriate solutions to the education sector's shortcomings, as the government envisaged. It is conceivable that the commission recognised the decline in quality as being primarily of a technical nature which could be overcome by combining additional funds to improve teachers' competencies in pedagogy and subject matter. While the socialist government remained committed to its own brand of philosophy on the goals of education, by the end of the 1980s, the tools it used to create a socialist citizenry were insufficient. In this respect, in 1988, the Ethiopian education was reported to be in a serious crisis created by a misconceived policy on the role of education in the development of society (Henze, 2001:49; UNESCO, 2006:19).

While the pace of education sector expansion was constant from the 1960s to the end of the 1980s, such expansion was achieved at the cost of the weak teaching and learning environment. Very little resources have been made available for recruiting enough teachers to maintain the pupil-teacher ratio within the range of 40 to 1. Insufficient funds were set aside to procure and improve teaching materials since most of the education budget went to salaries.

The non-salary component became even less during the socialist regime. The curriculum department, heavily dominated by experts from East Germany did what it could to develop textbooks designed “to meet the objective demands of the nation and the ideological needs of our society” (UNESCO, 2006:21). The curriculum was loaded with ideological texts as well as texts on agriculture and on the primacy of technology.

The gradual removal of English-speaking teachers and the overcrowding in classes resulted in a decline of language skills among teachers and learners. Added to this, by 1980, the MOE agreed to replace English for junior secondary with Amharic (Grades 7 and 8) (UNESCO, 2006:23). The evaluation committee of 1983 also identified the issue of a medium instruction to be a major challenge. The evaluation committee advised the government to study the issue further within the framework of a new language policy.

By 1990, it could be said that English had essentially ceased to be the language of instruction, although it remained the language used in the textbooks for all subjects in junior and senior secondary education. The Socialist Government operated on the principle that education was the primary instrument for instilling the philosophy of Marxism-Leninism and creating productive citizens. It presented itself as a structure that had done more to expand the educational benefits relative to the colonial rule it had replaced. It is doubtful, however, whether the socialist system had accomplished any of its goals as compared to the increasing discontent of the majority of the population with the standard of education at the time.

Although education was one of the key priorities at the time, there were other areas in the 1980s that took significant portion of resources. Ethiopians in all occupations were compelled to fund the civil war in northern Ethiopia and the volatile political situation in the western and eastern parts of the country had to be financed through tight budgets and compulsory donations

(UNESCO, 2006:31). More than 50 percent of the budget was allocated to the country's defence, and little money was left for other sectors of the economy (MOE, 2005:29; Negash, 2006:17).

The development of primary education in rural areas that took off shortly after the end of the imperial system was accomplished through funding from Swedish funds (Negash, 2006:18). From 1975 to 1990, Sweden funded more than 50 per cent of all schools established in Ethiopia. The entire education sector of the time functioned in an atmosphere that was hardly conducive either to teaching or learning (Negash, 2006:19).

While there is general agreement on the shortcomings of the education sector, there are diverse views about the impact of the crisis. For instance, the education assessment committee of that time had concluded its major survey by identifying the resource and training hurdles. Others argued about the long-term negative effects of an education system that did not seek to inculcate the values that would hold the country unified and forge social harmony. Donors such as UNESCO and SIDA were impressed by the successful literacy campaigns and by the Ethiopian government's expansion of primary education from about 10 percent of the age group to about 35 percent in 1989 (MOE, 2005:16; Negash, 2006:21). However, the issue of expanding education to tackle poverty and other means to reduce it has remained unsolved. For the majority of the Ethiopian population, socialism is synonymous with equality or an egalitarian society and efforts to alleviate poverty. However, replacing the private sector with state institutions made everyone overwhelmingly poor, with the exception of high-level political functionaries.

During the period of the socialist system in Ethiopia (1974–1991), education was highly centralised and politicised. Most of the educational activities were carried out without due regard for the type of education the country intended to pursue. The socialist educational policy system of the time was unrealistically ambitious and ill-equipped to enable students to pursue education beyond Grade 8 (Wagaw, 2013:6). After Grade 8, continued with the old system, which became a catalyst for the education reformers to change it.

During the Derg regime, education improved marginally in terms of access compared to the regime of Haile Selassie I. However, the educational system was built with full consideration of socialist theory and communist ideology, which could not provide standard, equal and appropriate education (MOE, 2008:2). An overall review of the system revealed a radical reform

of education that transformed the system entirely from an authoritarian system to a democratic one. The ideology and education policies were fully reformed. Even though the changes were made in various ways, the socialist system could not achieve successful educational reform and change in the country because of its political centralism. Prior to 1991, the major challenges that confronted education included limited provision, inequitable distribution, inefficiency, irrelevance and low quality (UNESCO, 2006:1).

2.3.5 Educational Reform and Transformation since 1991

The downfall of the Derg in 1991 marked the turning point in major reforms and innovation in the country's educational system. Feasible and strong actions have been taken to make education the basic way of providing citizens with comprehensive knowledge, skills and democratic outlook (MOE, 2008:3). Moreover, education and training were considered as the key instruments for facilitating the socio-economic development of the country. To this end, the government launched Education and Training Policy (ETP) in 1994. Within this framework, the government required to reform educational organisation and management in order to expand, enrich and improve access, and augment equity, relevance and the quality of education. The educational management was supposed to be democratic, professional, coordinated, effective and efficient, and encourage the participation of the excluded and the marginalised sections of society in general and women in particular (MOE, 2008:3).

Since 1991, Ethiopia has brought about essential changes in the social, political and economic lives of people (Destefano & Wilder, 1992:12). In addition, socialism ended with the overthrow of the Derg regime in the country and a new arrangement, namely a democratic system was brought in, and it has flourished since 1991. The next section of the literature review assesses the major policy achievements and challenges during the current government.

2.3.5.1 Policy framework

When the new democratic government came to power in 1991, the Ethiopian system of education suffered from structural problems on several fronts. The major issues related to the relevance, quality, equity and access (MOE, 2002:8). Due to previous neglect, the general and preparatory education sectors (Grades 1–10 and Grades 11–12, respectively), were characterised by low overall participation rates at all levels, 30 percent at primary and 13 percent at secondary

levels (UNESCO 2011:18). Ethiopia's gross enrolment ratio (GER) of 30 percent was one of the lowest in the world at primary school level, and even less than half the average for sub-Saharan African countries (Wagaw, 2013:6). The standard of education was poor with inadequately trained and poorly motivated teachers and a dire shortage of instructional materials (MOE, 2002:12). The system was also inefficient with around one-third of students dropping out of school in the first year.

The educational infrastructure and physical facilities have been destroyed in many parts of Ethiopia due to civil war and lack of maintenance and the education sector has been severely underfunded (MOE, 2002:13). In this context, education is seen as one of the crucial social sectors in the country that need radical change and transformation. Specifically, the government has recognised the need to change and transform general education (Grades 1–12) as the crucial basis for the development of the future society that Ethiopia wants. Recognising that education is the cornerstone for development, the Ethiopian government has identified it as one of the key national priorities that require urgent overhaul and reform. This is intended to reorganise and establish a suitable ETP which provides insight into the overall reform of education. Furthermore, the Constitution of the Federal Democratic Republic of Ethiopia has also claimed that education is one of the fundamental human rights and is therefore free of any political and religious ideology (MOE, 2005: 7).

In response to the difficulties of the education system of the late 1980s and early 1990s, and the proposed constitutional resolutions, the government planned the 1994 ETP to systematically and gradually address the educational problems highlighted above (MOE, 2008:3). It planned the education sector within the structure set out in the Education and Training Policy (ETP) and the Education Sector Development Programme (ESDP), which translates policy statements into action. It is a long-range strategy with an emphasis on a 20-year cycle of systematic education growth (Wagaw, 2013:7). ESDP is an action plan designed to enhance the standard of education, increase access to education with a particular focus on primary education in rural and underserved areas and foster education for girls.

The government has introduced decentralisation and a federal structure in all socioeconomic sectors of the country with regard to organisation and management (UNESCO, 2001:4). Accordingly, the education system was organised in line with the state structure of the Federal

Government. Each of the National Regional States and municipal administrations has its office of education and administration. In terms of structure, the current education system encompasses formal and non-formal education (MOE, 1994:6). Compared to the Derg's previous socialist system, the new federal government has a much better educational policy, concentrating on complete reform and educational change at all levels. Some of the significant achievements made in the reform of the country's educational system include increased access and expansion of general education.

The new government's education policy is the third in the history of the country since 1945. The main feature of the education policy, which became operational in 1994, was the introduction of national languages as mediums of instruction in primary education (Negash, 2006:22; Wagaw, 2013:7). As a result, more than ten languages have been endorsed to act as mediums of instruction. Due to the fundamental change in the policy of education, the feature of the Ethiopian education has changed radically since 1994. The GER increased from 35% in 1990 to 70 percent in 2004 and at the end of (2015/16), it had reached 105% (MOE, 2015:39). This enrolment percentage reached 111.4% at the end of 2016/17 (MOE, 2017:28).

The Ethiopian government in general, and the MOE in particular, were effective in mobilising external (bilateral and multilateral) funds to expand the education sector. The bulk of the expansion was financed by the growing flow of community foreign aid, loans and contributions. The main driver of the rapid expansion of the education sector, from primary to higher education, is the recognition by the current government of the role of education as a means of alleviating or eradicating poverty and of the flow of external financial aid (Negash, 2006:22).

Before the reform of education, which began in 1994, general education was divided into primary (Grade 1–6), junior secondary (Grade 7–8) and senior secondary (Grade 9–12) with national examinations provided at each level. The new educational system has been reconfigured into four levels: pre-primary, primary, secondary and tertiary education (MOE, 2008:3). Pre-school education aims at preparing for formal schooling, with a focus on the children's all-round progress. Primary education is divided into two stages to be completed within a period of eight years. Cycle 1 (Grades 1–4) focuses on delivering elementary primary education while Cycle 2 (Grade 5–8) focuses on general primary education. Secondary education is also structured in two stages of four years. The first cycle (Grades 9–10) consisting of two years of general secondary

education, while the second cycle (Grades 11–12) of secondary education is structured to encourage students to select training areas that would prepare them for higher education and the world of work (MOE, 2008:4).

Due to the implementation of this policy, access to all levels of education improved. There has been a dramatic growth in enrolments throughout the education system. Aggregate enrolments in Grades 1-12 rose at a steady pace and in Grade 1-4, which is the first cycle of primary schooling, it grew even faster at an average of 15% a year (Wagaw, 2005:9).

Over the years, there has been a sustained government commitment in coordinating all efforts to reduce poverty and equitably expand the public education system. Since Ethiopia emerged from a civil war of 16 years in 1991, access to education has improved significantly. This has been made possible by the provision of resources and improved service delivery. Approximately 3 million pupils were in primary school in 1994/95; by 2008/09, primary enrolment had risen to 15.5 million – an increase of over 500%. In 2017, Ethiopia had one of the “highest enrolment rates in Africa” and had “made the fastest progress in terms of expanding universal primary enrolment”, according to UNESCO statistics (Gardner, 2017:41).

Secondary school enrolment also grew more than fivefold during this period. With the help of donors, the Ethiopian government benefitted from sustained growth, and as a result, the government investing heavily in education thus leading to improved access. The continuous reform and transformation efforts in the educational system focused on expanding access, and as a result, the coverage of general education reached 111.4% at the end of 2017.

The basic steps taken to increase access included abolishing school fees (Gardner, 2017, 41), expanding school facilities and maintenance, and hiring and training thousands of new teachers, administrators and officials (Engel, 2010:3). This was done primarily by translating instructional media into mother tongue instruction and gradual decentralisation of governance and management of the education system to the lower administrative levels. These reforms have greatly contributed to the improved service delivery in the country’s education, particularly, pertaining to the huge reform and transformation carried out at the lower level of education where millions of children have educational access for the first time in the history of the country.

Even though the development of education in Ethiopia has seen a significant reform in terms of access, low levels of education quality remain one of the most significant challenges in improving learning outcomes (Bishaw & Lasser, 2012:26; Lasonen, 2005:37). Compared with other Sub-Saharan African countries that have abolished school fees and undergone rapid enrolment increases, Ethiopia has been more successful in recruiting and deploying additional teachers quickly. Given the number of students joining the system, many of whom come from poor families, the drop in quality would likely have been considerably greater had the cohort of teachers not been supported by donor and government financial support.

Many factors have brought about drastic changes in the country's education system. The key ones are ongoing community participation and government education goals: increasing enrolment and access in rural areas with the aim of achieving universal primary enrolment, however, these have not been yet been achieved. Despite significant progress (Bow-Bertrand, Briones & Favara, 2018:3), gender equity and curriculum reform have become the fundamental direction in efforts to boost the results of economic and human development (Bishaw & Lasser, 2012:26; Lasonen, 2005:38).

The commitment to improve the education system has been supported by significant increases in the education budget. Public spending in education, which remained below 10 % of total spending in the 1980s, increased to 23.6% of total expenditure by 2008/09 and increased to over 27 % of total public expenditure in 2017 (Macrotrends, 2020:7). This constitutes more than 5.5% of GDP, one of the highest rates on the continent (Bishaw & Lasser, 2012:27; Lasonen, 2005:38; World Bank, 2005:18).

The prioritisation of education by the government has translated into a range of policies aimed at increasing all Ethiopians' access to schooling, particularly the marginalised groups such as girls, rural poor and pastoral communities. The abolition of school fees in primary and lower secondary schools has had significant budgetary and policy implications for the involvement of these groups.

Improved access to education has helped to close the gender gap and benefitted the poorest. Boys were generally more likely to go to school and less likely to drop out. During 1994/95, the GER for boys stood at 31.7% and 20.4% for girls. Several programmes have since been adopted,

including encouraging women's employment in the civil service, promoting gender-sensitive teaching methods and increasing the minimum marriage age to 18. In 2015, almost full gender parity was achieved at school level (World Bank, 2019). Moreover, the rate of educational poverty or the right of children's right to education is declining at a faster rate for the poorest sections of the population (Bishaw & Lasser, 2012:27; Kedir Assefa, 2010:3).

The major educational challenge that the current government seeks to address is the issue of quality of education. What complicates the issue of Ethiopian education is the recent deterioration of educational quality at the expense of access. Compared to the previous two regimes (aristocratic and socialist), during the first regime (1924-1974), educational opportunity was primarily for children of the ruling class, which represented a very small segment of society. Understandably, the quality of education was relatively good because of the small numbers of learners in schools. During the second regime (1974-1991), educational opportunity was provided to those places where schools already existed and not much attention was not paid to expanding access, though the quality had improved.

From his knowledge of the above-mentioned three regimes of Ethiopia, the researcher contends that the key priority of the current government is access. The government's goal is to reach all areas of the country where children were deprived of access to educational opportunities. One may appreciate the government's efforts to expand access and boost equity; however, there is minimal progress achieved to date in improving quality (Trines, 2018:11). It is clear that educational quality is subjective, and not easy to quantify. However, many scholars measure the quality of education in terms of input, process and output. While process and output are equally important, they are not reliable measures in very poor countries such as Ethiopia where the minimum amount of input is not affordable. However, the government has made considerable efforts to improve the quality of education, which is strongly determined by the material and human resources (Wagaw, 2005:15).

2.3.5.2 Inputs

This category covers material resources (textbooks, learning materials, classrooms, libraries and educational facilities) and human capital (managers, administrators, inspectors and, most importantly, teachers). The key metrics used to calculate these inputs are student-teacher ratios,

teacher qualifications and wages, total public spending per student and a share of GDP spent on education (Derebssa, 2001 in Wagaw, 2005:16). The government's efforts to develop these educational services for general education (Grade 1-12) were, therefore, very promising and there is still strong pressure from the government's side to build on the efforts meant to enhance educational reforms.

a) Human Resources: Teachers

Teachers' position in changing the educational system and enhancing educational quality and performance is very crucial. Teachers are the main inputs of quality, and it is notable that various efforts have been made to increase the number of trained teachers and boost their professional ability. By means of short- and long-term methods such as orientation, residential and distance learning programmes, existing primary school teachers have been retrained (Wagaw, 2005:15). In 2003/04, the proportion of qualified teachers for the first primary cycle reached 96.5 per cent, while their proportion at the second primary and secondary school levels is still very low at 32.1% and 44.5% respectively.

Available data suggest that large proportions of primary school teachers lack adequate academic qualifications, training and mastery of content (Derebssa, 2001 in Wagaw, 2005:15). National standards for qualification as a primary school teacher ranged from certificate (10+1) for teachers teaching at the first cycle (1-4) to diploma (10+3) for the second cycle (5-8).

According to the national standard, secondary school teachers should be university graduates in their respective fields of specialisation, and they should possess adequate content knowledge and pedagogical skills (MOE, 1994:21). With regard to teachers' mastery of the curriculum, the study conducted by Derebssa (2001) found out that some primary school teachers did not possess adequate knowledge on the requirements of the curriculum though currently the condition is far better and more improved than previously.

Student-teacher ratio or the number of students per teacher is commonly used as an indicator of educational quality (MOE, 1994:13). However, its effect on learning outcomes remains a topic of discussion in developing countries, for example, in Ethiopia, the class sizes in primary schools tend to be very large with 60 to 70 pupils per teacher, which are not conducive to effective learning (Atherton & Outhred, 2018:12). In countries with the highest pupil/teacher ratios, barely

one-third of students who start primary education reach Grade 5. According to MOE (2015:20), by the end of 2013/14 the pupil-teacher ratio had dropped to 1:47 and 70 per cent of primary and 93 per cent of secondary school teachers had acquired the necessary qualifications.

An analysis by the Ministry of Education in 2015 indicated that although access for lower levels of primary education showed a significant improvement, there was no corresponding increase in higher grades. Significant numbers of students drop out before reaching Grade 8. This is evident in the completion of elementary education examinations where only 47 per cent of students passed Grade 9 (MOE, 2015:15). In addition, in the final years of the ESDP IV (MOE, 2015:16), the pass rate of students from Grade 10 to 11 was only between 30–35 per cent. This indicates that while access has improved greatly, the quality of education is still poor and needs serious attention.

b) Material Resources

The availability and quality of teaching and learning materials greatly influences teacher efficiency. In this regard student's textbooks has also been given considerable attention as they enhance successful learning. As a result, the student-book ratio, which stood at 1:5 in 1995/96 and in some cases 1:7, increased to 1:2 and 1:3 in 2003/4 (MOE, 2015:15). This improved to 1:1 in late 2013/14 at all education stages, ensuring that all learners have access to their own textbooks. While this encouraging trend is evident at the national level, there is an acute shortage of school-level textbooks in some regions due to inadequate distribution systems and mismanagement of the materials accessible.

2.3.5.3 Educational efficiency

Keeping children in school is a major problem in many developing countries where high repetition and dropout rates contribute to inefficiency and wastage of scarce resources (MOE, 2014; 10). Although many countries make substantial budgetary investments in education, investment alone does not guarantee the expected results (MOE, 2014:11). To maximise the benefits from expenditure in education, wastage has to be eliminated or at least reduced. In this regard, Ethiopia has made promising changes to the educational system. The budgetary allocation to education is greatly improved compared to the beginning of 1991. Compared to early 1991, the expenditure allocation to education has significantly increased. In 2015, the

education sector was allocated 14 percent of the national budget, which was significant. In 2015, the median GER for elementary education reached 125 percent, while in 1991 it was a measly 22 percent. A considerable change is also evident at the secondary education level (MOE, 2015:16). Despite the interventions, educational wastage has remained a critical problem because many students leave school before completing the required levels, especially at elementary level.

Overall, a fundamental change took place from 1991–2009/10 which brought about an improvement in the country's social, economic and political life (Ministry of Finance and Economic Development [MOFED], 2010:2). The country has tried various plans to bring about changes in its economic, social and political life (MOFED, 2010:3). Typical examples are the Sustainable Growth and Poverty Reduction Policy for 2002/03 to 2004/05 and the 2005/06–2009/10 PASDEP programme. Outstanding achievements in various sectors of life such as agriculture, health and education were achieved during these plan periods (MOFED, 2010:8). In the context of the scenario sketched above, the GTP was developed in 2010 with clear objectives and targets intended to improve broad federal and regional public participation (MOFED, 2010: 9).

In general, when analysing the essence of the reform, greater emphasis has been placed on improving education access and equity at all levels. As can be seen from the reality on the ground in Ethiopia during the previous five years of the GTP (the PASDEP period), intensive steps have been taken to improve the expansion of access to education (MOFED, 2010:49).

In the consecutive five years of the GTP, more emphasis was placed on the improvement of quality, efficiency and relevance at all levels of education. To realise this, the general objective of education as stated in the GTP was to: “Ensure an effective and efficient education and training system that will enhance quality, efficiency, and relevance, and quality access at all levels” (MOFED, 2010:51). This was intended to be achieved through performance capacity building and developing and maintaining competency parameters. Moreover, the reform also identified the following specific objectives of general education:

- Expand access to quality primary education for all.

- Expand quality secondary education that will serve as a basis and bridge to produce a middle and higher-level workforce in line with the demands of the national economy, labour market and intake capacity of higher education institutions.
- Enhance quality in education by narrowing gender, regional and urban-rural disparities (MOFED 2010:51).

To put these objectives into practice, the GTP document identified the following strategic directions.

- Undertake capacity development to enhance the performance capacity of leaders and implementers at all levels.
- Promote education quality by conducting an integrated community mobilisation intervention at all levels; using every type of media so that community sense of ownership is created over quality education.
- Upgrade the qualifications of teachers at every cycle through pre-service, in-service and continuous professional development (CPD) scheme.
- Develop a checklist in line with the expected knowledge, skills and attitudes in order to implement GEQUIP efficiently.

From this perspective, the overall purpose of GEQUIP is to improve the quality of education throughout the country. In this sense, education is envisaged as a key sector for producing effective and efficient citizens who will sustain and promote fast development in the country.

Moreover, as stated in ESDP IV, the Ethiopian students should acquire significant knowledge and skills to compete in the global economy (MOE, 2010:12). Accordingly, the GTP has mainly focused on quality concerns as a whole, and on those inputs and processes which translate more directly into improved learning and which help change the school into a genuine learning environment, such as quality-focused school supervision, internal school leadership, increased student participation and school-community participation (MOE, 2010:12). This implies that currently, there is a tangible improvement in access to and equity of education, while quality still needs the rigorous attention of all stakeholders (MOE, 2010:13).

The current Ethiopian educational reform seems to have a better vision than the previous two reforms because all the strategic goals and directions envisage a high level of reform and transformation by addressing the current development needs and interests of the country and influencing goal-setting and organisational culture development of the education sector. This is reflected in the education sector development to improve the current prevailing educational culture characterised by low performance and efficiency of educational organisations.

In spite of the remarkable progress in educational access in Ethiopia, challenges remain in meeting government enrolment and completion targets for primary and secondary education. This means that even though remarkable achievement in terms of access has been recorded, progress to date in raising quality of education has been limited (Joshi & Verspoor, 2013:34).

2.3.6 Achievements of GTP-I

The GTP is the general growth and transformation which integrates all aspects of the country's life. The goal of evaluating the performance of GTP-I is to identify the educational reforms implemented during the plan period. Accordingly, the following section focuses on reform and improvement of the education sector over the span of GTP-I years.

2.3.6.1 Education sector development

Ethiopia made remarkable progress in the delivery of basic services during the GTP-I era in the areas of education and health in a way that encouraged equal access to services. Investing in human development is clearly a key to long-term growth and transformation. This rapid expansion of basic services has helped Ethiopia achieve the SDGs related to education. Table 2.2 below shows the GER at different level of education.

Table 2.2: GER at different levels of education

Level of Education	2009/10	2014/15
Primary (1-8)	89.9	92
Secondary (9-10)	-	39.7
Preparatory (11-12)	7.0	8.9
Higher Education	5.3	9

Source: NPC (2015:15)

As reflected in the NPC document, in the secondary education first cycle (Grades 9-10), the GER achievement is below expectations. The key factors that led to low performance were insufficient investment in new construction and expansion of secondary schools, lack of follow-up on primary education processes and long distances between homes and schools, particularly for female students, which limited their access.

The achievement of preparatory education (Grade 11-12) GER is higher than the expectations set for the end of the GTP-I year, where the target was 20 percent. The GER achieved for Grade 11-12 stood at 35 percent at the end of the GTP-I year (2013/14). Increased investment in preparatory education by building new schools and additional classrooms in the existing ones during the first cycle contributed to the remarkable GER achievement at preparatory level (NPC, 2015:12). An analysis of the implementation of the GTP-I shows that it focused largely on improving access to education while seemingly overlooking the quality and relevance dimensions of education. Consequently, GTP-II was developed to address the shortcomings identified in GTP-I.

2.3.6.2 Basis of the GTP-II

In 2015, Ethiopia embarked on its fourth macroeconomic development programme designed to reduce poverty (MOE, 2015:12). The core goals of these national strategies are to meet the needs of human development, achieve the Sustainable Development Goals and drive Ethiopia towards a middle-income economy by 2025. Table 2.3 below outlines the focus of Ethiopia’s national development plans since 1995.

Table 2.3: Summary of national development plans

Year	Prevailing Plan	Themes
1995-2005	Sustainable Development and Poverty Reduction Programme	Devolution to regions
		Government establishment at all levels
		Open economy
		Develop social sectors
2005-2010	Plan for Accelerated and Sustained Development to End Poverty	Pro-poor growth
		Poverty reduction
		Government strengthening
		Aid management
2010-2015	First Growth and Transformation Plan	Economic growth
		Industrial development
		Infrastructure development
		MDG attainment

Year	Prevailing Plan	Themes
2015-2020	Second Growth and Transformation Plan	Economic growth and diversification
		Industrialisation and mechanisation
		Advanced sciences and technologies
		Sustainable development goals' attainment

Source: (MOE, 2015:12)

The development of plans has significant consequences for the education sector. The application of science, technology and innovation as the key tools for wealth creation is the cornerstone for achieving the long-term goal of transforming Ethiopia into a middle-income country. It is envisaged that greater economic output shares would progressively come from business and manufacturing, with consequent demands for a professional workforce at middle and higher levels. To this end, the highly qualified workforce is expected to come from the education sector, which needs the appropriate model of leadership, namely transformational leadership.

As a means to realising Ethiopia's vision of becoming a middle-income country by 2025, the GTP-II) (2015/16-2019/20) was built on sectoral policies, strategies, programmes and experiences gained from the implementation of GTP-I, and the Sustainable Development Goals (SDGs) adopted in September 2015. In addition, the global and regional economic conditions that had a direct or indirect impact on the Ethiopian economy were considered as a base for the GTP-II development (NPC, 2015:16).

The NPC (2015:16) reported that the GTP-II's main objective is to achieve Ethiopia's goal of becoming a middle-income country by 2025. Ethiopia's vision for education and training is "building an education and training system which assures quality and equity in education by the year 2019/20 which aims at producing competent citizens" (NPC, 2015:16). The major priorities of the education and training sector during the GTP-II period are the following:

- Ensure the relevance and quality of education at all levels, i.e. general education (primary, secondary and preparatory), TVET and higher education
- Increase access and equity of education at all levels, i.e. general education, TVET and higher education (NPC, 2015:17).

Designing and implementing government capacity building, good governance initiatives, and full community engagement in sector growth (NPC, 2015:41) are the directions set for achieving specified objectives. The capacity to plan, manage and monitor the education system demands

knowledge and skills in collecting, processing, analysing and managing educational information at all levels of the system. Weak capacity in strategic planning and management, policy making, implementation, monitoring and evaluation hampers the education system. The leadership capacity is generally weak, with limited managerial capabilities of educational authorities at the regional, woreda (district) and school levels. The general education leadership and management are overwhelmed by routine tasks rather than focusing on developing the schools' core mission, plans and strategies, and this is compounded by the fact that the selection and appointment process is not transparent, competitive or merit-based (Teferra, Asgedom, Oumer, W/hanna, Dalelo & Assefa, 2018:92).

A closer look at the whole conception and process of the GTP reveals that some components of TL model like direction setting, which involves building a shared vision, and creating high performance expectations have been incorporated in it. However, the following are some of the aspects of TL that have been:

- Developing people, meaning providing individualised support, and creating intellectual stimulation;
- Modelling practice and values important for the school;
- Redesigning the organisation that includes culture building;
- Creating and maintaining shared decision-making structures, procedures, and processes; and
- Building relationships with the community are not strongly envisaged in the document (Leithwood, Jantzi & Steinbach, 1998:63).

Since the government has devoted its energies to reforming and transforming the school system, better comprehension of the role that TL plays in enhancing school reform and transformation is essential. Achieving this vision will also require further expansion of access to high-quality basic education and special efforts to improve the overall literacy and numeracy levels of the population. It demands that human resource development be strengthened by training competent and innovative people and that regular adjustments to education and training be made so that human development investments can focus on equipping a workforce that can meet the needs of various productive sectors.

2.4 CHAPTER SUMMARY

Chapter 2 presented the theoretical framework, that is, the lens through which this study was envisaged, namely the concept of TL and the development of education in Ethiopia. In addition, the emergence and development of western education in Ethiopia in the 19th century and prior to this, traditional education (Christian & Islamic) and their contributions to the preparation of adults and youngsters for life were discussed. The chapter further explained how western education was introduced to Ethiopia, and highlighted educational reforms developed under different political regimes of the country. Specifically, this chapter detailed educational reforms that have taken place since 1991. The policy change, structural reforms made over the same period and the nationwide transformational plan (the GTP) meant to guide educational reform were outlined. The next chapter discusses the national development plan and TL interface.

CHAPTER 3:

NATIONAL DEVELOPMENT PLANS AND TRANSFORMATIONAL LEADERSHIP INTERFACE

3.1 INTRODUCTION

In the previous chapter, the history of traditional education and the introduction of western education and different phases of education development have been presented. Prior to the introduction of western education to Ethiopia, the contribution of traditional education (Christian and Islamic) to the preparation of Ethiopian adults and youngsters for life was highlighted. Moreover, the reform and transformation of the educational system of the country under different political dispensations were discussed in detail. This chapter presents the National Development Plan in the context of educational reform and transformation and the role of the TL model in enhancing the quality of education in the country.

3.2 NATIONAL DEVELOPMENT PLAN AND EDUCATIONAL REFORM AND TRANSFORMATION

From 1995 until 2020, four national development plans have been developed with the intention of reforming and transforming Ethiopia in all aspects of social, economic and political lives. Within each of the plans, education has been considered as a core factor in enhancing these endeavours (cf. Table 2.3). The development of these plans has immense implications for the education sector. The application of science, technology and innovation as the major instruments for creating wealth has now taken its place as the basis for achieving the long-term vision of transforming Ethiopia into a middle-income country. Undoubtedly, a higher-level skilled workforce with appropriate TL skills required for these reforms will come from education sector.

As a means of translating Ethiopia's vision into practice, for example, GTP-II which was drafted for the period of 2015/16–2019/20 was built on sectoral policies, strategies and programmes and experience gained from the implementation of the first GTP. In this national development plan, the major vision of education and training was stated as “building an education and training system which assures quality and equity in education by the year 2019/20 which aims at producing competent citizens” (NPC, 2015:16).

The main objective of the education sector development plan as stated in the GTP-II is ensuring an effective and efficient education and training system that enhances quality, relevance, equity and access at all levels (NPC, 2015:17). The directions set for the realisation of the objectives are: designing and implementing governmental capacity building; good governance programmes; and full community participation in sector development (NPC, 2015:41).

It is clear that the capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analysing and managing educational information at all levels of the system. Weak capabilities in strategic planning and management, policy making, implementation, monitoring and evaluation hinder the development of education system.

According to the evaluation of the GTP-I, the leadership capacity in general education is generally weak. Limited managerial capabilities of educational authorities at the regional, woreda and school levels were greatly observed. The following sections of this chapter deal with a review of the emergence, development and application of TL model to non-educational and educational organisations and the contribution of prominent scholars in the field.

3.3 PERSPECTIVES ON TRANSFORMATIONAL LEADERSHIP AND ITS IMPLICATIONS FOR ORGANISATIONS

In this chapter, the international literature on the emergence of TL, organisational performance, and TL in educational and non-educational organisations is reviewed. It also discusses the complementary nature of transformational and transactional leadership.

3.3.1 The Development of Transformational Leadership

The emergence of TL theory was not an overnight incident that occurred suddenly in leadership studies. Rather, it was the result of continuous concerted efforts by scholars in the field to identify leadership systems suitable for organisational development and change. Nowadays, the TL approach is commonly applied in all types of organisations.

Accordingly, Huber and West (2002) summarised leadership development stages into four broad, separate phases. The first cycle is leadership personality or trait theory, whereby successful leaders are viewed as possessing unique attributes and traits that are uniquely bestowed on good

leaders. The central emphasis of personality theory is on the representatives of great men and women in history, such as Gandhi, Mandela, Churchill and Thatcher. Organisational leaders study the lives of these leaders and try to emulate their actions and attitudes with considerable effort. However, great leaders differ significantly in their characters, behaviours, actions and outlook. Moreover, it is an almost impossible task to emulate their behaviours. Despite these and other personality/ trait theory shortcomings, scholars continue to look for a better theory of leadership. An analysis then suggested a second hypothesis that defined effective leaders' actual behaviours, and scholars attempted to link these characteristics to successful leadership. Empirical research, however, has failed to find a strong link between individual traits or groups of traits and successful leadership (Huber & West, 2002:35).

Leadership is a dynamic and complex process, and as such, studying and copying the traits and actions of successful leaders cannot make people effective leaders. Following the two theories described above, researchers came up with a new theory called the situational approach to leadership, which emerged as a prominent model in the history of leadership development. In terms of this approach, researchers paid attention to the context in which leadership takes place. At this point, task-oriented and people-centred behaviours were interpreted in various ways by groups of researchers operating in different contexts. Researchers continued in their efforts to identify distinctive and specific characteristics of leadership circumstances that influence the behaviour and performance of the leader. The fourth stage in the development of leadership was where researchers articulated a new leadership model that enabled organisations to recover from crises. The newly emerging theory involves connecting the organisation's culture (i.e. futurity, organisation efficiency, the type of relationships that should exist between the leader and followers, among the followers, and aligning the interests of organisation and staff) with the leader. Such a culture of an organisation is largely incorporated into the transformational model of leadership that enables leaders to bring about social change and transformation (Huber & West, 2002:37).

Transformational leadership theory emerged as a way of understanding the connection between organisational and leadership behaviours. Previous leadership theories were criticised because of their limitations to pull organisations out of critical environmental turbulences. In such cases, they focused mostly on the leadership traits or motivation of workers by means of incentives for

better production in their effort to transform organisations. However, these theories were unable to determine how leaders can reform and transform their organisations as required.

This challenge pushed scholars in the field of leadership to think critically about the potential of a new leadership theory (TL) that could be adjusted to any type of organisational system and be able to tie leaders and followers' behaviour to work more effectively for common goals. Accordingly, in 1970s, TL was recognised as the most effective model of leadership. Burns was the first leadership expert to introduce the concept of TL. He developed it as a dynamic form of leadership which shaped much of the subsequent research work in the field of leadership.

In his search for more effective model of leadership, Burns (1978: 2) proposed a new model called TL where "leaders and followers make each other to advance to a higher level of morality and motivation" through the strength of their vision and personality. He further explained that transformational leaders have the capacity to change the beliefs and attitudes of followers and motivate them to advance their own interests within the organisation.

This means that, in an organisation, the beliefs and attitudes of workers are decisive factors in the effective performance of and major mechanisms for an organisation to withstand the turbulence in an environment. The positive attitudes and beliefs workers have towards their leaders and organisations, long-sightedness and their commitment to the transformational vision of the leadership are essential behaviours transformational leaders should extend to align organisational and subordinates' interests for the wellbeing of an organisation.

Moreover, Burns envisaged that leadership must be associated with a collective purpose, and that effective leaders must be assessed by their ability to construct social reforms since organisations work in a wide range of social environments. Unless its leader successfully makes reforms that advance the social wellbeing of inner and external conditions of an organisation, it will be difficult for a leader to reform and transform the organisation he/she leads. He suggests that the role of the leader and follower should be combined conceptually and that the process of leadership is the interaction between conflict and power which results in the change of followers' attitudes and behaviours. This implies that change is the outcome of conflict, that is, conflicts of interest. It is assumed that leaders and followers always have conflicts of interest. However, if the leaders of organisations able to plan and communicate an inspiring vision that could bring

together the interests and goals of both parties, they could develop and transform their organisation.

Burns identified two basic leadership types: transactional and transformational. Transactional leaders tend to collaborate with their followers on the basis of exchanging one item for another; for example, the leaders may reward the hard-working teacher with an increase in budget allowance or provide a certificate of appreciation to the teacher for completing assignments. In terms of transactional leadership style, no effort is made beyond the agreements between the leader and followers.

On the other hand, transformational leaders are looking for potential motivation in followers who want to reach higher needs and aspire to achieve the full engagement of the followers (Burns, 1978:4). This leadership's impact is a reciprocal partnership that turns followers into leaders, and leaders into moral agents. The idea of moral leadership is introduced as a way for leaders to accept responsibility for their actions and seek to meet the followers' needs. Burns' viewpoint is that leaders are neither born nor made; instead, they evolve from an inspiration, values and goals. This suggests that motivation, values and goals are necessary for the TL process to exist. Therefore, the adoption of TrLS brings true reform and transformation to any social or economic organisation.

Burns (1978:9) further argues that we depend on a power structure that was flawed and overemphasised. As such, we paid the price for our power issues and now we have to see power and leadership not as objects but as relationships. Instead, strength is rooted in seeing that the most important forces are contributing to an in-depth analysis of human relationships in which two or more individuals participate. It is found in a more practical but complex perception of power, and in the inclusive exercise of mutual persuasion, exchange, promotion, and transformation of leadership (Burns, 1978:11). He contends that leadership is about “leaders encouraging followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers” (Burns, 1978:19). In this situation, leaders and supporters work together to accomplish shared goals. Both are dedicated and inspired to contribute to the improvement of a given organisation.

Transactional leadership occurs when a person has a vision of creating a partnership with other people with the goal of getting an exchange of valued things. Both sides understand the other's power relationships and seek to conduct their respective goals together. In this type of leadership, the people are not bound together by the pursuit of a similar purpose (Burns, 1978:20). Both parties are committed to what can be gained from the relationship. The leaders concentrate on optimising the products while the follower focuses on the benefits that the partnership might offer.

In contrast, suggests that transformational leadership takes place when people interact with each other and raise their enthusiasm and morality levels together (Burns, 1978). The basis of power in this kind of leadership model mutually supports a common goal. This transformational form of leadership aims to elevate both the leader and the followers' level of human conduct and ethical aspiration, which has a transformative effect on both (Burns, 1978:20). Thus, TL involves changes that benefit both parties and seeks to optimise the utilisation of the resources of those involved. The consequence is a change in participation levels and improved capacity to achieve shared goals.

Burns' earlier work inspired the development of two strong conceptualisations of the terms "transactional leadership" and "TL". Bass and Avolio's work (1993), Avolio (1999), Bass (1997, 1998), and Avolio and Bass (2002) was a response to some of the limitations and lapses identified in Burns' work, particularly the lack of empirical evidence to support Burns' theory.

Burns in his book entitled *Transforming Leadership: A New Pursuit of Happiness* (2003) offers an extension of his earlier book when reviewing the work of world leaders and proposes ways in which transactional leaders can transition to transformation. He analysed people that he considered pioneers in leadership such as Gandhi, Gorbachev, Eleanor Roosevelt, Washington and Jefferson. He also found that what was lacking in his original study was a focus on psychology. Burns believed that we must explore human needs and social change in order to understand leadership and transformation, as these two components are inseparable and interwoven. The rise in human needs brings about a kind of social change that harmonises and fulfils the current human needs. This also makes it easier for one to understand the kind of leadership needed at a given time. His analysis also involves seeing leadership as a type of power based on "the possession of resources by those holding power, as well as the interplay of the

desires and needs, motivations, beliefs, and capacities of both the desired leaders and their potential followers" (Burns, 2003:16). Burns claims that leadership is a spiritual endeavour embodied in human values, and a response to human needs. This means that a leader who does not understand individual needs and beliefs will not successfully direct his followers toward achieving the shared objectives. He believes the greatest and boldest task of global leadership should be to respond to world poverty. In the context of this study, this can be achieved through an effective education system that produces innovative and critical thinkers.

Burns (2003:230) suggests that "transforming leadership starts on the terms of individuals, guided by their expectations and needs, and must culminate in increasing happiness opportunities". According to him, it is important to focus on how to transform leaders from being ordinary "deal makers" to being dynamic agents of major social change. If leaders want to change their organisations, they should look beyond transactional deals. Therefore, transformational leaders must consider human aspirations and needs, and aim to maximise people's satisfaction in order to achieve greater change and transformation.

Similar to Burns' (2003) study of world-renowned leaders, Collins (2001a), a well-known author and researcher in management, sought to understand what turned an organisation from good to great. His research came up with the idea what he described as a Level 5 leader who succeeds in his business ventures. He developed two research questions from both qualitative and quantitative analysis to address this question: Can a good company become a great company, and if so, how? Collins (2001a:2) concluded that only a few businesses fulfilled the requirements of a "great company," and exclusive persons with unique characteristics were the driving force for these businesses. Collins (2001b:3) created a hierarchical model outlining a Level 5 leader progression and a gradual increase in personal influence.

According to Collins (2001b:3), Level 5 leaders are self-effacing and unpretentious; and they often cite "luck" or serendipity for their achievements. They are good-natured and polite and hate their image gaining some public attention. These leaders push themselves hard to achieve great results and they identify potential leaders who will continue in their success. Level 5 leaders blame themselves when the organisation struggles and keep the hope that they will prevail with commitment and persistence. In the face of adversity and feelings of inadequacy, these great leaders concentrate on the business and make decisions that would ensure the success and

longevity of the organisation rather than their personal wealth, benefit and prestige. They never put themselves in the role of 'boss' and/or a rent-seeking personality. Their vision is often to raise and optimise the benefits of their people and organisations. Even in tough situations, they look to the bright future and aspire to make transformational decisions.

In an effort to understand what makes these individuals so special, Burns and Collins both re-examined the actions of the great leaders. Both agree that there is something special about such extraordinary leaders. Burns (2003:29) suggests that what makes these transforming leaders special is their recognition of collective ideals that recognise people's highest and long-lasting beliefs. Here people are considered as the most important component in an organisational setting. Accordingly, without people, reform and transformation of an organisation are unthinkable.

In the same way, Collins (2001b:20) states that Level 5 leaders are different in their character because they build enduring greatness by fusing personal humility with professional commitment. Despite the differences in the above statements, Level 5 leaders and transformational leaders both focus on the collective organisation or a group of people. Moreover, these exceptional and committed leaders possess exceptional personal values that empower others to transform the organisation.

3.3.2 The Contribution of the Works of Bernard M. Bass to the Development of Transformational Leadership Model

Prior to Bass, Burns theorised that transforming and transactional leadership were mutually exclusive styles. Later on, Bernard M. Bass expanded on Burns' original ideas to develop what is currently known as Bass' TL theory. According to Bass (1985:2), TL can be defined based on the change it brings on the followers. He further noted that transformational leaders receive trust, respect, and appreciation from their followers.

Moreover, Bass (1985) extended the work of Burns (1978) by explaining the psychological methods that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming". Bass added to the initial concept of Burns (1978) by explaining how TL could be measured and how it influences followers' motivation and performance. The extent to which a leader is transformational is measured first in terms of his/her influence on the followers. The followers of such leaders feel trust, admiration, loyalty

and respect for the leaders and develop the qualities of transformational leaders and are prepared to work harder than originally expected. These outcomes occur because the transformational leader provides followers something beyond just working for self-gain; they provide followers with stimulating mission and vision, which give them an identity (Bass, 1985:4).

The leader transforms and motivates followers through his/her idealised influence earlier referred to as “charisma”. On top of this, this leadership encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment so that it can nurture and support success. Finally, in contrast to Burns, Bass suggested that leadership can concurrently display both transformational and transactional leadership aspects. A leader in an organisation can start his leadership process by identifying the vision, goals and targets of an organisation. He may further explain what could be expected from his/her followers for provisional remuneration. In addition, the same leader could provide his/her followers with the motivation to work beyond their self-interest by providing followers with an inspiring mission and vision and give them the opportunity to develop themselves within those circumstances. In this way, a leader transforms and motivates followers through his/her idealised influence, which encourages followers to perform beyond what could be expected from them (Bass, 1985:4).

Bass (1998) based his research on political, industrial and educational organisations. He was looking at the latest TL model, what was called at the time new paradigm. Much of his research stemmed from the inadequacies and shortcomings found and reported in earlier work by Burns. He found evidence that TL was especially strong and had the basis for taking followers beyond what was possible. Because of leaders’ dedication, the followers exceed the expectations set for them to accomplish within a specified time and duration. Bass believes that transformational leaders strive to exceed the negotiations and contracts which are typical in transactional leadership. According to Bass, leaders behave in certain ways in order to lift the commitment and involvement levels of followers. To prepare potential leaders in transformational leadership, the identification and preparation should be conducted more systematically and carefully in order to empower them (Bass, 1998:23).

According to Bass’s (1985) theory, there are four dimensions of TL, which are characterised as TL behaviours:

- Idealised influence;
- Inspirational motivation;
- Intellectual stimulation; and
- Individual consideration.

Transformational leaders equipped with these behaviours so that they can inspire followers to change expectations, perceptions and motivation to work towards common goals (Bass, 1985:21). Bass further clarified the differences of these two models (transactional and transformational), stating that unlike the transactional approach, TL is not based on a “give and take” relationship but on the leader’s personality, traits and ability to make a difference by example, the expression of an energising vision and demanding goals. Moreover, transforming leaders are idealistic in the sense that they are moral exemplars of working toward the benefit of the team, organisation, and /or community (Bass, 1985; Bass, 1987; Bass & Avolio, 1994).

Previous research relied heavily on the use of survey methods and many studies tested the same assumption. This has led to a scarcity of theory and a lack of practical implementation of these limited findings (Bass, 1998:38). Bass’s goal was to develop new methods for identifying good and effective leaders. His work employed a transformational and transactional leadership factor that was empirically validated and logically accepted.

3.3.3 Transformational Leadership Behaviour

Many scholars who conducted research on the history of TL development have identified TL behaviour as a critical feature. Bass and Avolio (1997:51) provided the following definition of transformation leadership, which has also repeatedly been used by other scholars in different contexts. They argue that “TL is a process, in which the leaders took actions to try to increase their followers’ awareness of what was right and important. This process was associated with motivating followers to perform beyond expectation and encouraging them to look beyond their own self-interest for the good of the group or organisation”. They added, “Transformational leadership differed from transactional leadership by not only recognising followers’ needs and wants but by also attempting to develop those needs from lower to higher level of maturity”.

In the same breath, Yammarino and Dubinsky (1994) as cited in Muenjohn (2004:4), state: “Transformational leadership went beyond the attempts of leaders who seek to satisfy the current

need of followers through transaction or exchange process”. They further contend that TL awakens followers' consciousness, increases trust and gradually moves followers from preoccupation with themselves to concerns about the group's achievement and growth. By working harder for a transformational leader, the followers may improve their skills by making use of their own decisions and taking greater responsibility (Den Hartog, Van Muijen & Koopman, 1997:20). In the same vein, Yukl (1998:351) assumed that in any form of position, TL could be demonstrated by everyone in the organisation. He submitted, “It [TL] can occur in the day-to-day acts of ordinary people, but it is not ordinary or common” (Yukl, 1998:351).

From the above elaboration, one can identify that TL has the power to increase the confidence of followers, enhance the awareness of workers and motivate them to maximise their efforts to perform beyond the expectations of transactional leaders. It provides them with a long-term view beyond their existing interests and wants for the betterment of the group or organisation, which existing organisational workers would not be able to deliver.

Furthermore, TrLS also goes deeper into the level of workers' needs to encourage them to transcend the immediate needs and look forward beyond the prevailing challenges of life. It is a great challenge currently in our school leadership style which is engulfed by existing political and economic pressures and is unable to look beyond the immediate wants to what needs to be transformed. Therefore, the application of TrLS in educational leadership would be an effective solution for the nationwide problems around educational reform and transformation.

According to Bass (1985, 1990) in Pourbarkhordari, Zhou and Pourkarimi (2016:60), TL is identified and conceptualised by several patterns of behaviour. Accordingly, four types of leaders' behaviours were identified as major components of TrLS. These behaviours were identified as having individual and organisational impact, which has since received considerable support in subsequent research in the field (Pourbarkhordari et al., 2016:60). The first of these behaviours is individualised influence (charisma). This behaviour refers to behaviours that indicate that the interests and benefits of the group are more important than those of the individual. Therefore, in this perspective, more attention is given to the organisational interests than self-interests (Mansor, Mun, Farhana & Tarmizi, 2017:162).

Coad and Berry (1998:164) identified two types of idealised influence leadership in their consecutive theoretical development, namely idealised influence, which could exert influence based on a perception in the eye of the beholder (*idealised influence attribute*) or impact based on the behaviour of the leader (*idealised influence behaviour*) such as persistence and determination.

The idealised influence attribute is a facet of TL, which describes leaders who are exemplary role models for followers. This is because leaders are admired and respected, and followers want to imitate them (Bass, 1990:25). Idealised influence behaviour is a facet of TL which describes leaders that are able to do the right thing through high ethical and moral standards (Bass, 1999:13).

Bass further explains that transformational leaders demonstrate the following behaviours: show a comprehensive vision; walk the walk (being a role model); signify commitment and perseverance in following objectives; express self-reliance in the vision of the organisation; develop trust and confidence among employees; and represent the goals and mission of the organisation. Such leaders are able to transform organisations in the face of difficult and complex social and economic environments.

In the current Ethiopian development plan, which aims at lifting the country up from many years social and economic hurdles and particularly in educational reformation, developing leaders with such idealised influence behaviour is an issue not to be overlooked because leaders with such behaviour could enhance change in complex environments and motivate their followers to take action on the reform and transformation of their organisation.

Inspirational motivation represents the appeal of demanding followers by symbols and descriptions (Bass, 1999:14). In other words, inspirational motivation leaders express the importance and value of desired goals in simple ways and display high levels of expectation. These leaders often talk about a vision of the future that demonstrates confidence and commitment anticipated that their goals and visions can be achieved. They also try to move followers to achieve unexpected levels of accomplishment by instilling high opportunity and confidence in them. Thus, followers strive willingly to increase their efforts for the attainment of the vision (Coad & Berry, 1998:1052).

Although charisma and inspirational motivation leadership are often highly correlated, inspirational leadership might or might not overlap with charismatic leadership. It depends on the extent to which followers seek to identify with the leaders (Bass & Avolio, 1993:116). In this sense, inspirational leadership could occur without the need for identification of followers with a charismatic leader. In other words, to raise the awareness of workers about the achievement of common organisational goals, the inspirational leaders do not seek the recognition of their followers to imitate their behaviours. Rather, they commit themselves to perform beyond what is expected. Their great insight is creating the commitment of the followers to their visions.

In the same way, according to Avolio (1999), inspirational motivation is a behavioural facet of TL, which describes leaders who motivate and inspire followers to commit to the vision of the organisation. Leaders with inspirational motivation behave in ways that encourage team spirit and provide meaning and challenge to their followers' work (Avolio, 1999:97). As explained by Avolio, such leaders are mainly engaged in performing the following activities:

inspiring others to perform; clarifying where the organisation will be in the future; creating a strong sense of purpose among employees; aligning individual and organisational needs; helping followers achieve more than what they thought was possible; and sending the message 'if we focus on what this organisation stand for, we can achieve whatever we desire'.

The inspirational facet of TL strives to create strong ties among followers by focusing on the vision and mission of an organisation. This in turn supports the leader to combine individual and organisational interests, which make the workers to reach level beyond their expectation. So, in our educational development scenario, the leadership style is mainly characterised by transactional and laissez-faire leadership behaviours in which many schools are unable to align themselves with the current development plan of the country. Thus, it is time to adopt the TL model with such inspirational behaviour for effective transformation of the system.

Intellectual stimulation is the third TL behaviour, which refers to a situation where leaders challenge their followers' attitudes and values for solving problems. Through intellectual stimulation, transformational leaders are able to explain to their followers, the new ways of dealing with old problems. This means that such leaders persuade their followers to use non-traditional strategies to deal with conventional problems and they often give value to followers' ideas even if their ideas are different from their own (Nikezić et al., 2012:188). This implies that

the followers are allowed to feel free to try out and exercise new approaches. Therefore, workers become aware that no one will criticize them publicly because of the difference of their outlook from that of their leaders (Coad & Berry, 1998 in Muenjohn, 2004:4). As a result, the followers are encouraged to question their own viewpoints, suppositions and values for solving current problems from many angles that were not previously considered. Therefore, the followers could have the capabilities to tackle and solve future problems on their own and are more likely to focus on their long-term development (Jung, Bass, & Sosik, 1995 in Muenjohn, 2004:5).

According to Avolio (1999), intellectual stimulation of TL explains leaders who encourage innovation and creativity through challenging the existing views of their followers. Leaders with intellectual stimulation promote critical thinking and problem-solving capacity to transform the organisation (Avolio, 1999:98). Avolio further represents such leaders as those who:

- encourage the imagination of employees;
- challenge the old ways of doing things;
- look for better ways to do things;
- encourage followers not to think like him/her; and
- are willing to take risks for potential gains.

Individualised consideration means “understanding and sharing in others’ concerns and developmental needs and treating each individual uniquely” (Bass & Avolio, 1997:17). Through individualised consideration, leaders spend more time mentoring and coaching followers and taking care of followers as individuals, rather than just as members of a group. In this sense, the leaders understand that their followers have different needs, capabilities and aspirations from one another. Thus, the followers, who believe that they have the special attention of their leaders, try harder to meet the high expectations of their leader (Muenjohn, 2004:5). Leaders who display individual concern really understand the places where more progress is needed for their followers. In referring to Bass and Avolio (1996), Muenjohn (2004:2) states that “Such individualised treatment reflects the leaders’ ability to diagnose their associates’ requirements for further development and the leaders’ ability to design appropriate strategies to satisfy as well as elevate their associates to higher levels of motivation, potential, and performance”.

According to Avolio (1999) and Muenjohn (2004), individualised consideration is also recognised as the TL facet that describes leaders who act as coaches, facilitators, teachers and mentors to their followers, provide continuous feedback, and link the followers' current needs with the organisation's mission. Avolio (1999:10) describes such leaders as those who are "empathising with individual needs; making interpersonal connections; genuinely carrying and showing this compassion in actions; encouraging continuous growth and development of employees; sending the message 'I care about you and am looking out for your best interest'".

3.3.4 The Full Range of Transactional and Transformational Leadership

Based on Burns' ideas of transformational and transactional leadership in the 1980s, Bass (1985) developed the concepts of transformational and transactional leadership. The original factors of transformational and transactional leadership include charisma, inspirational motivation, intellectual stimulation, individualised consideration, contingent reward, management-by-exception and laissez-faire leadership, (Antonakis, Avolio, & Sivasubramaniam, 2003:263). A number of empirical studies have been conducted on these leadership theories, which further contribute to the development of transformational, transactional and laissez-faire leadership concept. Particularly, these research efforts have assembled to a nine-factor model proposed by Avolio and Bass (1991), which has been supported by quite a number of empirical research studies. These three styles of leadership served as a foundation on which a new concept called Full Range Leadership Theory (FRLT) was later formed (Avolio & Bass, 1991:32).

The term full range is applied to indicate a purpose "to challenge our organisation, and ourselves, as well as anyone else wanting to be a more effective leader, to identify where they were along the full range of leadership and then work on developing to the next level" (Avolio, 2005:194). From these factors, we can perceive the elements of charisma, work-oriented (contingent reward) and other leadership theories mentioned previously, so the full range means that this theory aggregates many of the existing leadership theories. Transformational, transactional and laissez-faire leadership were defined by different researchers as some of leadership theories aggregated in this full range leadership model (Antonakis et al., 2003; Avolio & Bass, 1991; Burns, 1978; House, 1977). The following diagram represents the full range leadership model, which explains the level of the leader's behaviour, in which the leaders see themselves where they are along the continuum.

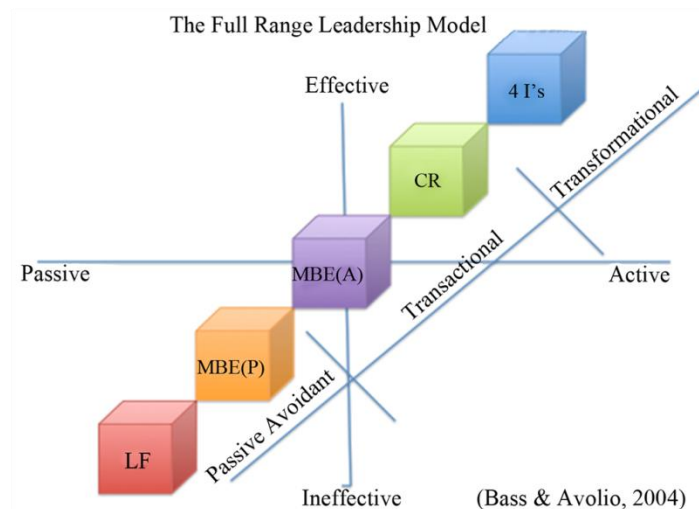


Figure 3.1 Full Range Leadership model (Bass & Avolio 2004:2)

Transactional leadership refers to the reciprocal relationship between the leader and follower in their efforts to meet self-interests (Bass, 1985; 1999; 2008; Bass & Avolio; 1994). According to these authors, transactional leadership takes the form of contingent reward in which the leader clarifies to the follower through direct orientation or participation the obligations that followers should accomplish in order to be rewarded for their performance.

This type of leadership behaviour is mainly prevalent in the school system. The observation and experiences of the researcher confirm that most school plans reflect the transactional leadership style because all the goals and activities are put in the form of agreements between the school leadership and the school community. Thus, the staff carry out their duties according to the specified targets in the plan and no effort is made to look beyond that.

In addition, this type of leadership may take the form of Management-by-Exception Active (MBE-A), in which the leader monitors the follower's performance and takes corrective action if the follower fails to meet standards (Bass, 1999:755; Bass & Avolio, 1994:121). On the other hand, Bass and Avolio (1994) elaborate that transactional leadership may take the form of passive leadership, in which the leader practices Management by Exception Passive (MBE-P) by waiting for problems to arise before taking corrective action or is laissez-faire and avoids taking any action to correct and lead the followers in the right direction.

Furthermore, in transformational leadership, the leader moves the follower beyond immediate self-interests through idealised influence, inspirational motivation, intellectual stimulation, or individualised consideration (Bass, 1985; 1987; Bass & Avolio, 2001; Lievens, Van Geit & Coetsier, 1997). It elevates the followers' level of maturity and ideals as well as concerns for achievement, self-actualisation, and the wellbeing of others, the organisation and society.

Avolio and Bass (1989) as cited in Bass (1999:11) similarly elaborated that the FRL, as measured by the Multifactor Leadership Questionnaire (MLQ), implies that every leader displays a frequency of both the transactional and transformational factors, but each leader's profile involves more of one and less of the other (Bass, 1999:12; Lievens, Van Geit & Coetsier, 1997:426). According to these authors, those leaders who provide greater job satisfaction to their followers and are more effective as leaders are more transformational and less transactional. This means that any leader who practised more TL behaviour is more effective in satisfying and aligning workers and organisational interests.

According to Bass and Avolio (1993) in Judge and Piccolo (2004:756), the basic assumption of transformational-transactional leadership theory that has often been discussed is the outcome of an augmentation process, which specifies that TL adds to the effect of transactional leadership. Bass (1998) in Judge and Piccolo (2004:756), also explained the augmentation outcome as the extent to which "TL systems build on the transactional base in contributing to the extra effort and performance of followers". Bass (1999:18) extended his comments to say, "The best leaders are both transformational and transactional".

In supporting this perspective, Howell and Avolio (1993:892) state that TL complements transactional leadership and that effective leader often supplements transactional leadership with TL. From this perspective, one can argue that the basis for TL must be transactional leadership because the transactional leadership model fails to satisfy the interests of both the employees and the organisation. Therefore, at this point the TL model is envisaged to fill the gap and extend the model by adding to what has been said by previous scholars without eroding the basic elements such as vision development and setting goals.

Similarly, Bass (1998:21) said, "TL does not substitute for transactional leadership. It is the augmentation of it". The term augmentation implies amplification or extension, suggests that

there is something to amplify or extend. Avolio (1999:37) also commented “transactions are at the base of transformations”. In Bass’s (1985:4) conceptualisation, transactional leadership results in followers meeting expectations upon which their end of the transaction is fulfilled, and they are rewarded accordingly. To motivate followers to move beyond expectations, TL is required (Bass 1998:21). This suggests that without the foundation of transactional leadership, transformational model may not be realised.

An analysis of school leadership shows that the dominant style that is used is transactional leadership. The major problem of the school leadership system is that schools are not able to move beyond the confines they have set for themselves in their strategic plans. It is clear that schools have plans, but it is difficult for school leadership striving to look further beyond the restricted plans. Therefore, there is fertile ground for adopting the TL model in our school leadership system just by augmenting the existing transactional plan of school.

When the transformational model is in place and the workers are guided toward this direction, members of transformational teams engage in taking care of each other, intellectually stimulate each other, inspire each other, and identify with the team’s goals. Consequently, they become a high-performing team. Organisational policies and practices can promote employee empowerment, creative flexibility and *esprit de corps*, that is, enhancing a feeling of loyalty and pride (Bass, 1999:762).

3.3.5 Development of the Multifactor Leadership Questionnaire

Bass and his colleagues identified TL components that were further tested against the MLQ. A total of 141 statements were sorted by registered professionals as relating to either transformational or transactional leadership. The questionnaire was then administered to the US Army officers with instructions to rate their superior officers on a scale from 0 (not observed) to 4 (observed behaviour frequently). Following this ground-breaking study, numerous studies were conducted to examine the patterns of behaviours encountered by subordinates in companies, agencies and other organisations. Based on their research results, Bass and his associates created four TL components listed below to describe the actions of TL leaders in the organisation and to make these components the reference point for identifying transformational leaders from non-transformational ones.

- Charismatic Leadership or Idealised Influence: Transformational leaders are role models; they are respected and admired by their followers.
- Inspirational Motivation: Transformational leaders behave in ways that motivate others, generate enthusiasm and challenge people.
- Intellectual Stimulation: Transformational leaders actively solicit new ideas and new ways of doing things.
- Individualised Consideration: Transformational leaders pay attention to the needs and the potential for developing others (Bass, 1998:41).

Bass's leadership model also incorporates three transactional leadership dimensions: contingent compensation, management-by-exception and laissez-faire or non-leadership behaviour. Bass (1998:7) assumed that each leader shows, to some degree, each of the above styles, which he called the "FRL Model". The most beneficial leader will practise more frequently the transformational components and less frequently the transactional components. Bass and Avolio (1988) referred to these as a "two-factor theory," and assumed that the two build on each other. The transactional elements meet the organisation's basic needs while the transformational strategies promote participation and improvement. Although Bass argues that transformative and transactional leadership sit at opposite ends of the spectrum of leadership (Leithwood & Jantzi, 2000), he maintains that the two can be complementary.

In Ethiopia, it is mostly the transactional leadership components that are most prevalent in schools signifying that principals prefer this style. In most cases, the performance of school leadership indicates the contingent rewards in which people focus on the target set by the leaders rather than attempting to move beyond the interests of both parties (leaders and followers). It is assumed that this kind of approach and the ignorance about the key features of TL hinder its application. It is argued that complementing the components of both leadership models (Transactional and TL) as identified by Bass and Avolio (1988) could enhance school reform and transformation in Ethiopia.

3.3.6 Transformational Leadership Relationship to Organisational Performance

Transformational leaders aim to enhance the development of an organisation through employees' intrinsic motivation. The leader seeks to boost the morale, ethics and values of followers and to

inspire them to accomplish the organisation's vision as a team rather than as individuals (Hudson & Peter, 2013:2). Similarly, Williams-Boyd (2002:38) previously suggested that transformational leaders seek and embrace change as a means to boost an organisation's productivity by developing the skills of employees. Hudson and Peter (2013:2) concluded that employees are encouraged by their performance and an internal drive to do "what is best" for the organisation by transcending their own self-interests for the good of an organisation.

During this era of rising global competition, TL approach is often employed to develop personality qualities of leaders. This is meant to cultivate a positive transformational process by creating awareness amongst employees on the benefits of growth and self-expression. In addition, it focuses on motivation to perform at higher levels, encourages mentoring and coaching which serve as a stimulus for followers to perform beyond their expectations, transforming their values and beliefs, and raising their hierarchy of needs in an organisation (Bass & Avolio, 1993; Gillespie & Mann, 2004; Howell & Avolio, 1993; Twigg et al., 2008).

Evidence from many years of research and meta-analysis has shown that transformational and transactional leadership positively predict a wide variety of performance outcomes including individual, group and organisational level variables. One of the meta-analysts, Yukl (1994:13), made the following suggestions for implementing TL in an organisation:

Developing a challenging and attractive vision together with the employees; tie the vision to the strategy for its achievement; develop the vision, specify and translate it to action; express confidence, decisiveness and optimism about the vision and its implementation; realise the vision through small planned steps and small success in the path for its full implementation.

Such a process was attempted in the development of Ethiopia's educational plan several times. In different development plans, the visions, goals and targets were identified by the educational planners, but the major problem is that a lack of motivation, commitment and reluctance prevailed at the level of implementation. Even though the national plan is labelled as transformational plan, it does not indicate how its visions and missions should be practically communicated to influence the followers' attitudes and interests.

In re-examining the theoretical model developed by Bass (1985), Rafferty and Griffin (2004) identified five dimensions of TL for effective organisation: (a) vision; (b) inspirational

communication; (c) supportive leadership; (d) intellectual stimulation; and (e) personal recognition. They further elaborate each dimension as follows:

- Vision is the expression of an idealised image of the future based on organisational values. Acceptance of the vision by the followers helps them to internalise organisational values and goals and encourages individuals to adopt desired behaviours.
- Inspirational communication represents the need to express positive and encouraging messages about the organisation and statements that build motivation and confidence. Inspiration refers to “the extent to which the leader stimulates enthusiasm among the subordinates for the work of the group and says things to build subordinate confidence in their ability to perform assignments successfully and attain group objectives” (Yukl, 1981:121). The inspirational leaders thus use emotion-laden statements to appeal to and arouse the followers’ emotions and motivation.
- Supportive leadership shows a concern for followers and taking account of their individual needs. Supportive leaders direct their behaviour towards satisfying the subordinates’ needs and preferences, demonstrate a concern for the subordinates’ wellbeing, and generate a convivial and psychologically supportive work environment (House, 1998:39).

As House (1998) noted, supportive leadership is a component of the individualised consideration leadership construct. Personal recognition is explained as the provision of rewards such as praise and acknowledgement of effort for achievement of specified goals. Personal recognition occurs when a leader indicates that he/she values individuals’ efforts and rewards the achievement of outcomes consistent with the vision through praise and acknowledgement of followers’ efforts (Yukl, 1981; House, 1998; Rafferty & Griffin, 2004:97).

TL implementation involves two processes: firstly, followers are guided and encouraged to meet expectations defined by performance agreement (transactional); secondly, due to the leader’s ability to boost the followers’ motivation, morale and a shared sense of organisational relationships, achievement beyond expectations (transformational) is attained (Avolio & Bass, 1988:13; Conger, 1999:5; Kark & Shamir, 2002:253). In this respect, Nevarez and Wood (2010:59) distinguish this process as “the act of empowering individuals to fulfil their contractual obligations, meet the need of organisational, and go beyond the ‘call of duty’ for the betterment of the institution”.

A look the forms of leadership followed in Ethiopian schools reveals that most leaders use the transformational leadership model in the sense that most educational plans are based on a formal agreement between planners and the implementers. There is no evidence of the leaders' authentic interest and ability to lift up the motivations and morale of followers to achieve beyond expectation, which is typical in of TrLS.

Transformational leaders are basically guided by an understanding of individual and community psychology (Felfe et al., 2004:266). They direct institutional members with a sense of caring, support, and are sincerely committed to self-actualisation of institutional members to accomplish the institutional mission (serving the community, teaching and learning, and student success and lifelong learning). To achieve this, transformational leaders use a wide range of skills, roles and attitudes to influence institutional workers and their work ethic (Kark, Shamir & Chen, 2003:187). Transformational leaders essentially lead by example through a strong work ethic, altruistic working practices, people skills, networking abilities and proficiency to get the job done (Kark et al., 2003:153; Lowe et al., 1996:28).

Various researchers have sought to explain the benefits of effective transformational leadership. In this respect, Bennis and Namus (1985:240) explained that successful transformational leaders have the skills to achieve institutional goals by creating a vision and communicating this vision clearly. To succeed, these leaders need to get the trust of followers in an institution. Such trust is needed to guide employees in executing the institutional vision. Besides these, these leaders build the followers' knowledge through professional development programmes to ensure that the vision is implemented and enacted within an organisation. By doing so, trust among institutional affiliates is achieved through the leaders' genuine efforts to consider and maintain institutional affiliates' desires, opinions, expectations, and values (Avolio, Bass, & Jung, 1999:209; Wang & Path, 2010:47). This, in turn, means that the institutional members are committed to meeting and exceeding the needs, priorities and objectives of the organisation.

Benin and Namus (1985) indicate that organisational leaders could be successful in their leadership by developing an inspiring vision and communicating it clearly vision. This means that to be successful, a leader should sell a vision of the organisation persuasively to his/her followers in order to secure the trust. Moreover, the leader is authentically required to consider and maintain the needs of followers in an organisation. Such conduct could be the driving force

to ensure the commitment of followers to move beyond the prescribed organisational goals and objectives. It is such conduct and work of a leader that could have the power to reform and transform any social organisation. As social organisations, schools also need to have leaders with this kind of transformational behaviour to bring about changes to the school system.

Another positive side of this type of leaders is that they are multi-skilled. A strong of this strategy is the leader's ability to change institutional relationships. They can perform tasks beyond normal expectations (Bass, 1998:11; Bass & Avolio, 1994:3). In doing so, the leader has a high level of knowledge, socio-emotional intelligence and is qualified in a variety of abilities, styles and roles.

Many of the behaviours and characters of charismatic leaders such as self-confidence, moral judgement, self-worth, role models and people skills are similar to the behaviours exhibited by transformational leaders. Charismatic leaders can instil a sense of trust in organisational members based on their philosophy through a heightened sense of association. This is made possible by the fact that the personal identity of the leader is in tune with the members' professional identity. These leaders are able to employ multiple skills and behaviours to a point where institutional members view work as an expression of their personal being because they have passion for it (Barhing, Weber & Kelloway, 1996:10; Bass & Riggio, 2006:4).

The third positive feature of TL is the growth of employees. The transformational leader aims to empower and encourage group members to move beyond expectations. This includes the members' expectations of themselves and the expectations of the organisation/leader for members (Bass & Riggio, 2006:3). In doing so, leaders provide a range of options, opportunities, resources and support to ensure that workers have proper knowledge, skills, dispositions and training to achieve their full potential and exceed it. A team-based framework is used especially to direct efforts. The members' maximum capacity is important in three key ways: 1) Developing followers' capacity and problem-solving skills by promoting innovation and ingenuity in solving institutional problems; 2) adapting leadership to their followers' social emotional well-being; continuously monitoring members' behaviour and work performance, outlining a clear path toward achieving goals through various supportive actions (e.g. providing advice, allocating resources for professional development and offering one-on-one monitoring); and (3) leaders

express high expectations for colleagues. This is accomplished by inspiring and motivating colleagues (Bass & Riggio, 2006:4).

At the district offices and schools, some leaders have made remarkable efforts to reflect the characteristics of TL in their plans. However, practically, they lack support from colleagues, managers and the surrounding community. Due to the inefficient leadership of the country, they are not effective in their implementation and they cannot bring about the required level of change in their organisations.

According to Bass (1985), TL behaviour brings higher levels of organisational commitment and efficiency beyond what is possible with transactional behaviour. Spark and Schenck (2001:858) have argued that transformational leaders can uplift their followers in the higher purpose of their work, which can foster their commitment, efforts and success of their followers. In addition, TL primarily seeks to enhance capacity development and increase the members' degree of personal commitment to the organisation (Bass, 1985:16; Bass & Riggio, 2006:43; Zohar, 2002:169).

Bass (1985:755) argues that developed skills and loyalty are intended to induce extra effort and higher productivity from the workers. Based on Bass' belief that TL resulted in extra effort and improved efficiency, several studies have been conducted to investigate TL and performance in a wide range of settings. For example, according to several studies carried out in various organisations in different countries, TL has demonstrated an intimate relationship with organisational development in North American companies (Seltzer & Bass, 1990); Russian companies (Elenkov, 2002); Korean companies (Jung & Sosik, 2002); military organisations (Bass, Avolio, Jung & Berso, 2003); (Bass & Hater, 2001); (Harvey, Royal & Stout, 2003); and (Hoover, Petrosko & Schulz, 1991; Kirby, Paradise & King, 1992). The meta-analysis by Lowe et al. (1996) supports the argument that leadership is related to performance.

Another aspect of TL linked to performance is aligning priorities and principles within an organisation. In this regard, transformational leaders are expected to articulate the organisational needs and mission above employees' personal needs or individual interests (Jung & Sosik, 2002:124). On the other hand, in an organisational reform and transformation a research by Jung and Avolio (2000) supported the positive link between TL and trust and value congruence.

Empirical research has found TL to be related to the development of organisational innovation (Bass, 1985; Eyal & Kart, 2004; Geijsel, Sleegers & Van den Berg, 1999a). Research by Sosik et al. (1997:4) on 32 companies in Taiwan provides evidence for the idea that TL and organisational innovation have a strong and productive relationship. They also noticed positive and essential relationships between TL and empowerment, as well as innovation support and a positive relationship between innovation support and organisational innovation. These findings supported their hypothesis that TL can directly and indirectly increase organisational creativity by developing an organisational culture in which workers are encouraged to openly discuss and experiment with new ideas and approaches (Sosik et al., 1997:132).

While Sosik and his colleagues did not focus on how particular change behaviours influenced organisational innovation, other researchers specifically defined some forms of TL behaviours such as motivation for inspiration or intellectual motivation as being positively linked to creativity (Sosik et al., 1997:132). Since many aspects of leadership behaviour can be taught or changed, their findings indicate that organisations can strengthen their innovativeness by helping managers cultivate and present TL behaviours through training and mentoring processes (Sosik et al., 1997:133).

In any case, all the studies done on the relationship between TL and organisational innovativeness showed a positive relationship. As TL is applied to bring about organisational change and development, the organisation becomes transformed and improves because its employees are encouraged to move beyond the usual expectations.

As Jung et al. (2003) argued, TL affects the followers' creativity by increasing their intrinsic motivation which stimulates creativity. Furthermore, the transformational leader encourages followers to think innovatively by stimulating their intellectual capabilities. They often have an organisational environment (climate) in which the followers' innovative ideas are supported, a situation that encourages more creativity (Bass & Riggio, 2006:295).

In the context of the above, it can be argued that TL behaviours have the power to stimulate and reawaken creativity in the followers. This is because TrLS leaders often challenge the followers to think out of the usual ways of performance in an organisation. In such cases, leaders are expected to create organisational climate in which followers are coached to develop a power of

creativity and transformation. Transformation leaders thus improve followers' self-conception and sense of self-efficacy (Bass & Riggio, 2006:149; Walumbwa, Avolio & Zhu, 2008:795). Besides this, transformational leaders seek to develop a positive self-concept and self-efficacy of followers, which in turn boosts individual and organisational productivity (Chemers, Watson & May, 2000; Hoyt, Murphy, Halverson & Watson, 2003; Sosik, Avolio & Jung, 1998; Watson, Chemers & Prieser, 2001). In this context of this study, one can say that adopting TL behaviours with the complement of transactional leadership components is required to realise reform and transformation defined in terms of improve leadership efficiency, school effectiveness or improved educational outcomes.

3.3.7 Trends in Leadership Development

As Fullan (2001:9) observed, when society evolves and becomes more complex, the quality of its leadership also improves and gets more sophisticated. He further argued that complexity represents change that is unpredictable and non-linear. The process and the dynamics of organisational reform involve a high degree of uncertainty and ambiguity, and since change is unavoidable, successful leaders are able to adapt and respond to the changing imperatives of their context (Hallinger, 2003:336). Day, Harris and Hadfield (2001) as cited in Hallinger (2003:336) are of the collective view that effective leadership is both a highly contextualised and relational construct.

Day et al. (2001) as cited in Hallinger (2003:336) recommended that “the application of contingency leadership [should take] into account the realities of successful principal ship of schools in changing times, and [move] beyond polarised concepts of transactional and TL”. By implication, looking at transactional and transformation models as a combination rather than two extremes, would help create a successful school reform (Hallinger, 2003:347). The contingency model is intended to provide a structure for conceptualising leadership as a development process that takes into account the school’s complex and interwoven context through alignment of the most appropriate leadership style to the needs of the school. Hallinger further suggested that it is important to get the right leadership style and to train leaders to work effectively within the framework of change and uncertainty. It is crucial to ensure that these leaders acquire the knowledge and skills required to leverage these different models. This indicates that the world is in a constant state of dynamic change. All the social, economic and political systems are in a

state of continuous change and transformation. Thus, it is important to use an appropriate leadership style and requires leaders to be prepared through training in skills supporting them to withstand turbulence and transforming organisations.

With regard to the leadership style that is effective in a situation of complex and rapid change, Fullan (2001) indicated that when it comes to leadership, school systems and business generally have similar ideas. They all hold one underlying idea, which is, “They must either become institutions of learning or they will struggle to exist. Thus, business and education leaders face common challenges – how to develop and maintain learning under dynamic, rapid change conditions” (Fullan, 2001:11). Fullan further explained that schools and businesses are not incompatible and unfamiliar territories and that we should take positive aspects from both of them and build a leadership vision that leads us through the chaos of widespread structural change.

Preparing leaders by training and producing effective leaders should not be limited to inculcating effective characteristics in individuals. Systems and organisations should be developed, and schools must have environments that support the collective form of leadership where people feel safe, supported and free to think and act creatively. Huber and West (2002) cited in Hallinger (2003:349) asserted, “The school leader is most often cited as the key figure in the individual school’s development, either blocking or promoting changes, acting as the internal change agent, overseeing the processes of growth and renewal”. The challenge for many leaders is that they are unable to detach themselves from a bureaucratic system of people management and shifting towards a professional system characterised by collaborative problem-solving and decision making. Greenfield and Goldring (2002:16) noted, “School leaders are located more prominently in the centre of dialogue, educating the broader public about the importance of, and the need to support, the critical connections between schooling and the ‘good society.’ Social justice may be the overarching reference point for leadership in this case”. School leaders are supposed to be in a position to enhance strong community support for public education and provide learning opportunities for all children. They must have a vision of what kind of future should be created to meet societal needs and develop the skills and capabilities of the next generation.

Levine’s (2005) analysis of leadership preparation programmes reveals a disappointing picture about their quality. He noted that educational administration systems are typically the weakest of

all the programmes at the public schools. It seems reasonable to conclude that the training and preparation of school leaders need to be addressed if we expect to have leaders that are capable of addressing the profound shifts in society and the complications and challenges that these pose to educational systems.

This is true in our educational system. The greater challenge we currently have in public education school is the shortage of school leaders who are trained in appropriate leadership styles. Since Ethiopia is in the process of implementing the national transformational plan, the training system of educational leaders needs to focus on selecting appropriate leadership theories that can align with the national transformational plan.

It is imperative that the Ethiopian leadership system should adopt the best practices from leadership theory and practice for effective transformation of the country's leadership and education system. The current leadership training system does not have a clear-cut focus and needs to be revised and reformed. It needs to broaden the horizon of its system to execute the current national transformational plan effectively.

Bowles (2009:129) concluded that as our understanding of TL increases, we are likely to see greater progress in future with some uncertainty and ambiguity. Therefore, it is imperative that educational leaders should use empirical evidence to support their theories that support student achievement. Furthermore, collective action is needed to determine the purpose of school leadership and to make changes that have a positive impact on learning in schools. This is likely to help us determine what we are likely to do and reach in our future journey.

3.3.7.1. Why is transformational leadership important?

Russell (2006:125) argue that transformational leadership is about building the cultural platform that is fundamental to an organisation's capacity to change and achieve its desired future. Bowles (2009: 63) concurs that transforming leadership occurs when one or more persons engage with one another in such a way that leaders and followers lift up each other to higher levels of motivation and morality. Bowles further suggests that TL is about appealing to and engaging people at an emotional level and inspiring trust, loyalty and respect.

Transformational leadership is often considered an exclusive approach to leadership. Effective leadership may require the adoption of transactional or operationally-oriented leadership roles since it focuses on the physical and security needs of subordinates (Bass, 1995; Bass & Avolio, 1993). The transactional leadership approach places an emphasis on the leader in the following manner:

- setting clear goals;
- establishing performance targets for each individual and the team;
- identifying performance gaps;
- coaching the direct reports; and
- gaining commitment to performance and goals through pay, reward and recognition.

The ‘full leadership range’ concept proposed by Avolio (1997:5) and Bass and Avolio (2002:193) suggests that transactional and transformational aspects may occur in the same person and leadership role. This infers that to be effective transformational leaders in education, competency development should not be just limited to transformational behaviours, but it should also consider transactional behaviours leadership to be effective.

3.3.7.2. Proposed ways of enhancing transformational leadership

Atkinson and Pilgreen (2011) identified some circumstances under which the implementation of the TrLS may be improved. Although the approaches they suggest are not seen as a universal means of enhancing a TrLS, they provide a realistic example of multiple possibilities for aligning other models and skills with transformational leadership. They further suggest certain conditions under which the implementation of the TrLS can be improved. Even though the ways they propose are not seen as a universal means of enhancing a TrLS, they provide a practical example of the multiple possibilities for aligning other models and skills with transformational leadership to achieve transformation among colleagues and followers while reducing the less effective transactional and “hands off” leadership styles. The examples provided then only scratch the surface of the potential of TL without changing its core principles (Atkinson & Pilgreen, 2011:47).

The transformation leadership model is flexible and allows for multiple perspectives, and as such, it could allow for the integration of other forms of organisational, leadership and

philosophical knowledge and theories. For example, the mentoring model seems to fit very well within the transformational leadership dimension of idealised influence where the leader makes others feel valued and proud and emphasises development of mutual trust. Consequently, the follower wants to follow the leader out of faith and loyalty.

Furthermore, Weiner (2010) pointed out that Attribution Theory (AT) is another way of explaining how other people are motivated in different organisational contexts. In transformational leadership, both the leader and follower may embrace the idea of "Inspirational Motivation." In the same manner, Chandler (2007), Danesi (2007) and Van Leewen (2005) cited in Bowles (2009) provide an interesting perspective on the function of symbols in society.

In terms of intellectual stimulation dimension of transformational leadership, subordinates and colleagues are encouraged to see things from a different perspective and to find creative ways to finish the work. In this respect, Estes and Ward (2002:152) explained that creative people continue to find new ways of looking at their creative work and how to access new creative efforts. The individual consideration component of transformational leadership seems to sum up the whole theory because it includes the leader bringing the individual into the organisation and providing feedback. This dimension seems to be influenced by mentoring techniques, linguistic strategies and perhaps AT.

Due to its flexibility, the TrLS may integrate the character and traits of other leadership theories. Many leadership scholars argue that TL model components should adopt the character and forms of other leadership theory such as servant leadership theory and instructional leadership theory. (Bowles, 2009; Chandler & Danesi, 2007; Warden, 2010). Even Hallinger (2010), the staunch advocate of instructional leadership theory also integrated most of the core pillars of TL into his theory of instructional leadership and became one of the advocates of this model.

3.3.7.3 Mentoring as individual consideration

As stated in the preceding section, Individual Consideration (IC) is part of the model of transformational leadership. IC shares several elements of mentoring concept. Therefore, it would seem that a mentoring approach can inform transformational leadership. The concept of mentoring is common to the schools as many new teachers and staff join them every year. Mentoring is often provided under the leadership of the school principal who should see to it that

new teachers and staff are supported and equipped with the relevant skills to adjust to their new roles and deal with practical problems. In the same way, IC explores a focus that expands the growth of the individual, offering input between parties and making the individual feel involved in the work. Mentoring is an ideal framework for this dimension because it is premised on trust. The Dictionary of Merriam-Webster (2019:379) describes a mentor as a trusted advisor or guide. It is assumed that using this strategy would attract the leader to transformational leadership at the IC level (Atkinson & Pilgreen, 2011:50). Thus, a mentoring framework could be combined with the IC construct of the TL model to empower teachers with the skills needed to transform the current education system.

According to Atkinson and Pilgreen (2011), when a leader (principal) acts as a counsellor, he or she needs to focus on consistency and trust in the relationship. The leader makes a conscious decision to step away from what seems to produce a toxic leadership style (Goldman, 2009, in Warden, 2011:63). A counsellor also offers guidance, so in that sense, the transformational leader may find themselves in a passive mode but still guiding, which is not necessarily laissez-faire leadership. A leader is not omniscient, and he or she cannot know everything. However, when leaders resist the urge to speak and direct, but instead listen to subordinates, they can create trust that can strengthen the relationship between themselves and the staff members, and as the trust builds, supporters emerge. Accordingly, people would come to the leader for advice because of his or her expertise, position and reliability. To do this effectively, it is vital that the transformational leader should recognise that the relationship between the mentor and mentee begins at the point where two lives meet, that is, those of the leader and followers (Warden, 2011:4).

School principals could be more transformational if they were able to develop a trust in their followers. The transformational approach of principals could be evident in their ability to create trust and mobilise their followers around their inspirational visions. By coaching them, they would have a great influence on transforming their schools. Universities and alternative preparatory services could provide appropriate TL strategies for newly appointed heads of schools “to prepare them to serve as an instructional coach, challenge the status quo, motivate and mentor staff, manage personnel, handle disruptions in and out of the school, and understand

the effects of economic, social, technological, and global change on schooling” (Quin et al., 2015:73).

The leader and the followers start their working lives at various times and in the future the relationship starts somewhere. Nevertheless, in the realm of unshared experiences, the leader and follower make relations and find commonalities, as they seek to accomplish common goals. One party discovers something new about the other as the relationship grows, taking the relationship beyond organisational place, face, and standing together to resolve the challenges of life against their organisation. Eventually, their relationship becomes more personal. This form of relationship is closely consistent with Bass's (1990; 1999) ideas which he developed to elaborate on IC. He argued that personal attention, faith and pride of association are key components of IC which enhance the close relationship between leaders and followers. According to him, this relation leads to enhanced commitment and the followers' confidence in vision and goals of their leaders, which in turn helps both parties work successfully for the transformation of their organisation.

Atkinson and Pilgreen (2011) agree that the mentoring technique should not be used by transformational leaders to gain complete psychological influence over a mentee. Some scholars suggest that TL can trigger leaders to do so (Northouse, 2004:3). The method can therefore be used by leaders to develop mutual respect. At this point, it seems, control over the individual could become easier because of the trust established between the two parties. If trust exists, an ethical transformational leader should not take advantage of the partnership for his/her selfish ends. While human behaviour is known to be inconsistent and unpredictable, it is assumed that an ethical leader would not use strategies that manipulate followers.

Mentoring clearly is an effective instrument for engaging in TL through IC. The purpose here is not to advise the leader to drop the standard of professionalism and make friends with subordinates. In most cases, it is prudent to maintain a professional distance in the relationship between the two parties (Atkinson & Pilgreen 2011:64). In the same breath, maintaining professionalism does not warrant that leaders should be build a fence between themselves and their followers if they want to be transformational.

Bertrand (2004) cited in Atkinson and Pilgreen (2011) posed the question: “Within the realm of unshared experiences, how would the transformational leader go about sharing these experiences and which ones are appropriate?” Bertrand (2004:8) noted that each person has a vision of him/herself as a "universal me," containing many of the elements of human nature that can be exchanged for learning and teaching. He further noted that everyone has habits that can be both irritating and attractive and that each person deals with imperfections and tries to conceal them. He also argued that nearly every human being needs to know his fate, where he will end up in life and how he will die. At the same time, people have to deal with other “fake people” or those pretending to be what they are not or trying to trying to trick others through deceptive means. Although trickery and deception are prevalent, TL transcends these through trust (Atkinson & Pilgreen, 2011:65). The most critical feature of the TL model is its ability to build its followers' values through openness, being at the forefront of reform and transformation process and practically showing how the leader’s vision can transform an organisation.

3.3.8 Transformational Leadership in Education

In the previous section of this chapter, the theoretical concept of transformational and transactional leadership, the full range of TL, and some research works of TL in non-education organisation were discussed. In this section of the chapter, efforts were made to describe the work of TL specifically in the field of education.

3.3.8.1 How transformational leadership emerged in educational organisations

Before TL model came to be employed as the driving force in educational organisation, the instructional leadership model was the leading theory, which flourished in 1980s. Instructional leadership and TL have emerged as two of the most frequently studied models of school leadership (Hallinger & Heck, 1999:329). What distinguishes these models from others is the focus on how principals and teachers improve teaching and learning process. The major functions of instructional leaders as put forward by instructional leadership model focus on school goals, the curriculum, instruction and the school environment. On the other hand, as proposed by TL model, transformational leaders focus on restructuring the school by improving school conditions (Avolio & Leithwood, 1999; Bass, 1994; Jantzen, 2006).

In historical development of leadership theory, TL theory is the outcome of empirical studies carried out by scholars in the field. Huber and West (2002:33), as experts in the field, summarised the stages of leadership development into four broadly defined phases. The first phase is the personality or trait theory of leadership, whereby successful leaders are seen as possessing particular qualities and characteristics typical of good leaders. Leaders are expected to study the lives of these leaders and then attempt to imitate their behaviours and attitudes. However, it was realised that many of these great leaders varied tremendously in their character, behaviour and outlook. So, copying these great leaders' behaviours and training new leaders to acquire this behaviour was an almost impossible task.

The second phase is the stage at which the work of effective leaders is taken as the base line for the preparation of new leaders in establishing dynamic organisations. This process includes investigating, analysing and evaluating what good leaders actually do. However, empirical studies have not been able to establish a clear linkage between particular traits, or groups of traits, and effective leadership (Huber & West, 2002:35).

The third phase was a situational approach to leadership, which emerged as a leading model in the history of leadership development. Researchers diverted their attention to the context in which leadership is practised. Researchers made efforts to identify unique and specific factors in leadership situations that influence leaders' behaviour and performance.

The fourth stage of development of leadership theory included linking the culture of the organisation to the leader and is incorporated in the transformational model of leadership. At this stage of development, the productivity, dynamics and virtues of an organisation came to be linked with transformational leaders (Huber & West, 2002:37).

Since then, in the course of the development of leadership theory, instructional leadership and TL have been a topic of conversation and debate among scholars, and TL has become the leading leadership model, though there are some leadership theories that seem to contradict the transformational one. Anyway, the current focus is linking leader behaviour with the organisational culture; TL model took the upper hand in the virtue of educational organisation development (Murphy, 2002:17).

3.3.8.2 Transformational leadership model replaced instructional leadership model in educational organisations

The instructional leadership model emerged in the early 1980s in the research on effective schools. In contrast to the earlier models, this model is mainly put its efforts on how the leadership improve educational outcomes. It mainly focuses on the principal's role in exerting power on how the teachers as effectively carry out the work on helping students learn. The leadership of the school principal is regarded as instrumental in providing an explanation for school effectiveness. School leaders are made to focus on developing the behaviours of teachers as they help teachers, teachers in turn engage their students in learning activities. Hallinger (2003:76), as one of the foremost proponents of this model, which is the most frequently used conceptualisation of instructional leadership, has proposed three dimensions of this theory: defining the school's mission, managing the instructional programme, and promoting a positive school-learning climate. Hallinger further identified ten functions of an instructional leader, which are, of course, very difficult for principals to translate into practice. He regards the school principal as the source and initiator of every power and forces to bring change in school.

Regarding this, Dimmock (1995) in Hallinger (2003:54) asserts that instructional leadership is too prescriptive and relies on a top-down process of management. This type of structure supports the notion that when principals execute essential tasks, teaching and learning improve. He suggests that "loose coupling and autonomy" characterise schools and a better strategy would be a bottom-up approach. The proposed "backward mapping" would begin with student outcomes and then progress upwards through learning styles and processes; teaching strategies; school organisation and structure; and leadership, management, resources and culture and climate (Hallinger, 2003:56).

According to Hallinger's suggestion, this framework and strategy would help schools and communities address the challenge of providing leadership and management for quality teaching and learning. Essentially, the student is at the centre of these quality schools and principals and teachers must focus on improving their learning and performance. Leadership within this paradigm is based primarily on a strong technical knowledge of teaching and learning and secondly, on curriculum design, development and evaluation. Dimmock (1995) cited in Hallinger (2003:95) states, "The traditional top down linear conceptions of leadership and management

and their influence on teaching and learning have become inappropriate”. He also suggests that research findings indicate that only a minority of principals would find instructional leadership appropriate.

The problem with instructional leadership is that, in many schools, the principal is not the educational expert. Moreover, some principals perceive their role to be administrative. In addition, they purposely detach themselves from the classroom environment and mainly focus on the relation with government authority and political figures. Hallinger (2003:124) suggests that, in many instances, principals have less expertise than the teachers they supervise, which is also common in the Ethiopian education leadership environment. This notion is further complicated by the fact that the principal’s authority is severely limited as s/he occupies a middle management position. In many school systems, the ultimate authority exists with the senior administrators in the district or divisional office. The reality of the current school system is that principals are politically trapped between the expectations of classroom teachers, parents, the senior management team, and the members of the community. A challenge for many principals is working with the various educational stakeholders to maintain some sense of balance between the competing and often conflicting demands of various interest groups.

Devolution and decentralisation also divert the principal’s attention from the technical core of the school. Many school principals are so absorbed in the managerial and administrative tasks of daily school life that they rarely have time to lead others in the areas of teaching and learning. With such a burden, it is too difficult for school principals to work according to the instructional leadership model.

However, Hallinger and Heck’s (1999:335) conceptualisation of instructional leadership demonstrate that the model focuses on the principal’s effort to define the school’s mission and goals, manage the instructional programme, and promote a safe school environment. These dimensions are elaborated further to include ten functions of an instructional leader. On the other hand, Marks and Printy (2003:239) redefined the term “instructional leadership” to change the hierarchical and procedural notion with the concept of “shared” instructional leadership. In this model, the principal is the “leader of instructional leaders” not the person who is independently responsible for leadership initiatives within the school.

3.3.8.3 Effects of transformational leadership on different aspects of education

Starting around the mid-1980s, the public became increasingly more demanding on the school system to raise standards and improve students' academic performance. Along with this, emerged the critical observation of school leadership and the link between leadership and school effectiveness. Adams and Kirst (1999:463) stated, "The 'excellence movement' was launched, and in its wake followed an evolution in the notion of educational accountability commensurate with the movement's challenge to obtain better student performance". Leithwood, Jantzi and Steinbach (2002) refer to these initiatives as large-scale school reform. Several other initiatives were implemented as a means of providing more accountability. Adams and Kirst (1999:466) noted, "Policy makers, educational leaders, practitioners, and parents also continued to seek better student performance and accountability through management practices, professional standards, teacher commitment, democratic processes, and parent choice". School reform and accountability movements influence school principals to improve student achievement, though little information is provided on best practices for achieving this. As Adams and Kirst (1999) point out, numerous accountability schemes are exclusively based on high-stakes standardised testing, which is typically contrary to what most educators recognise as an effective way of measuring quality teaching and learning. Educational accountability schemes are complex and are often accompanied by both internal and external uncertainty that must be mediated by the school principal. The new focus for schools has created a cohort of "old school" principals who must now embrace a conceptually new form of leadership.

Along with this movement toward greater accountability was the increasing number of studies attempting to measure the impact of school leadership. New terms began to emerge in literature such as shared leadership, teacher leadership, distributed leadership and TL. The emergence of these models showed a wider unhappiness with the instructional leadership model, which many believers of this model focused too much on the principal as the centre of expertise, power, and authority (Hallinger, 2003:330).

Leithwood, Begley and Cousins (1994) discuss several questions related to the impact and influences on the practices of school leaders of the time. In their discussion, they review studies conducted from 1974 to 1988 and attempt to find out what the studies contributed to knowledge

about the impact of school leaders. Leithwood, Begley and Cousins (1994:14), they noted the following:

First, we must acknowledge significant limitations in the research-based knowledge about the nature of current school leaders' impact. But, based on the number of studies alone, one can reasonably conclude that current school leaders are capable of having a significant influence on the basic skills' achievement of students.

They further reveal that evidence concerning other types of impact like impact on trends on educational reform, shared leadership and organisational learning was extremely shallow.

Hallinger (2003) stated that by 1990, researchers had shifted their attention to leadership models that were "more consistent with evolving trends in educational reform such as empowerment, shared leadership, and organisational learning". This evolution of the educational leadership role has been labelled as reflecting 'second-order' changes as it is aimed primarily at changing the organisation's normative structure (Leithwood et al., 1994:330). Transformational leadership is the primary model reflecting the aforementioned characteristics (Avolio 1999; Bass 1997; 1998; Bass & Avolio, 1994; Leithwood & Jantzi 2000; Silins & Mulford, 2002).

Leithwood and his colleagues were among the known experts on leadership in bringing the work of Burns and Bass into the field of educational administration. Leithwood's conceptual model has become the foundation stone for the aftermath of extensive empirical studies and investigation over the past decade. The knowledge base for school leadership has risen exponentially and has contributed significantly to our understanding of how leadership affects the school environment.

Hence, Leithwood et al. (1994:7) define TL as follows:

The term 'transform' implies major changes in the form, nature, function and/or potential of some phenomenon; applied to leadership, it specifies general ends to be pursued although it is largely quiet with respect to means. From this beginning, we consider the central purpose of TL to be the enhancement of the individual and collective problem-solving capacities of organisational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement.

In addition to this description, Leithwood and Jantzi (2000) in Stewart (2006:20), suggested that the following seven dimensions that have to be used to describe TL in education: “building school vision and establishing school goals, providing intellectual stimulation; offering individualised support; modelling best practices and important organisational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions”. Each dimension is further described using more specific leadership practices. Leithwood believes that former models of TL neglected to include necessary transactional components, which were fundamental to the stability of the organisation. He further adds the following management dimensions such as staffing, instructional support, monitoring school activities and community focus.

Leithwood’s model assumes that the principal shares leadership with teachers and the model is grounded not on controlling or coordinating others, but instead on providing individual support, intellectual stimulation, and personal vision. Prawat and Peterson (1999) in Stewart (2006:21) emphasise the importance of encouraging members in an organisation to learn and develop, realising that the goals are appropriate to be met when members of the organisation work together to make it happen. They further expand on this issue by explaining that a primary administrative role is to share the responsibility with others in the organisation who are committed and play a key role in establishing the organisational agreements that enable learning. This conception of “distributed leadership” is consistent among various researchers on organisational leadership. Hallinger (2003:114) finds that TL models conceptualise leadership as an organisational entity rather than the task of a single individual, accounting for multiple sources of leadership.

One could realise here that even Hallinger himself changed his approach on instructional leadership to focus on TL theory. Because of the dynamic nature of leadership and the continuous research in the field, many scholars of leadership have focused on TL theory analysis. Finally, they recognised that TL has wide option to incorporate the basic characteristics of many leadership theories, which could make it more effective if applied to organisational reform and transformation.

Leithwood et al. (1999) synthesised the findings of 34 published and unpublished empirical and formal case studies conducted in elementary and secondary schools. Twenty-one of the 34

studies related to specific dimensions of TL in schools; six of these were qualitative and 15 were quantitative studies. Evidence provided by 20 of the 34 studies about the effects of leadership include the following phenomena: effects on students; effects on perceptions of leaders; effects on behaviour of followers; effects on followers' psychological states; and organisation-level effects (Leithwood et al., 1999:45).

3.3.8.4 Transformational leadership and commitment in education

Since the mid-1990s, the influence of TL in educational sector has been the focal point of many research studies. This leadership paradigm has quickly become the most prevalent and widely accepted model of school leadership because of its emphasis on the fostering and development of organisational members (Marzano, Waters & McNulty, 2005:633). According to Ross and Gray (2006:180), the core of TL is commitment to nurturing the development of organisational members and enhancing their commitment by elevating their goals.

In the study, which involved 3 074 teachers from 218 elementary schools in Canada, Ross and Gray (2006:181) investigated the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of TL upon teacher commitment through collective teacher effectiveness. These researchers found that TL had a direct impact on teacher commitment and the collective teacher efficacy of the school. In addition, commitment to school mission was influenced the strongest, which is especially important in that it is a strong predictor of group effectiveness. Results of this study are considered important by the researchers because it not only identified a significant relationship between TL and commitment and organisational values, but it also identified the mechanism, namely, collective teacher efficacy whereby these influences occurred.

Similar to the study of Ross and Gray (2006), Nguni, Slegers and Denessen (2006:172) conducted a study in which they examined the effects of transformational and transactional leadership behaviours on teachers' job satisfaction, organisational commitment, and organisational citizenship behaviour. In their study, the researchers reviewed 560 primary school teachers in 70 schools in Tanzania. Through goal-path analysis, these researchers found that TL behaviours had strong to moderate positive effects on each of the three variables.

Additionally, Nguni and his colleagues examined the effects of individual behavioural elements of TL upon organisational commitment, job satisfaction, and organisational citizenship behaviour. Results showed varying degrees of influence. Charismatic leadership had the greatest effect and accounted for the largest proportion of variation on the three variables, whereas, individualised consideration had a very weak and insignificant effect. Intellectual stimulation had a weak influence on job satisfaction, but active management had a moderate positive influence on commitment to stay.

Endro (2017:17), in his study of the influence of TL on professional commitment and performance, concluded that TL variables show a significant and positive relationship with professional commitment and teacher performance. Because of the implementation of this leadership style, the principals become willing to serve, assist and provide motivation to the teachers sincerely, thus influence the teachers to work better in order to achieve the vision and the mission of the school.

In a doctoral study, Amoroso (2002:53) found supporting evidence for the positive effects of TL behaviours on commitment. In his study, Amoroso found that principals' behaviours of actively leading staff, supporting staff, and challenging staff were significantly correlated to commitment. As was confirmed in the Nguni et al. (2006:173) study, the construct of challenging the staff, which falls within the dimension of intellectual stimulation and setting high performance expectations, yielded the strongest correlation to commitment. Geijsel et al. (2003:46) in the study of investigating the role of transformational school leadership in affecting the commitment of teachers to school reform; found that TL behaviours affect both teachers' commitment and extra effort.

Moreover, teacher commitment was more significantly affected by the leadership behaviours of vision building and intellectual stimulation. Clearly, results of these studies show supporting evidence for the notion that TL behaviours are strongly correlated to employees' sense of organisational commitment. Early, results of these studies show supporting evidence for the notion that TL behaviours are strongly correlated to employees' sense of organisational commitment.

As discussed above, commitment has been linked with employees' decisions to either leave or stay in their careers. Given the presence of this strong supporting empirical evidence, it is logical to assume that the practice of TL behaviours by school leaders would enhance the organisational and professional commitment of teachers. So, the basic value, which undermined in the educational reform of Ethiopia, specifically in the region, is commitment to the vision and goal of education. This is mainly reflected in the daily function of school system as poor interactions of teacher and students, poor performance of students at the turning points (classes) like in grade 8, 10, and 12. Not only in education system, reluctant and despair also prevailed in most profession of the country. Professional and organisational commitment of school principals and teachers is not at the level of effectively implementing the core values of the GTP.

As stated in previous sections of this study, no study has been conducted that examine the effects of TL behaviours on the reform initiative in Ethiopia in the education sector. Hence, as demonstrated in the conceptual framework of the flow of this study, it is the effort of the researcher to conduct a research on the effectiveness of TL in the educational reform and transformation of the region. The study focuses on the identifying the kind of principal leadership currently more exercised at school level, and to prepare the ground for the adaptation of TL in the current the GTP for its better values confirmed by many scholars in the field, in facilitating and enhancing the change beyond expectations.

3.3.8.5 Effects on students

Leithwood et al. (1999:7) suggests that there is a limited number of studies regarding student effects because teachers and others likely mediate the effects. The analyses of these indirect effects have proven to be a complicated endeavour. Similarly, there is a lack of evidence to support other forms of leadership and their effects on students. Leithwood et al. (1999:7) conducted six studies on student effects. The outcome was measured on a teacher survey asking them to estimate the effects on students of various practices being implemented in their classroom. These practices were often school-wide initiatives supported by school leaders. They found substantial evidence of high correlations between student effects and a direct measure of student achievement (e.g., standardised tests). Five out of six studies also reported significant indirect effects of TL on teacher-perceived student outcomes (Leithwood et al., 1999:8). Studies conducted to examine student participation were found to be weak direct and significant indirect

effects of transformational school leadership on student participation in, and identification with, the school. Though the effect on students' performance was proven to be indirect, it has a decisive implication for students to have a compelling vision and become active participants in the social, economic, and political reform of the country.

3.3.8.6 Perceptions of leaders

Stewart (2006:19) collected data from school leaders at the school and district level using a version of Bass's MLQ. From the analysis of these data, positive relationships were reported between transformational and transactional dimensions as a whole. The effects were primarily related to charisma/vision/inspiration, intellectual stimulation, IC and contingent reward. On the other hand, prior to this study, Leithwood et al. (1999) stated that non-significant relationships were reported with respect to MBE. Laissez-faire leadership was negatively related to both perceptions of leader effectiveness, and satisfaction with the leader (Leithwood et al., 1999:33). In this case, Stewart (2006:285) found that transformational and transactional leadership models have strong power in school reform. But, MBE, which is one dimension of transactional leadership, is weak in school reform while laissez-faire leadership has totally insignificant power in school reform and transformation.

Leithwood et al. (1999:69) conducted two similar studies using the MLQ and the Index of Organisational Reactions. The results of their studies showed significant positive relationships among TL, transactional leadership, and satisfaction of followers (teachers) with the leader (principals). Based on Leithwood's studies, Stewart (2006:286) concluded that transformational leaders are in a continuous search of three goals: helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve problems together more effectively.

3.3.8.7 Effect on behaviours of followers

Three studies conducted by Leithwood et al. (1999:34) investigated the effects of TL on two types of colleague behaviours: "the extent to which colleagues are prepared to engage in extra effort on behalf of their organisation; and 'organisational citizenship behaviour'". The MLQ and an adapted version of a 16-item questionnaire developed by Smith (1988), as cited in Leithwood et al. (1999:34), were used to measure selflessness, compliance and non-compliance with

leaders' suggestions. Leithwood et al. (1999:34) reported "Transformational leadership as a composite was significantly but negatively related to non-compliance and passive MBE was positively related to non-compliance".

According to Leithwood et al. (1999:34), there was evidence from four quantitative studies and one qualitative study that demonstrate that TL influences four psychological states of those who experience such leadership, namely commitment; developmental press (changes in teachers' attitudes and/or behaviour); control press (the tendency for teachers to feel that they must adhere to central demands for orderliness and structure); and satisfaction (Leithwood et al., 1999:34). The outcome variables in the aforementioned studies were various forms of commitment (e.g., teacher and organisational) as well as teacher work motivation. Leithwood also reported two of his own studies based on schools in two Canadian provinces. These two studies tested a model of TL in addition to other in-school and out-of-school independent variables. Two surveys were refined from earlier work and used to collect evidence on six dimensions of TL. As Leithwood et al. (1999:35) stated, "Transformational leadership, as a composite, had significant direct and indirect effects on teachers' commitment to change. These effects included: vision building, high performance expectations, developing consensus about group goals and intellectual stimulation".

Regarding the effect of transformational leaders on the behaviour of followers, Asencio (2016:16) asserted that leaders play a crucial role in increasing performance in the public sector. In addition, public leaders need to develop their leadership skills continuously. In particular, those who tend to be more transactional should develop their TL skills, i.e., role modelling behaviour consistent with the values and goals of the organisation (idealised influence); communicating an appealing and inspiring organisational vision (inspirational motivation); encouraging employees to view old and new issues from new perspectives; stimulating creativity (intellectual stimulation); and showing concern for employees' needs and welfare (individualised consideration). However, they face limitations on the use of extrinsic rewards in terms of transactional leadership in attempting to motivate employees and thus increase performance within their organisations (Asencio, 2016:16).

This is true especially for our public-school leaders who mainly adopt the transactional leadership style because they lack TL skills. Thus, they need to be empowered with TL skills to enhance their school reforms.

Asencio (2016:16) further suggests that public leaders need to focus on building trust within their organisations because, when employees develop trust in their leaders, they are more likely to go above and beyond expectations. In addition, as the findings in his study indicate, employee trust in leaders plays a very important role within government agencies like education and health – especially in those managed by leaders who engage in individualised consideration. These characteristics of leaders inevitably enhance the trust employees have in them. As a result, they significantly increase performance within their organisations (Asencio, 2016:16).

From this perspective, when we analyse the trust that our teachers have in their leaders, almost all do not have trust in their authenticity because the leadership system of the country itself is spoiled by corrupted bureaucratic systems in which departments are led mainly by pseudo-transformational systems. As a result, leaders in different departments, including education could not develop trust on their followers. So, leaders in educational sector need to have authentic TL skills for the true reform and transformation of educational system of the country.

As teachers are the big pictures in school and agents of base builders of social development, crafting their vision and attitudes has great influence on educational reforms. In this regard, the analysis and result of scholars' study clear up the effectiveness of TL in developing teachers' commitment to school reform. So, developing teachers' awareness on the role of TL in school reform and transformation would enhance the quality implementation of nationwide transformational plan at school level.

3.3.8.8 Organisational-level effects

The effects of TL on organisational learning in the context of school improvement efforts were examined by many scholars. Among those scholars, Leithwood *et al.* (1999:37) concluded, “TL practices were helpful in fostering organisational learning; in particular, vision building, individual support, intellectual stimulation, modelling, culture building and holding high performance expectations”. Furthermore, evidence about the relationship between TL and organisational improvement and effectiveness were found more than any other effects. The evidence suggested that TL stimulates improvement.

Leithwood *et al.* (1999:37) listed additional measures used to describe climate and culture of school, like the School Work Culture Profile (Darling 1990), the Organisational Climate Index

(King 1989) and the Leader Behaviour Questionnaire (Sashkin & Sashkin 1990:37). The numerous studies conducted implementing these instruments by Leithwood and others, support the notion that TL contributes to a more desirable school culture and climate.

The analyses of these studies provide evidence for the benefits of TL. The analyses only included studies from 1980 to 1995; however, Leithwood and his colleagues have continued to conduct subsequent studies to support the effects of TL. Still they proved the importance of TL in large-scale organisational reform.

Despite the plenty of research conducted by Leithwood and his colleagues, there remain many unanswered questions and undeveloped ideas. Stewart (2006:22) raises such question like: “Do we know whether educational leaders use, or even know about many of Leithwood’s instruments for improving administrator effectiveness or school climate?” While the studies are relevant and useful, there is little evidence that these studies actually affect the practices of school leaders or influence how we prepare our future school leaders. As the study of school leadership is investigated through more diverse lenses and methods, new and often conflicting orientations have emerged. As more interpretive and critical models of leadership evolve and expand our epistemological views, it is imperative that we are not only aware, but also open to hearing the views of scholars from these emerging paradigms.

Even though Stewart is to some extent sceptical about Leithwood’s instrument for improving principal’s effectiveness or school climate, there is still no theoretical model that assigns the TL model to the archives of history. Most of the theoretical leadership models emerged after the TL model (e.g. servant leadership theory) and could not surpass the virtues of TL model/theory, except by incorporating some of its components in their model or modifying and using it in some way. Rather, such leadership theory like servant-leadership, become swallowed by TL theory.

3.3.8.9 The application of TL to school reform and transformation

In the 1980s and the 1990s, a number of empirical studies were conducted on adopting TL in educational organisations. Leithwood (1992), as one of the best-known researchers in the field, suggested that school leaders are constantly striving for three fundamental goals: helping staff members develop and maintain a collaborative and professional school culture; fostering teacher development; and helping them solve problems together more effectively. School leaders who

demonstrate TL behaviours empower teachers to rise above their personal expectations and help create and encourage belief in common goals. Transformational leaders have the ability to transform and shift followers’ motives from the level of self-interest to the level of common interest. Thus, TL creates a more collective belief about their capability among followers (Leithwood, 1992:340).

As noted above, in 1990 researchers began to shift their attention to leadership models construed as more consistent with evolving trends in educational reform such as empowerment, shared leadership, and organisational learning. This evolution of the educational leadership role has been labelled as reflecting ‘second-order’ changes (Leithwood, 1994:17), as it is aimed primarily at changing the organisation’s normative structure. The most frequently used model of this variety has been TL (Bass, 1985, 1997; Leithwood & Jantzi, 2000b:52; Silins & Mulford, 2002:38).

Leithwood’s model is summarised in the following table. There are seven components to the model: individualised support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations, modelling. Several features are worth noting about the model (Hallinger, 2003:335).

Table 3.1: Transformational leadership model

Modelling High expectation Reward
Culture building Intellectual stimulation
Vision Shared Goals
Individualised support

Source: Adapted from Leithwood et al. (1998:44)

As found in the research conducted on transformational leaders, TL increases the capacity of others in the school to produce first-order effects on learning (Emmanouil, Design & Aegean, 2014:38; Leithwood & Louis, 2010:18). For example, transformational leaders create a climate in which teachers engage in continuous learning and in which they routinely share their learning with others. Transformational leaders work with others in the school community to identify personal goals and then link these to the broader organisational goals (Barth, 2001:115; Lambert,

2002:68). This approach is believed to increase commitment of the staff that sees the relationship between what they are trying to accomplish and the mission of the school. These changes are conceived as second-order effects in the sense that the principal is creating the conditions under which others are committed and self-motivated to work towards the improvement of the school without specific direction from above.

This indicates that TL would enable teachers and school principals to develop their abilities to create transformational visions and goals, which foster the commitment of these people. In addition, TL theory has the capacity to create a school environment in which teachers are able to develop self-motivation and commitment to school reform and transformation.

In their study on linking TL, absorptive capacity (i.e., the effective acquisition and use of knowledge) and corporate entrepreneurship, Shafique and Kalyar (2018:12) suggested that TL positively affects corporate entrepreneurship and its dimensions, both directly and indirectly. This model provides guidelines for top management, decision-makers, and policy makers to become successful, transformational innovators. They advised the government agencies to enhance TL skills by focusing on training and education of top management (Shafique & Kalyar, 2018:12).

Thus, through training, TL could be the guideline for the educational leaders like school principals to enhance their school reform. The training could take place through formal and in-service modality and/or on-job short-term training programmes. In the Ethiopian case, it would be possible if the MOE incorporated TL as a core module in its formal and informal training programmes.

From this conclusion, it is clear that TrLS can be adapted to any kind of organisation that needs to reform and transform itself to succeed in a changing environment. Since an educational organisation (school) is an entity that needs to adapt to its environment, the adoption of TL by educational leadership through training and education would result in the effective reform and transformation in the school system.

Moreover, training and educating the top-level leaders of organisations in TrLS rather than any other style of leadership, will help them to become effective and successful in their efforts to reform and transform their organisations because TrLS has the capacity to be flexible and

adaptable if it is implemented since it is able to subsume other styles of leadership and become effective guidance for top-level leaders like school principals.

In supporting the above notion, Bolthouse (2013:22) summarised that the application of transformative theory by leaders can support the creation of organisational culture. In this case, the appropriate use and maximum potential of the transformational framework is most successful where its application is truly done to meet individual school, student, and staff needs. Accordingly, the capability of followers to work both independently and as a collective may lead to transformative success. In any organisation, such concerns can be resolved by the development of behaviours associated with the transformational Is, which require influence and leadership from all stakeholders.

Once communal bonds within a culture of school are strong and closely aligned to behaviours associated with the transformational I's, positive interactions including risk-taking, motivation, morale, effectiveness and achievement are likely to be elevated in the school organisation. When such a culture is correctly implemented and maintained within a school organisation, it has the potential for sustainability, meaning that the behaviours have the potential to become long-term habits in the process of reform and transformation of the school system.

Litz and Scott (2017:584) state

Effecting positive change in Emirati schools will be a challenge, as it is in most schools. However, it is possible to meet that challenge by devising a TL approach that will encourage and promote change and innovation, while also respecting and retaining the unique cultural nuances and needs of the organisation within the national culture.

This implies that TrLS more flexible and can be adapted to any kind of climate without violating the values and culture of any country. It is the more and change innovation oriented leadership style and brings effective school reform and transformation if trained and implemented. Thus, it is confirmed the through research of Litz and Scott (2017) that TL focuses on developing the organisation's capacity to innovate rather than focusing specifically on direct coordination, control and supervision of curriculum and instruction. TL seeks to build the organisation's capacity to select its purposes and to support the development of changes to practices of teaching and learning.

TL may be viewed as distributed in that it focuses on developing a shared vision and shared commitment to school reform (Hallinger, 2003:331). In a synthesis of several studies of the impact of the principal from a TL perspective, Leithwood (1994:506) highlights ‘people effects’ as a cornerstone of the TL model. Within the model proposed by Leithwood and his colleagues, many of the outcomes of interest in terms of restructuring schools are teacher effects (e.g. changes of behaviour, adoption of new programmes, teaching techniques). Thus, as suggested above, the principal’s efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instructional practices (Bottery, 2001:215; Leithwood & Jantzi, 1999a:12; Mulford & Bishop, 1997:2).

Endro (2017:17) adds that when the TrLS is put into practice by the school leader, it boosts the trust and confidence of teachers in their principals. This in turn creates and enhances professional commitment of the teachers in which they strive to effect reform by looking beyond the existing hurdles of reform and transformation. These efforts of teachers in turn augment teachers’ understanding of the vision and mission of the school.

This means that as the teachers’ awareness of the vision and mission of their schools increases due to the principals’ transformational approach, teachers’ identification with their principals increases. As the acceptance of these values increases, the teachers become prouder of their school’s leadership and performance.

Finally, all these sustained struggles result in the effective achievement of school vision and mission. Therefore, the implementation of TL has led to large-scale school reform and transformation more than any leadership style in Ethiopia since the country is undergoing extensive educational reform and transformation.

By implication, TrLS can be adapted to any culture and organisation for the reshaping and modification of the existing system in order to effect change and innovation and make it more initiative to reform and transform itself. This further suggests that TrLS is flexible and can be adapted to any kind of climate without violating the values and culture of any country. Therefore, TL is a more change- and innovation-oriented leadership style and brings effective school reform and transformation if leaders are trained and it is implemented in the current process of the educational reform and transformation of Ethiopia.

The previous findings of Leithwood (1994:506) also showed that principal effects are achieved through fostering group goals, modelling desired behaviour for others, providing intellectual stimulation, and individualised support (e.g., toward personal and staff development). In these schools, principals were better at supporting staff, providing recognition, knowing problems of school, were more approachable, followed through, sought new ideas, and spent considerable time developing human resources.

The different targets for principal leadership are exemplified in a study of the effects of TL conducted by Leithwood and Jantzi (1999b): Transformational leadership had strong direct effects on school conditions (.80) which, in turn, had strong direct effects on classroom conditions (.62). Together, TL and school conditions explained 17% of the variation in classroom conditions, even though the direct effects of TL on classroom conditions were negative and non-significant. Transformational leadership had a weak (.17) but statistically significant effect on student identification but its effects on student participation were not significant (Leithwood & Jantzi, 1999b in Hallinger, 2003:334).

Several studies reinforce the conclusion that TL has an impact on teachers' perceptions of school conditions, their commitment to change, and the organisational learning that takes place (Bogler, 2001; Day et al., 2001; Fullan, 2002). According to the above-mentioned scholars with respect to outcomes, leadership had an influence on teachers' perceptions of progress with implementing reform initiatives, and teachers' perceptions of increases in student outcomes. These observations of scholars again focus on two characteristics of TL: its distributed nature and its targeting of capacity development across a broader variety of the school community members. Confirming the work of Jackson (2000), Hallinger (2003:25), in his assessment of leadership development in a group of English schools, showed that TL further enhances these features.

Jackson's (2000) conclusions about the development or evolution of shared TL within the school community also draw attention to other distinguishing characteristics embedded in this model. For instance, he notes that as leadership becomes more diffused within the school, uncertainty may increase rather than decrease. This is a result of more 'voices' (administrators, teachers, parents, staff, students) engaging in the process of providing leadership for school improvement. As Jackson (2000:9) suggests, "...TL requires a higher tolerance for ambiguity and uncertainty from the principal, and an ability to live with the messy process of change."

This outlook contrasts with the ‘strong leader’ attitude encompassed in much of the instructional leadership literature. Indeed, in the classic instructional leadership model, the principal actually seeks to limit uncertainty. S/he does this through the increased coordination and control of curriculum and instruction, even if it may reduce opportunities for others to exercise their voices (Jackson & Parry, 2008:95).

Jackson and Parry (2008:33) admitted, “We keep waiting for the TL ‘bubble’ to burst and for it to be referred to the historical pieces bin as another management trend”. However, they note that in reality, the bubble never bursts, and TL somehow retains its intellectual vitality. It is true that leadership trends come and go, but the basic principles of transformative leadership – deep, transforming engagement with all stakeholders and serious moral and ethical transformation – will continue to be important leadership concerns and will cause transformative leadership to endure as a touchstone for those involved in the exercise of school leadership.

Similarly, Anderson (2011:37), in his study of transformational leadership in education concluded that the benefits of TrLSs and approaches, which have proven successful in improving performance of business organisations are also shown to succeed in school settings. According to Anderson, the transformational leadership style is a viable choice for educational leaders seeking to reform and transform schools to systems capable of meeting stakeholder demands (i.e. the students, local community, state, and the federal government).

The TL literature reviewed by Anderson (2011) points out that the specific approaches of the leadership style (transformational leadership) found in research makes a great contribution to enhanced teacher commitment and satisfaction. The enhanced teacher commitment and satisfaction were found to positively influence teacher efficacy leading to improved student achievement and school performance (Anderson, 2011:8).

The research conducted on leadership styles over decades confirm the positive impacts TrLS has on enhancing the performance of business organisations, and the positive implication it has in school settings. Hence, education leader training and development programmes should educate and train leaders in the application of the TrLS, and find the way forward to integrate the approach with transactional school leadership practices that will continue prevail in managing

and leading schools for some time during large-scale reform and transformation of school system (Anderson, 2011:10).

Burns (1978) in his classical work of leadership theory, asks “Can leadership be taught?” He proceeds to theorise that “...TL is learned in homes, schools, temples, garages, streets, armies, corporations, bars, and unions conducted by both teachers and learners, engaging with the total environment, and involving influence over persons’ selves and their opportunities and destinies, not simply their minds.” (Burns, 1978:448). So, it is possible to prepare transformational school leaders through different mechanisms of teaching for the better implementation of school reform and transformation.

A number of recent studies conducted on TL and school reform confirmed that the work of previous outstanding scholars like Burns and Bass remains effective in reforming educational leadership. Among these, the study conducted by Nash (2012:103) supports, in specific detail, Burns’ theory that TL can be taught and learned. Leaders can learn how to influence the core being of followers, their “selves” as Burns puts it, to produce change with motivation grounded in moral impression. Therefore, this study sheds light on the importance of the implementation of the GTP grounded in the teaching and learning of TrLS for the school principals and educational leaders found in the different echelons of education.

Yang (2013) also concluded that principals’ TL is the key to school development. He confirmed that the application of TL theory in school reform helps schools solve problems appropriately and obtain various degrees of improvement at different stages of their development. Yang (2013) extended his conclusion by saying that the TL skills of principal are effective in forming the ideas, building shared vision, power sharing, gaining credence and experiencing success. There is considerable practical evidence which prove that the principal’s leadership approach plays a key role in a school’s development. Thus, enhancing TL should be the principal’s duty (Yang, 2013:83).

According to Gray and Ross (2006:181), the essence of TL is dedication to fostering the growth of organisational members and enhancing their commitment by elevating their goals. Accordingly, the practical implication of the above notion shows us the virtue of enhancing the commitment and elevating the goals of educational workers (principals, experts and teachers).

Moreover, it implies the necessity of providing references for the principal to recognise the importance of TL in school improvement, in order to support the educational workers to improve their teaching practice.

Research conducted by Leithwood and Jantzi (2006:149) and Shatzer, Caldarella, Hallam and Brown (2013:137) concluded that TL had a strong direct effect on teacher motivation, teacher commitment, and on teacher self-efficacy.

According to the research carried out by Sun and Leithwood (2012), the principal was found to exercise a "measurable, though indirect, effect on school effectiveness and student achievement and a direct effect on school effectiveness and on teacher development".

Leithwood and Jantzi (2005) confirmed in a previous study, specifically, that transformational leadership was found to have a positive, significant effect on student achievement. Leithwood and Jantzi (2005:192) looked at a variety of studies measuring the connection between TL and student achievement. Their review was that "six of nine studies reported significant relationships between TL and some measure of academic achievement".

Jovanovic and Ciric (2016:500) also concluded that TL in education has a great importance specifically in school system. In their view, TL would improve schools, change teachers' classroom practices, enhance quality of teaching, student learning and achievement and student commitment as learning outcome. According to many authors, the transformational approach has proven to be very useful in educational organisations. Studies in the area of school leadership point to the benefits of TL.

From the perspective of school principals, TrLS is an important factor that relates to teacher acceptance, better performance and increased job satisfaction at school. In other words, TrLS increases job satisfaction, creates a positive school climate, enhances performance at school, involves all the stakeholders in problem-solving and decision-making, develops quality at all levels, increases school members' commitment, capacity and engagement in meeting goals and improves teachers' acceptance, motivation, commitment and professional growth (Jovanovic & Ciric, 2016:500).

The TrLS of teachers positively affects the learning outcomes of students, and primarily relates to the development of high-quality learning and teaching in schools. It focuses at its core on improving learning and representing a mode of leadership based on the principles of professional cooperation, development and growth. Teachers and leaders govern the classroom and beyond, identifying and contributing to the community of teachers and influencing others in order to improve educational practice.

Speaking about teachers, their TrLS is an important factor that impacts student satisfaction, motivation, empowerment and learning and it is a style where students' active engagement in developing knowledge and skills, critical thinking, higher-order skills, and communication are facilitated by the teacher. It includes greater teacher commitment to the school, higher satisfaction, higher collective efficacy, effectiveness of teaching, student engagement in teaching activities, participation in decision-making, self-efficacy, self-confidence, academic self-concept, and aspects of self-esteem. The benefits of TrLS of teachers lie in empowering and increasing student motivation, enhancing learning and engagement of students, experiencing success, improving students' performance and achievement and developing the quality of relations in the classroom.

It can be said that the essence of TL consists in encouraging growth and development of teachers and students and strengthening their commitment by emphasising their goals. In comparison to all other theoretical frameworks such as instructional leadership, TL provides a powerful theoretical framework for the interpretation of the behaviour of principals/teachers because thinking about principals/teachers as transformational leaders directs researchers to study workplace conditions. It also refers to the professionalism of teachers in decision-making at the level of school organisation and the level of educational groups. This approach recognises that the funding and operational objectives of teachers cannot be determined with certainty in advance.

The focus should be on creating a positive school climate for all participants in the educational process which would make the school a “better place for living and learning” and that can be achieved by the practice of TrLS. Transformational leadership is crucial for schools to move forward (Jovanovic & Ciric, 2016:501)

Similarly, Rutledge (2010) found TL positively related to academic optimism. This study provided support for the hypothesis that the more transformational the principal is, the more academic optimism there will be within the school. Rutledge (2010:64) tested and confirmed the view of Leithwood (2006) that “Transformational leadership is a form of principal leadership that moves individuals toward a level of commitment to achieve school goals by setting direction, developing people, redesigning the organisation, and managing the instructional programme”.

This notion of TL, when implemented in school principals’ leadership style, results in the development of commitment and a sense of working for change and transformation of the school system. It creates the wisdom of cooperation and trust among school community. Because of the transparency and visionary movement of the principal, teachers identify themselves with the principal’s leadership model and strive for the effective achievement of school goals.

Rutledge’s study confirmed also that each category of TL, (setting direction, developing people, redesigning the organisation, and managing the instructional programme), was positively related to academic optimism, meaning that the schools would be effective and successful in their academic performance.

Academic optimism is a measure of a general, school-wide confidence that students will be academically successful (Hoy et al., 2006, in Rutledge, 2010:66). School leaders want to influence the teachers within their school. They desire teachers to believe not only that the mission of the school can be accomplished, but also that individual students can and will be successful in the school. The Rutledge study confirmed that particular leader behaviours and practices can have a positive impact on a teacher’s belief that the school can and will be academically successful, which can be effectively realised through the implementation of TL models (Rutledge, 2010:67).

Asencio (2016:16) concluded that leaders play a crucial role in increasing performance in the public sector. In addition, public leaders need to develop continuously their leadership skills. In particular, those who tend to be more transactional should develop their TL skills; i.e., role modelling behaviour consistent with the values and goals of the organisation (idealised influence); communicating an appealing and inspiring organisational vision (inspirational

motivation); encouraging employees to view old and new issues from new perspectives; stimulating creativity (intellectual stimulation); and showing concern for employees' needs and welfare (individualised consideration). This is especially important given the limitations they face on the use of extrinsic rewards when attempting to motivate employees and thus increase performance within their organisations.

This is true especially for our public-school leaders those who predominantly practise the transactional leadership style because they lack TL skills and need to be empowered with TL skills to bring about school reform.

Asencio (2016:16) further suggests that public leaders need to focus on building trust within their organisations, because, when employees develop trust in their leaders, they are more likely to go above and beyond what is expected of them. In addition, as his findings indicate, employee trust in leaders plays a very important role within government agencies like school and health – especially in those managed by leaders who engage in individualised consideration. These characters of leaders inevitably develop the trust employees have in them. As a result, they significantly increase performance within their organisations.

From this perspective, when we analyse the trust of our teachers have in their school leaders, most do not have trust in their authenticity because, the political leadership of the country itself is spoiled by a corrupt bureaucratic system, where departments are mainly characterised a by pseudo-transformation system. As a result, leaders in different departments, including education, cannot develop the trust of their followers.

As the findings of Deschamps, Rinfret, Lagacé and Privé (2016) indicate, organisational justice is an important mediator in the ability of transformational leaders to motivate their employees when organisational changes are underway. More accurately, interactional and procedural types of justice are the most important factors in preserving a high level of intrinsic motivation and avoiding a motivation in public organisations like education and health (Deschamps et al., 2016:17).

In conclusion, Li, Zhao and Begley (2015) found that two dimensions of Chinese TL, namely, moral modelling and individualised consideration at the organisational level, relate to employee creativity. All four dimensions are associated with a psychologically safe climate in which

employees feel comfortable to express their opinions. As China shifts from a labour-intensive to an innovation-driven economy, this study confirmed that transformational leaders can enhance employee creativity and contributions to organisational change (Li et al., 2015:1155). In this case, the reformation China has undergone is a good model to follow in enhancing the effective implementation of current Ethiopian the GTP in all sectors of life. Because, Ethiopia is undergoing large-scale transformation at national level, the adoption of dimensions of the TL model would create a psychological safe climate, which supports employee to feel sense belongingness and thus to contribute to the reform of their organisation.

Likewise, adapting TL dimensions in education sector, especially at school level, could support teachers to fully discharge their efforts to the reform of school. So, leaders in educational sector need to have authentic TL skills and organisational justice for the true reform and transformation of educational system of the country.

In this era of global competition, the TL approach is often used to develop personality capabilities of leaders. This is simply to create a positive transformational process such as creating awareness amongst employees on the benefits of growth, importance of self-expression. In addition, it focuses on motivation to perform at new and higher levels, encourages mentoring and coaching which serves as motivation for followers to perform beyond their expectations, changes their values and beliefs, and raises their need satisfaction in an organisation (Bass & Avolio, 1993; Gillespie & Mann, 2004; Howell & Avolio, 1993; Twigg et al., 2008).

3.3.8.10 A critical response to the transformational leadership model

Despite its virtual advantages, some critics are opposed to the TL model. The critics are not opposed to its general approach, but only to some of its components with the intention to modify and adjust to the nature of organisation.

Evers and Lakomski (1996) being among the critics, argue that leadership as it is conceptualised in the literature, is not helpful in meeting the challenges of the current educational system. They suggest that Leithwood's components of effective leadership fall short of their promise. Evers and Lakomski (1996:72) suggest, "Schools can be thought of as being made up of intricate nets of complex interrelationships that criss-cross formal positions of authority and power and carry knowledge and expertise in all directions, not just downwards as suggested by [TF] leadership".

They suggest that transformational (TF) models rely too heavily on the transformational skills of the leader; instead, the organisation should develop feedback loops to learn from its mistakes.

In this model, the school becomes less bureaucratic and it becomes its own transforming agent. Instead of empowering only a few individuals, the organisation becomes empowered as a collective unit. The literature on educational administration has been dominated by studies that critically examine the central role that the principal assumes in a school. Hallinger and Heck (1999:141) state: “By way of illustration, the preoccupation with documenting *if principals make a difference* has delicately reinforced the assumption that school leadership is synonymous with the principal. This illustration of scholars is largely ignored other sources of leadership within the school like assisting principals and senior teachers”. Starratt (2005) also indicates that there is a scarcity of research that examines the contributions of non-principal leaders in the school. For example, in many schools, people such as department heads and counsellors provide valuable leadership within the school and in the community. For the most part, research has focused on the principal as the source of power and leadership.

Evers and Lakomski (1996) argue that it is difficult to discern the difference between management and leadership tasks. It is also difficult to discriminate between transactional and TL behaviours. Leithwood and Bass both acknowledge the difficulty Evers and Lakomski experienced in providing evidence for TL. They explain that they can tell only the difference if they know the nature of the purposes and their effects which, of course, now depend on how people interpret what they see, (Evers & Lakomski, 1996:77). Evers and Lakomski (2000:79) add

If there is no principled way of identifying one leader behaviour from another, then any claim to have empirically identified TL effects is not justified. In the absence of justification, however, claims to leadership are nothing more than personal belief or opinion, which does not carry any empirical status, no matter how many empirical studies are conducted.

Evers and Lakomski (2000:58) further said that “Leadership is massively disconnected from causation”. Although the argument presented by Evers and Lakomski holds some truth, they appear to search for “absolutes” that may never be determined in complex organisations like schools. Instead of focusing on the shortcomings of TL, time might be better spent attempting to provide answers to questions that have already been delineated by previous researchers.

Central to their argument is the fact that Leithwood and Bass relied too heavily on the use of questionnaires in their research. These measures, they argue, are inappropriate because substantive knowledge of TL does not exist. Evers and Lakomski (2000:8) state that these instruments are artefacts of methodology instead of scientific accounts of empirical phenomena. They suggest that the unpredictable nature of TL makes it impossible to generate a cause and effect relationship. Furthermore, different times and situations elicit different forms of leadership and different responses, which cannot be detected by surveys and questionnaires. Evers and Lakomski also discuss the subjectivity of people's interpretations of surveys. They suggest that people have distorted views of reality that may not be real in the world; therefore, the data derived from questionnaires and surveys is inaccurate.

Gronn (1995) charges TL with being paternalistic, gender-exclusive, exaggerated, having aristocratic pretensions and social-class bias, as well as having an eccentric conception of human agency and causality. Gronn outlines numerous shortcomings of TL: a lack of empirically documented case examples of transformational leaders; a narrow methodological base; no causal connection between leadership and desired organisational outcomes; and the unresolved question as to whether leadership is learnable.

Marks and Printy (2003) state that there have been few studies those have empirically studied how TL and instructional leadership complement each other and contribute to student learning. In addition, they suggest that there is a need for more research to evaluate how leadership contributes to pedagogical quality. Marks and Printy conducted a quantitative non-experimental study that investigated the concept of school leadership and attempted to measure how leadership affected school performance. Twenty-four nationally selected schools were chosen ranging from elementary and middle school to high school. The relationship of TL and shared instructional leadership was studied in relation to the quality of teaching and learning.

It is hypothesised that TL by itself is insufficient to achieve high-quality teaching and learning. In order to improve teaching and learning, the authors suggested that instructional leadership was needed to complement the doctrine of TL. Marks and Printy found that when transformational and shared instructional leadership coexist, the influence on school performance is substantial. The notion of integrated leadership – both transformational and instructional – is one possible answer to settling the discourse between the two leadership constructs.

Despite the critical responses from various scholars and the acknowledgement that more research is needed to increase the understanding of leadership and its effects, substantial gains have been made to the knowledge base of this area. Suggestions have been made that the gained knowledge should be transferred to the practitioners in the field of education and to the faculties of education and the various institutions that train our future leaders. Leadership has evolved and will continue to evolve more appropriate responses to the needs of society. In such dynamic evolution of leadership, the first steps should be to decide on a collective purpose of leadership and to make informed and sustainable changes that benefit teaching and student learning. It should not be assumed that change is always positive. Therefore, critical thinking with greater commitment and well-designed direction for the future of school leadership is required. For this to be feasible, the current system of education should be adapted to make changes that transform schools for better learning and development of students.

3.4 CHAPTER SUMMARY

This chapter dealt with the national development plan and TL interface. In this chapter, the overview of different national development plans since 1991, the considerations provided to educational reform in these plans and the development of the GTP with respect to educational reform and transformation were extensively assessed. The other major point raised in this chapter was the issue of TL theory. In this case, the international literature regarding this theory was explored in detail to a clear picture of the TL model. Regarding this, the international literature on TL, its application to non-educational organisations was explored in detail. The chapter also explored the research conducted by prominent scholars in the field like Bass, Avolio and Leithwood on the effectiveness of this theory in enhancing wide-scale organisational reform and transformation; and the research done on the application of the TL model within the realm of school reform and transformation.

Finally, the chapter highlighted the effects of TL on the different aspects of education and the critical response to the TL was explained at the required level. Apart from these, the chapter depicted how the TL model has been one of the latest developments in leadership theory.

The next chapter deals with the research design and methodology, and the type of research approach used in this research work.

CHAPTER 4:

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, the historical development of TL model, its application in non-educational organisation, its evolvement to educational organisations, and research conducted by different scholars in the field were presented. Moreover, the research conducted by the educators of different countries to adopt TL in education was explored to capitalise the experiences gained in the field for the adaptation of this leadership model in Ethiopian educational reform and transformation.

This chapter deals with the concept of the research design and methodology, the research paradigm, population, sample and sampling techniques, methods of data gathering used in this research, data collection procedures, validity, reliability and ethical considerations in carrying out the research.

4.2 OVERVIEW OF RESEARCH PARADIGM, DESIGN, AND RESEARCH METHODOLOGY

Paradigm definition is taken as an accepted model or pattern of thinking (Feilzer, 2010:7). Feilzer also defines a paradigm as an organising framework, a deeper philosophical perspective on social phenomena and structure. On the other hand, Janker and Pennink (2010) as cited in Wahyuni (2012:69) describe a research paradigm as a collection of primary assumptions and values through which the world is viewed, which serves as a framework of thinking that guides the researcher's behaviour.

Rubin and Rubin (2005) as cited in Broom and Willis (2007:17) view a paradigm as an overarching philosophical or ideological position, a collection of beliefs about the nature of the world, and therefore, when implemented in a research setting, it becomes the basis of our assumptions, which we implement to generate knowledge. It also offers a world-wide perspective that explains the nature of the 'world,' the role of the person in it, and for its holder, the continuum of possible relationships with the universe and its parts. As a basic belief, a paradigm is based on ontological, epistemological and methodological assumptions (Northcote,

2012:107). A paradigm is usually better defined as a whole system of thinking (Neuman, 2011:94).

From the above definitions, it can be inferred that a paradigm is a philosophical and ideological outlook that underpins the fundamental assumptions and beliefs about how the world is perceived and understood, which then becomes a framework for the work of the researcher. In this case, there are different types of lenses (paradigms), which are used by different scholars engaged in the research world.

There are two forms of research paradigm that Mack (2010:6) defined, namely the positivist paradigm and the interpretive paradigm. In the positivist paradigm, the object of research is to prove or disprove a hypothesis. Other characteristics of positivist research include an emphasis on the scientific method, statistical analysis and generalizability of results.

The interpretivist paradigm is premised on the assumption that research can never be observed objectively from the outside; rather, it must be observed from the inside through the people's direct experience. In addition, uniform causal connections that can be identified in the study of natural sciences cannot be identified in a classroom setting where teachers and learners try to construct meaning. Thus, the role of the researcher in the interpretive paradigm is to, “understand, explain, and expose social reality through the eyes of different participants” (Cohen, Manion & Morrison, 2007:19). Researchers in this paradigm seek to understand rather than explain. Therefore, the researcher in this study worked from the interpretive perspective following the mixed approach (methodology).

A paradigm consists of the following components: ontology, epistemology, methodology and methods. The basic ontological question is: ‘what is the essence of reality?’ Thus, ontology refers to the shared understanding of certain fields of interest, which are often conceived as a set of classes (concepts), relations, functions, axioms and instances. Ontology is the view of how one perceives a reality (Foo & Ding, 2001:123). The second component of paradigm, epistemology, is the belief in the way knowledge is produced, interpreted and used that is considered appropriate and valid.

Table 4.1: Positivist ontology and epistemology

Ontological Assumptions	Epistemological Assumptions
Reality is external to the researcher and represented by objects in space. Objects have meaning independently of any consciousness of them. Reality can be captured by our senses and predicted	The methodology of the natural sciences should be employed to study social reality (Grix, 2004:64). Truth can be attained because knowledge rests on a set of firm, unquestionable, indisputable truths from which our beliefs may be deduced (Grix, 2004:64). Knowledge is generated deductively from a theory or hypothesis. Knowledge is objective.

Source: Adapted from Mack (2010:7)

The basic question of epistemology is ‘what is the nature of knowledge?’ It refers to the manner in which information that is considered acceptable and necessary is produced, understood and used. According to Scotland (2012:9), epistemology is the philosophical assumption that refers to the nature and forms of knowledge. Epistemological assumptions are concerned with how knowledge is created, acquired and communicated. In other words, ‘what it means to know’. Scotland (2012) explains that epistemology asks the question, ‘what is the nature of the relationship between the would-be knower and what can be known?’

The interpretive paradigm is sometimes referred to as constructivism because it emphasises the ability of the individual to construct meaning. Researchers in this paradigm seek to understand rather than explain. The following are the main epistemological and ontological assumptions of the interpretive paradigm.

Table 4.2: Interpretive ontology and epistemology

Ontological Assumptions	Epistemological Assumptions
Reality is indirectly constructed based on individual interpretation and is subjective People interpret and make their own meaning of events Events are distinctive and cannot be generalised There are multiple perspectives on one incident Interpreted meaning and symbols determine causation in social sciences	Knowledge is gained through a strategy that “respects the differences between people and the objects of natural sciences and therefore requires the social scientist to grasp the subjective meaning of social action” (Grix, 2004:64) Knowledge is gained inductively to create a theory Knowledge arises from particular situations and is not reducible to simplistic interpretation Knowledge is gained through personal experience

Source: Adapted from Mack (2010:8)

4.3 RESEARCH DESIGN

Research design is a strategy, a plan and a framework for conducting a research project (Carriger, 2000:1). According to Hussey (1997:54), research design is the overall approach to the research process from the theoretical foundation to the collection and analysis of data. Similarly, Trochim (2006) describes research design as the structure of the research, regarded as the “glue” that holds all the important elements in a research project together. It deals with a logic and not a problem of logistical problem (Trochim, 2006:1). On the other hand, Carriger (2000) explains research design as the common-sense, clear thinking necessary for the management of the entire research endeavour. It is the strategy, the plan, and the structure of conducting a research project (Carriger, 2000:15).

From the above definitions, one can conclude that research design is the total scheme of research work, which incorporates the starting point, process, and the end of research project. Accordingly, a survey descriptive research design was adopted in this study.

Survey research is a method of collecting data by asking questions. Sometimes interviews are conducted face-to-face with people at home, at school, or at work. In some situations, questions are sent by mail to people to answer and mail back (Tourangeau, 2018:43). Computer-assisted telephone surveys have been used more frequently from time to time in the recent years (Tourangeau, 2018:43). The present study was based on the above techniques, which involved collecting data through questionnaires and interviews, analysis, interpretation and conclusions.

4.3.1 Advantages of Survey Research Design

- (i) **Cost:** Surveys are relatively inexpensive. Even if incentives are given to respondents, the cost per response is often far less than the cost of administering a paper survey or telephonic survey, and the number of potential responses can be in the thousands.
- (ii) **Extensive:** Surveys are useful in describing the characteristics of a large population. No other research method can provide this broad capability, which ensures a more accurate sample to gather targeted results in which to draw conclusions and make important decisions.
- (iii) **Flexible:** Surveys can be administered in many modes, including online surveys, email surveys, social media surveys, paper surveys, mobile surveys, telephone surveys, and face-to-face interview surveys. For remote or hard-to-reach respondents, using a mixed mode of

survey research may be necessary (e.g. administer both online surveys and paper surveys to collect responses and compile survey results into one data set, ready for analysis).

- (iv) Dependable: The anonymity of surveys allows respondents to answer with more honest and valid answers. To get the most accurate data, you need respondents to be as open and honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies, especially if it is clearly stated that survey answers will remain completely confidential (Anderson, 2017:63).

In view of the advantages outlined above, a survey method was used to collect data. A research method is the direction the researcher chooses to follow in the course of his/her research work. It is the specific strategy a researcher employs to collect, analyses, interpret and present data (Creswell, 2003:13). Researchers such as Carriger (2000), Creswell (2003) and Trochim (2006) suggested that there are different methods to conduct research, such as quantitative, qualitative and mixed methods. Each of them has its own advantages and disadvantages. The researcher preferred to employ a mixed-methods research method because of its advantages.

4.3.2 Rationale for using Mixed Research Methods

We live in a complex and dynamic world where things keep changing. More than any time before, change is an everyday phenomenon in all aspects of life. Similarly, in the social sciences, mixed-method research has become increasingly popular and can be considered a legitimate research methodology (Creswell, 2003:21; Tashakkori & Teddlie, 2003:167).

Halcomb and Hickman (2015:3) explain the term 'mixed-methods research' as research in which both quantitative and qualitative data are integrated in a single study. A key feature of mixed-method research is the 'mixing' of the qualitative and quantitative components within the study (Maudsley, 2011:33; Simons & Lathlean, 2010:331). 'Mixing' refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem (Glogowska, 2011:232, Zhang & Creswell, 2013:3). This integration can take place at any stage of the research process, but it is crucial to ensure the rigour of mixed-method research (Glogowska, 2011:232). Researchers use mixed approaches to analysis because they get a more holistic insight into a research problem than can be offered by the qualitative or quantitative

approach alone. Mixed methods research is often referred to as pragmatic, as it applies two research approaches that have different designs and are based on different philosophical/theoretical contexts (Mahato, Angell, Van Teijlingen & Simkhada, 2018:45). (Mahato, Angell, Van Teijlingen & Simkhada, 2018:45).

Due to perceived benefits of combining quantitative and qualitative approaches, mixed methods research has gained legitimacy and popularity in social and human sciences. This popularity is due to the fact that mixed methods research continues to evolve and grow mainly because it uses the strengths of both quantitative and qualitative research. Also, the problems addressed by social and health science researchers are complex, and the use of either quantitative or qualitative approaches by themselves is inadequate to address this complexity.

The interdisciplinary nature of the study often contributes to the development of research teams inside individuals with different methodological goals and approaches. Finally, there is more insight to be obtained by the combination of qualitative and quantitative analysis than just any approach alone. The combined use provides an improved understanding of research problems (Creswell, 2009:203). It is also an attempt to legitimise the use of multiple approaches to answer research questions instead of limiting or restricting the choice of the researcher (Burke & Anthony, 2004:17).

It could be described as the collection or analysis of both quantitative and qualitative data in a single study in which the data is collected simultaneously or sequentially, are given equal or unequal priority and involve the integration of data at one or more stages of the process of research (Creswell, Plano Clark, Gutmann & Hanson, 2003:212). When both quantitative and qualitative data are included in a study, researchers may enrich their results in ways that are not possible when using one form of data collection (Brewer & Hunter, 1989; Tashakkori & Teddlie, 1998).

Other scholar in the field explained that using both quantitative and qualitative data concurrently allows the research to generalise the findings from a sample population and to gain deeper understanding of the research phenomenon (Green & Caracelli 1997). It also helps researchers to evaluate and adjust theoretical models based on participants' feedback. In the same way, the

results of precise, instrument-based measurements may be increased by contextual, field-based information (Hanson, Creswell, Plano Clark, Petska & Creswell, 2005:224).

Creswell et al. (2011) argue that using mixed-methods in research work has certain advantages. It conveys a sense of the thoroughness of the research and provides guidance to others about what researchers intend to do or have done (for example, funding bodies and journal editors). Mixed-method or multi-strategy research typologies may be useful for researchers and writers in clarifying the nature of their intentions or achievements (Bryman, 2006:99).

In the mid-1980s, scholars started to express a concern that researchers combined quantitative and qualitative approaches and forms of data indiscriminately without understanding or articulating defensible reasons for doing so (Greene et al., 1989; Rossman & Wilson, 1985). Consequently, various reasons for combining both types of data in single study have been advanced (Greene et al. 1989). These reasons go beyond the traditional notion of triangulation. Specifically, quantitative and qualitative methods might be mixed in order to use results from one method to elaborate results from the other method (complementarity). In addition, using the findings from one method to help improve or inform the other redirects the results from one method to questions or results from the other method (initiation), and extends the breadth or range of inquiry by using different methods for different inquiry components (expansion).

Furthermore, mixed methods researchers propose that mixed-method analysis can be used: (a) to better understand a research issue by converging numeric trends patterns from quantitative data, and specific details from qualitative data; (b) identify variables/constructs that may be measured subsequently through the use of existing instruments or the development of new ones; (c) obtain statistical quantitative data and results from a sample of a population and use them to identify individuals who may expand on the results through qualitative data and results; and (d) convey the needs of individuals or groups of individuals who are marginalised or under-represented (Mertens, 2003; Newman, Ridenour, Newman, & De-Marco, 2003; Punch, 1998).

In conclusion, mixed-methods research was selected for this study because a mixture or combination of both quantitative qualitative methods has complementary strengths, and there are no overlapping weaknesses. Moreover, when different approaches are used to focus on the same phenomenon, the results will be superior. In addition, the mixed-methods approach will help the

researcher to complement one set of results or discover something that might have been missed if only one approach had been used.

4.4 POPULATION AND SAMPLING TECHNIQUES

In the Harari Region, there are 42 elementary schools, 7 high schools and 9 Woreda (District) education offices. The study population was drawn from all 7 high schools, and elementary school principals, vice principals, heads of departments and experienced senior teachers were included. Moreover, Woreda Education Office (WEO) managers and supervisors, the REB manager and experts were included in the sample population.

Sampling techniques included availability sampling to include all high schools and their principals, all WEO and REB managers and supervisors. Random sampling was used to select the schools and purposive sampling was applied to select the participants.

Table 4:3. Population and samples

Subject	Total Population	Sample Population	Percentage	Sampling Technique
Schools	49	10	20.5	Random sampling
REB Experts	5	5	100	Availability
Teachers	600	120	20	Stratified Random
School Principals	49	10	20.5	Random sampling
Prominent teachers	127	20	15	Purposive sampling

4.5 DATA GATHERING INSTRUMENTS

There are a number of data collection methods that a researcher can select depending on the research questions and objectives for the research. Accordingly, the instruments used to collect data for this research were questionnaires (Appendix A and D) and structured and unstructured interviews (Appendix B and C).

4.5.1 Questionnaire

A questionnaire is a structured form, either written or printed, and consists of a formalised set of questions designed to collect information from one or more respondents (Fox, Hunn & Mathers, 2009:9). In other words, it is a data collection technique whereby the respondents are asked to

give answers to a series of questions, written or verbal, about a pertinent topic. The purpose of a questionnaire is to convert the information needed into a formalised set of questions and present these to one or more respondents to collect the desired responses and then interpret and evaluate the data collected (Keinath, 2017:2).

The questionnaire was prepared for teachers. It had two sections. The first section was designed to gather basic demographic data that would provide a profile of the participants in this study. It asked participants to provide information on gender, age, teaching experience, educational level and the like. Section II of the survey was designed to measure teachers' perceptions of their principals' behaviours, based on TL theory as proposed by Leithwood (1994).

4.5.2 Interviews

The data collection instrument and techniques that were used in this study included structured and unstructured interviews. According to Dessler (2015:1, "An interview is a procedure designed to obtain information from a person's oral response to oral inquiries". Thill and Bovee (2014:2), also defined an interview as follows: "An interview is any planned conversation with a specific purpose involving two or more people". Similarly, Dudovskiy (2019:1) defines an interview as "a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme or situation". Therefore, an interview is a formal meeting between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information, qualities, attitudes, wishes and the like from the interviewee. Hence, the researcher conducted interviews with the teachers, education experts like school supervisors and school principals.

There are many types of interviews such as personal interview, evaluation interview, persuasive interview, structured and unstructured interviews, counselling interview, disciplinary interview, public interview. Among the available types of interview, the two common types (structured and unstructured interviews), which are mostly employed by qualitative researchers were selected for this research work.

In simple terms, structured interviews are the formal interviews where the interviewer will ask the candidate only those questions that are related to the interview (questions will be prepared

prior to the interview). The interviewer will not deviate away from the questions, which he/she has prepared. An unstructured interview, on the other hand, is a casual interview, in which the researcher, instead of following the exact questions in the interview schedule, will ask open-ended questions. It is more like discovering a person and his character. Therefore, these two types of interviews were employed in this study to collect qualitative information from school principals, REB top and middle level managers and teachers.

4.6 PROCEDURE OF DATA ANALYSIS

Data collected through the above-mentioned instruments and techniques was analysed through mixing the application of ATLAS-ti, software for the organising and analysing qualitative data, and SPSS software to organise and analyse quantitative data to get the best results out of the study.

4.7 ETHICAL CONSIDERATIONS

The study followed the code of ethics for research at University of South Africa, elaborated in Section 7 of the document (University of South Africa, 2017). The Unisa College of Education Ethics Review Committee approved the research design and tools. Hence, the researcher adhered to the guidelines of Unisa throughout his study. All sources of data and information used in this research were acknowledged according to the approved methods. In addition to these, the researcher took caution to address the ethical principles guiding research, concerned with humans such as confidentiality, anonymity, privacy, obtaining consent and approval, doing no harm, and termination of research.

- Protecting the participants from hurt, either physically or psychological harm in case people feel stress or threatened as retaliation from authorities;
- Informed consent – the researcher must provide full information about the project so that participants can decide for themselves whether they wish to participate or not;
- The right to privacy – the personal details of participants should be protected; and
- Honesty – the purposes of the research must be clear and transparent.

In order to protect the participants from harm, the researcher ensured that the risk of participating in the study was minimised. Prior to the research, the researcher informed the participants about

the nature of the study, and that each of those selected had the choice to take part voluntarily. In carrying out the interviews, the researcher informed the participants that he would take notes for transcription purposes. In addition, except for the researcher, no person had access to the participants' identity. Unisa College of Education Ethics Review Committee approved the study on May 12, 2017 (Appendix E).

4.8 CHAPTER SUMMARY

Chapter 4 has presented the research design and methodology. In this chapter, the overview of research paradigm, design, methodology, rationale for employing mixed methods in this study and sampling techniques employed in this study were explored. Accordingly, the research paradigm employed was constructivist and the method employed was mixed one.

In this chapter, the sample population was identified. Moreover, sampling techniques such as availability, purposive, random and stratified were identified to select the appropriate study population. Data gathering instruments like questionnaires and interviews were also discussed. Procedures for data analysis and ethical consideration were the other elements of this chapter that have been explained as required.

CHAPTER 5:

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The methodological approach and process employed in the research are explained in the previous chapter. It offered a description of the research paradigm, the research design and the resources for collecting data. The chapter also discussed the analysis used in this review on mixed methods. Furthermore, the protocols for data processing and the ethical issues that followed in the study have been clarified. The current chapter centres on the first phase presentation, analysis and interpretation of quantitative and qualitative data with regard to the identification of the most practised styles of leadership in the schools.

To secure primary data directly from the participants, two data collection instruments were used, namely the questionnaire for quantitative data, and unstructured interviews for qualitative data. The unstructured interview guide was developed with the assumption that it would help the participants to compare and contrast the leadership commitment, teaching and students' learning commitments of the previous two regimes and the present one. To analyse quantitative data, SPSS was employed, while ATLAS.ti was used for coding qualitative data, categorising codes into code families or themes, and analysing and interpreting the output of the software.

5.2 PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

This section presents and analyses quantitative data obtained through a questionnaire using SPSS quantitative data analysis software.

5.2.1 Respondents' Background

The background of respondents includes age structure, educational levels and work experience. Table 5.1 presents the age structure of respondents, which ranges between 20 and >40.

Table 5.1: Age of respondents

	Range	Frequency	Percent	Valid Percent	Cumul. Percent
Valid	20-25	3	2.5	2.5	2.5
	26-30	32	26.7	26.7	29.2
	31-35	17	14.2	14.2	43.3
	36-40	21	17.5	17.5	60.8
	>40	47	39.2	39.2	100.0
	Total	120	100.0	100.0	

This indicates that the respondents were old enough to answer the questions although the range is high. As reflected in Table 5.1, the highest frequency lies in the class interval of >40, which accounts for 39.2% of the respondents followed by the 26-30, which accounts for 26.7%. The smallest group is in the range of 20–25, which accounts for only 2.5 percent.

The inclusion of some new and fresh teachers was not purposely done. Rather, it was the sample technique used that led to the inclusion of this level of teachers in the sample. This helped the researcher to compare the perceptions of younger and inexperienced teachers with those of older and more experienced teachers.

Table 5.2 below shows the educational level of respondents. It reflects that the highest number of respondents were holders of bachelor’s degrees, which stood at 56.7% followed by diploma holders at 33.3%.

Table 5.2: Educational levels

	Qualification	Frequency	%	Valid %	Cumulative %
Valid	Diploma	40	33.3	33.3	33.3
	Bachelor’s degree	68	56.7	56.7	90.0
	Master’s degree	11	9.2	9.2	99.2
	Others	1	.8	0.8	100.0
	Total	120	100.0	100.0	

Almost all the diploma holders were those teachers who were teaching in complete elementary schools (Grades 1–8). However, some degree holders were also teaching in Grades 7–8. The rest who held first degree and master’s degree holders were teaching in high schools (Grades 9–12). Specifically, master’s degree holders were teaching in preparatory classes (Grades 11–12).

Table 5.3 below depicts the work experience of respondents. The table shows that a large number of respondents had work experience of more than 20 years, comprising 33.3%, while

24.2% of the respondents had work experience of 6–10 years. About 37% had work experience of 11–20 years. Overall, the respondents were well experienced to provide the required information in this study.

Table 5.3: Work experience of respondents

	Frequency	%	Valid %	Cumulative %	Frequency
Valid	1–5	14	11.7	11.7	11.7
	6–10	29	24.2	24.2	35.8
	11–15	18	15.0	15.0	50.8
	16–20	19	15.8	15.8	66.7
	>20	40	33.3	33.3	100.0
	Total	120	100.0	100.0	

Table 5.4 below depicts the most practised form of leadership in the current school system. This answered the first research question framed as: What kind of leadership styles are currently practised by school principals to enhance the quality school reform and transformation? As stated in Chapter 1, the major goal of this study was to identify the leadership style practised by school principals and determine whether they adopted TrLS for quality school reform and transformation. Ethiopia is in the process of rolling out the GTP, which requires adoption of appropriate leadership styles for effective implementation. Table 5.4 clearly identifies the type of leadership styles that most practised in the present school system.

Table 5.4: Descriptive statistics

Types of Leadership	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Transformational	120	43.00	102.00	71.7458	9.53732	-.301	.223	.616	.442
Transactional	120	45.00	92.00	73.3417	9.90076	-.626	.221	.075	.438
Lazes-faire	120	9.00	24.00	17.1500	3.17726	-.254	.221	-.210	.438
Valid N (list wise)	120								

Table 5.4 indicates that the highest mean percentage is for transactional leadership style (73.4%), which implies that the transactional leadership style is more reflected by the school principals. On the other hand, a large number of respondents (71.8%) indicated that many principals

reflected some behaviour of TL. Other than these, even though the number is small, some principals reflected the characteristics of a laissez-faire leadership style.

The appearance of the two leadership styles as almost equal confirms the belief of scholars in the field. This means that TL has transactional leadership style at its base. That is why some principals reflected the behaviour of TL by acting as role models and being supportive in their leadership styles. In this case, there are some principals, by nature, who have the characteristics of TL styles without being aware of their leadership style. They strive to be the model for their followers (teachers). As the researcher observed and understood from their elaboration during interviews and some of their practical action as well as from their school environments, some of the elements of TL like inspirational motivation and intellectual stimulation are exercised in their school leadership systems.

In addition to these, school group is found to work together cohesively; school performance and student outcomes in such schools are higher than others. While most of their works are focused on a transactional leadership structure, due to their presence on the same continuum, some transactional leaders are expected in representing certain essence of TL. These agree with the claims put forward by Bass and Avolio (1993) and Howell and Avolio (1993:892) that one is the basis for another. So, if the TL model trains these types of school leaders, they become far-sighted and innovative school leaders in the country's education reform and transformation.

In Ethiopia, the prevailed experiences and the opinions of respondents are directly reflecting the practical connection of the two leadership models. This has been seen in school principal ship where some school leaders are more respected by their staff members. In such schools, most teachers have positive attitudes to their principals because the principals exhibited some of the TL behaviours like inspirational motivation and individualised consideration in addition to their transactional behaviours.

Arguably, the adoption of TL model in the GTP would enhance the reform and transformation of education in the country. For this reason, TL model is envisaged to fill the gap and extend the transactional leadership model by adding on what has been developed by previous scholars without eroding the basic elements such as vision development and setting goals. Bass (1998:21) confirms this as augmentation. Transactional leadership style thus forms the basis for the

strategic plan within the Ethiopian school system. This explains why some school principals display certain TrLS behaviours despite being largely transactional in nature. An overview of various schools' plans shows that many of them also come up with dreams and goals but, practically unavailable.

However, the problem lies in the implementation phase as some of the lofty ideas are never implemented. This is because in many schools, principals, teachers and students carry out their duties without referring to the strategic plans. Many of them are occupied with daily routine activities instead of focusing on strategic areas, and this makes them more transactional. In spite of this, as mentioned above, in some schools, principals, teachers and students work hand in hand. In some instances, school principals attempt to go beyond what has been planned. They attempt to organise and mobilise all stakeholders for the better implementation of school reforms and transformation.

5.3 QUALITATIVE DATA PRESENTATION AND ANALYSIS

To obtain qualitative data, first unstructured interview questions were prepared, evaluated and validated by the supervisor before being administered to the respondents. After obtaining the ethical clearance from Unisa's Research Ethics Committee, the researcher went to the selected schools to identify the participants of the study with the help of school directors. During the discussion with school directors regarding the selection of participants, the researcher established some criteria like work experience, integrity and commitment to the profession. Based on these criteria, 20 participants from 10 schools (7 high school and 3 complete elementary schools, Grades 1-8) 2 teacher participants from each school were identified through a purposive sampling technique.

5.3.1 Participants' Background

The participants in this part of the study consisted of 16 teachers and 4 directors aged 28–55. Five of them were women while 15 were men, and their experience ranged from 6–32 years.

These interviewees provided valuable information on the five themes of the study based on their experience in teaching and leadership. They provided trustworthy information to the researcher since most of them (about 95%) had the experience of more than one regime with the country's

education system. Therefore, they were deemed to have sufficient knowledge of the region and the country's education system. Based on their experience, the researcher believed that they would be able to compare and contrast at least two of the educational systems of the country, that is, Derg and the Ethiopian Peoples' Revolution Democratic Front (EPRDF). However, since most of them had the experience of three political systems of the country, they had sufficient experience and knowledge to explain the current educational practices of the country, that is, leadership, teaching-learning process, the commitments and efficiency of current students, teachers and school leadership.

The in-depth interview questions focused on securing first-hand information from the respondents. In this case, the researcher also hoped to extract some information from the gestures and nonverbal cues of the participants during the interviews. Even though the study is not the comparative, some techniques of comparative research were employed because some interview questions required the participants to compare the country's education systems under the past and present political regimes. When the participants provided their opinions by way of comparison, the researcher captured what the current leadership was like without making them feel uncomfortable during the interview sessions. The main purpose of this study was to identify the leadership styles that were commonly used in schools and to explore how the TL model could be adopted in order to enhance school reform and transformation.

During the in-depth interviews, the interviewees were requested to respond candidly and freely to the questions about school leadership practices, and they were assured that they would not suffer any prejudice because of their responses. The interviewees responded to the questions with different levels of depth in the information provided. Some provided detailed responses to the questions posed beyond what was expected, while others provided sketchy information. Others responded in a general way touching on almost all the themes of the interview questions.

The researcher conducted the interviews personally and recorded the respondents' opinions and views in his field notebook. After the completion of this process, the interviews were transcribed and transferred onto the computer for ease of organisation and manipulation of data. As this was a qualitative study, the next step involved transferring the interview transcripts into the ATLAS.ti programme for coding and categorising in order to analyse it. Accordingly, each

response was reviewed in detail to in order to facilitate the process of effective coding and development of code families. Table 5.5 shows the codes developed from the interview data.

Table 5.5: Codes developed from the interview data

No.	Codes		
1	Agent of education	21	Nature of the current school leaders
2	Approach of school leaders	22	Previous and current education system
3	Being model	23	Previous and current students
4	Challenge of the current students	24	Previous and current teachers and leaders
5	Characters of school leaders	25	Nature of the current school leaders
6	Current problems of teachers and school capacity	26	Problems of current teachers
7	Deterioration of commitment	27	Quality of education
8	Devotion of school leaders	28	Quality of the present students
9	Directors' comments on past and current students	29	Quality and access to education
10	Especially students come from rural areas	30	Responsibility of parents
11	Essence of education	31	School and stakeholder relations
12	Focus of current school leaders	32	School leader and students' performances
13	General comment	33	School leaders and team spirit
14	General comments of directors	34	School plan development
15	Higher official commitments	35	Supervisory process
16	Incentive	36	Teacher-student relation-
17	Intention of current teachers	37	Teachers and school leaders' commitment
18	Interest and commitment to education	38	Transitional job
19	Interest of the current teachers	39	Vision of current and previous students
20	Leadership quality		

The codes were categorised into the following five code families (themes), which were developed to address the research questions.

- Theme 1: The type of leadership that is currently practised in schools
- Theme 2: The level of principals' awareness about school reforms and transformation
- Theme 3: Capacity of the school leadership to support teachers' commitment in executing school reform and transformation
- Theme 4: Teachers' perceptions about their principals in the schooling system
- Theme 5: Alignment of school plan, the GTP and transformational leadership style

5.3.2 Theme 1: The Type of Leadership Style currently practised in Schools

The codes categorised under this theme were derived from the responses given to the first two interview questions by different respondents at different levels. They generally represent the description provided by the respondents of the school principals' current approaches and

characteristics, and the quality of current school leadership, teachers and students compared to the previous school leadership styles.

- Approach of school leaders
- Characters of school leaders
- General comments of teachers
- General comments of directors
- Higher official commitments
- Leadership quality
- Previous and current students' nature
- Previous and current teachers and leaders
- School leader and students' performances
- School leaders and team spirit

This theme mainly explains the most common leadership style that is practised by most principals in Ethiopian schools. Many respondents indicated that the dominant school leadership type that was practised by most school principals in Ethiopia was transactional in which passive MBE was mainly observed, which means that they were not proactive in taking prompt action to correct defects that occurred in the course of institutional performance. They delayed taking action until the problem become critical. For example, when responding to the second interview question about the past and current school leaders' and teachers' commitments, T2 expressed his ideas as follows.

“...I think teachers and school leaders of the past were better committed to the profession because the profession and people in the profession (teaching) were well-respected than anyone. Even teacher's salary was better than district governor's salary. They were also accountable and responsible for what they were doing. They strictly followed up their students and encouraged them to feel responsible for their education. However, the current conditions of principals and teachers are totally different from that [those] of the past. At present, you do not see many teachers working hard; I think the current professionals are competing for positions instead of striving for the solution of many educational problems.”

Similarly, T10 also stated the issue in the following manner:

“...In our school leadership, the prevailing system is just making effort to fulfil the demand of higher officials, i.e., to complete the paperwork. I could not observe our leaders striving to bring change in the system of education. In any meeting, I could not recognise any approach, which refers to the GTP work. Most of the time, we discuss on rules, regulations, and circulars are sent down to school from the higher officials. The issues may be related to the GTP or not, but no one create the connection with the GTP. False reports are usually organised by school leaders; the follow-up method is mostly inspectional not supervision, i.e., by identifying the problem and providing support for the needy teachers is not observed. People assigned as supervisors do not have professional knowledge and skills. Because their assignment is political, they mainly focus on fulfilling paperwork requirement reports for higher officials not in favour of school development.”

From the above two excerpts, one can conclude that the school principals mainly focused on fulfilling the requirements of higher officials by way of preparing paper reports. It would seem that principals neglected their core leadership roles of reform and transformation of schools due to the administrative pressures from higher officials. It also emerged from the participants’ responses that many principals competed for better positions in the regional state council instead of striving for better implementation of school reform and transformation. The pressure to comply with directives from higher officials turned principals into transactional leaders because if they complied, they earned what was promised to them.

5.3.3 Theme 2: The Extent of Principals’ Awareness about School Reform and Transformation

The second theme was developed to address the second research question. The theme focuses on the level of principals’ awareness about the current school reform and transformation and their devotion to the implementation of the changes.

- Devotion of school leaders
- Director’s comments on past and current students
- Essence of education

- Focus of current school leaders
- Nature of the current school leaders
- Previous and current education system
- Responsibility of parents
- Modelling

The codes were derived from the responses to interview questions 3, 4, 5 and 6. These questions mainly focused on the devotion, commitment, nature and focus areas of current school leaders. In addition, the questions sought information on the differences between the previous and current education systems of the country. Accordingly, the response given by Director 1 to these questions indicates that the attention that the officials of the MOE at school, district and Bureau levels give to the school reform in terms of quality teaching and learning is very low. This director explained what school principals do in their leadership process. He explained that their major duty was focused on reporting student dropout and transmission rates rather than striving to focus on school reform and transformation. This implies that most work of school principals was not the GTP vision-based. It is, therefore, disconcerting that the fundamentals of school leadership system and linking the school with the GTP for better school reform and transformation are neglected by senior officials within the education system. The director explained that these conditions did not encourage them to work devotedly for the development of their schools.

A closer look at the dynamics and micro politics of schools shows that principals are not free and independent from the ideology of the current political system. In most cases, principals are employed and deployed politically, and for that reason, most of their working time is spent on meeting with political officials. To a large extent, this forces them to neglect their duties. In this context, different bodies that have a stake in students' development (parents, REB, WEO, and even government at large) look at the students from distance.

In responding to the above-mentioned question, T13 stated:

“---Our leader is seen as having some difficulties in his leadership style. Staff and students respect and obey him. Students arrived at school on time, but they do not have respect for teachers and to each other’s. They take everything as their right even not to

obey school policy. It is true that democratic right is required for students, but it is also important to make students be aware that democracy is not only dealing with rights, but also it deals with taking responsibilities for one's actions."

The implication that can be inferred from the excerpt above is that the support that the REB provided to school leaders and teachers did not relate to the solution of fundamental problems of schools. This made the school leaders lose confidence in them and work from their hearts for the development of schools because of the interference from higher officials. They could not manage and lead their students properly and direct them in the right channels. Teacher 13 expressed the sentiment of this as director. He said:

"When I analyse the leadership of our schools in different contexts, mostly it focuses on the routine activities, follow on the planned activities and rushing to fulfil the higher officials' orders. Other than these, I could not see the concrete steps that transform the school. Currently, many of our staff members are working for the simple reason that they are paid by the government. It is difficult to find the one who is thinking out of what he/she is paid."

According to the above respondent's perception, the current school leadership system could not move beyond what is ordered by the higher officials because they were unable to carry out the school policy as required by the REB (government). There is meant to be a 1-year plan and a 3-year plan. On the one hand, no one could look back to the plan in his or her course of actions. On the other hand, even though they tried to work according to the work plan, most of the school principals did not make an effort to go beyond what was planned.

5.3.4 Theme 3: Capacity of the School Leadership to support Teachers' Commitment in executing School Reform and Transformation

The following codes were developed from the responses provided to the teachers' interview questions. Admittedly, the school leadership has the responsibility to develop and maintain the commitment of teachers to the profession, specifically to teaching and development of students. Thus, this theme is based on assessing the capacity of the current leaders of the school (principals, supervisors) to work for the development of their teachers in order to enhance school reform.

- Current problems of teachers and school capacity
- Deterioration of commitment
- Intention of current teachers
- Interest and commitment to education
- Teacher-student relation

The codes categorised under this theme emerged from the teachers' responses to interview questions 7, 8, 9 and 10, which in general refer to the efforts of school leaders to empower their followers for the effective school reform and transformation. These questions asked about the current problems of teachers, school leaders' capacity to lead schools, and about the interests and commitments of school principals and teachers to their profession. For example, T15 explained the current problem of teachers as follows.

“...Teachers' living standards become very low; e.g., teachers do not have residence; (and yet) house rent is increasing from time to time. On the other hand, teachers' recruitment and training system have their own problems, because most of the candidates joining teaching profession, though they have good results in academic performances, have no intention of working for a long period of time in this profession due to low payment and remuneration of the system. The training system also did not prepare these candidates with transformational attitudes. On the other hand, the school leadership styles are spoiled by the current political system in school principals are assigned by their political outlook, which deteriorated the effectiveness school reform and transformation. So, all these conditions need reform to improve the existing condition of Ethiopian education system.”

In the same vein, T9 lamented the deterioration of the commitment of teachers in schools. He stated that the commitment of teachers, students and school principals had deteriorated over time because of the unfavourable working conditions in schools, particularly the high cost of living, which affected the teachers' quality of life. In such a context, the school principals were just getting by without the morale for the job, and in the same way, teachers were just following what was happening every day without much enthusiasm. This situation also depressed education officials, and in turn, they neglected their duties and the value and quality of education. Even at

the regional level, it was evident that the officials did not prioritise education or give it high value because of the unsatisfactory working and living conditions. To address the problem of low morale, T9 proposed:

“Educational values should be taken into consideration and the highest priority has to be given to educational qualifications, merits and interests in hiring and assigning individuals in different sectors, especially education.”

Furthermore, T9 reiterated that most of the teachers in his school were not committed to their work and development of students. On the other hand, T10 disclosed a lack of commitment and a sense of duty among teachers as follows:

“...I don't have the sense of solidarity or patriotism. I do not have the intention of working for national and citizen development. I just come to school and teach what I can and go back home. I do that because of not wanting to miss the poor salary that I get currently. I could not see something which encourages and makes teachers to be creative. Therefore, how can we think about the national pride as citizens of the country since there is no mental freedom?”

From this extract, it can be discerned that teachers' attitudes are out of sync with what the policy of education envisages with regard to good citizenship, the quality of teaching and the quality of school management. In addition, it is well known in Ethiopia that teachers do not intend staying long in the teaching profession because of poor salaries. Another major obstacle to quality education in Ethiopia is that school leaders lack the necessary skills to develop and maintain the teachers' commitment to effective teaching and school reform.

5.3.5 Theme 4: Teachers' Perceptions about their Principals

Theme 4 explores how teachers perceive their leaders (principals) in managing the schools. It also explores the extent to which teachers characterise their leaders as competent and committed leaders to change their schools. The following codes were developed from the respondents' opinions regarding about their principals how to lead their school.

- Agent of education
- Teachers and school leaders' commitment

- Transitional job
- Characteristics of school leader

These codes were derived from the interview questions intended to identify the principals' level of commitment to develop trust among his or her staff about their leadership styles. Teachers' perceptions of their principals are not the same.

In this respect, T9 highlighted the perceptions of teachers about the principal in the extract below.

“The services provided by the teachers and the treatment given to them do not match, because teachers produce a pool of skilled human power, from which all sectors could get the required work force for their organisations. Currently, the prestige our society gives to the teacher is too low. Therefore, the efforts our leaders make to alter such an attitude are negligible. In the present condition of the country, many teachers consider teaching as a transitional job to other fields. This is because the attention and values our society give to this profession is not good enough. Moreover, our people have the problem of a mindset. Many of them, especially school principals are not able to adjust to the transformation going on in the country. We need a great cultural revolution because, unless we carry out certain fundamental change concerning the current work culture, we may not reach the intended level.”

Reminiscing about the past, T12 stated:

“...teachers in the previous regime had a high prestige from the government as well as from society. Students and community respected them. Currently, the standard of teachers and the teaching profession is badly degraded. The attention given to the teaching profession and other professions, such as agriculture and health is not equivalent. Teachers, agricultural, and health workers are not valued equally by the political system of the country and the community. Principals of schools are working desperately in such environment. So, how he can be active in his work to make change in school performances?”

From the above teachers' responses, it can be deduced that teachers perceive their principals as passive and inactive in their efforts to prepare themselves for reforms and transformation in their schools.

5.3.6 Theme 5: Alignment of School Plans, the GTP and Transformational Leadership System

Theme 5 is the central theme in this study since it aligns with the main goal of the study, namely, to adapt the TL system of the school to the educational the GTP of the country. The codes categorised under this theme are not limited to the specific interview question; rather, they emerged from most of the questions and participants' responses.

- Problems of current teachers
- General comments
- Quality of education
- Quality of the present students
- Quality and access of education
- Vision of current and previous students
- School plan development
- Supervisory process

The theme and its codes mainly focused on how to align the usual planning system of the school with TL and the GTP of the country. Among the responses related to this theme, T11 highlighted the operational and pedagogical challenges faced by teachers as follows:

“... There are also many problems on the side of teachers. Teachers' methodological approach and the laboratory work are very poor. Abstract teaching, without making teaching concrete, is common in our school. Students do not come even with their textbooks. When our teachers are preparing their subject tests and exam, they do not consider the minimum learning competency in their subjects. The one which prepared by bureau is better in addressing the Minimum Learning Competency. On the one hand, a lot of training is given by the education bureau, but in the case of cascading and putting into practice what has been learned from training, we have problems. For example, we

took training on the GTP, and on return, we have also given orientation to our teachers. Based on that, we have prepared school the GTP for ourselves. However, in all sections/departments, appropriate attention was not given to its implementation. On the other hand, we have the School Improvement Programme (SIP) committee, which is responsible for the implementation of the school plan.”

The above response of T11 shows that although some efforts were being made to align the school plans with the regional the GTP, the school was unable to prepare the appropriate school the GTP due to the absence of technical skills to do so.

For his part, T12 suggested the solution to this problem as follows:

“Attitudinal change is highly required in this country to strive for common goals. Because there are many staff members who resist accepting responsibilities, many of them request the material benefits they could deserve if they are given some activities beside classroom teaching. In most cases, they say ‘...Why do I suffer where there is no something I could receive?’ So, most of us look and work for the benefit of our individual goals. To reach consensus regarding the issue of solidarity (common idea), great efforts are expected from the community. The national feeling should be brought down to the community. The school should not be considered as the exclusive agent to prepare the young generation for the future life in society. Our community should become aware that a great deal of responsibility is on their shoulders to follow up and develop the next generation to be active citizens. To this end, it is essential to align school transformational plan to the country’s the GTP.”

What can be gleaned from the teachers’ responses above is that to change the prevailing unresponsive school culture characterised by a lack of a sense of vision, a great school cultural reform and transformation is required. As mentioned by many respondents, one of the big problems that discouraged teachers, school principals and students to be committed to their work was that the salaries of most civil servants were not commensurate with cost of living and their lifestyles. This created a source of demotivation and a hurdle to the implementation of the GTP in the country.

Since reform and transformation in education form the basis for the development of the economic, social and political sectors of the country, TL can play a key role in ensuring that school reform and transformation succeed. At present, the sense of national pride and patriotism in the country has deteriorated tremendously due to the negative attitudes of many civil servants working in the educational sector and lack of motivation. As a result, many of them are lethargic and simply rent-seeking. In such a scenario, it is vital to reform and transform the attitudes of public workers and teachers for effective implementation of the GTP using the principles of the TL model to achieve this.

One of the basic themes of this study is exploring the alignment of the school plan, the GTP and TL. As explained at the beginning of this study, Chapter 1, Section 1.2, the coordination of school plan, the GTP and TL should enhance the school reform and transformation. Based on this, one of the interview questions asked about the preparation of the school plan. In responding to this question, T14 suggested as follows:

“The general plan is developed at the bureau level. Though it is current issue oriented, it is not well analysed and prepared based on SWOT analysis. The school plan is the replica of the bureau plan on the paper. Practically, what is on the ground does not comply with what is on paper. No one refers to the school plan in the course of the academic work. At the beginning, SIP was treated in a good manner, but recently no teacher knows about the school plan as well as SIP. The GTP-II was not taken as the objective reality of the country. The government should re-think about this national plan because its implementation process is too confused. Even though all the general plans, goals and targets are stemming from the GTP-II, the general staff and students are not aware that they are in the implementation phase of the GTP-II.”

One of the interview questions was about the general opinions expressed by respondents about the school reform and transformation. In his general comments, T15 explained that:

“Education is the basis for development; it has to solve the basic problems of society. Civilisation comes because of effective and quality education; but this basic and fundamental essence of education is not well conceptualised by our young generation. If you ask our students about their future plans, many of them want to be traffic police, district or regional council members. Why is that? They observe in their environment that these people become wealthy within a short period of time. How? Because the political

system of the country is spoiled by corrupted bureaucratic system, which in turn infected the educational leadership and instruction of school system. Therefore, they (students) say ‘why should we suffer in wasting our time in this time-consuming process (education)’. On the other hand, they observe many university graduates sitting idle and becoming the burden of their families and communities. Our national curriculum cannot make the current generation competitive. Generally, we observe that there is no equal distribution of the country’s wealth, and an unfair recruitment and deployment of educated people; the deployment is not merit-based. So, we highly need our education system reform and transformation.”

According to the elaboration of T15, education is the basis for the development of human capital. Civilisation is also the product of quality education. This is particularly mentioned in the current education policy of Ethiopia. However, as T15 mentioned, this has not been communicated well to the younger generation so that they can become be effective citizens.

Since the education plan, the GTP and appropriate leadership are not well synchronised; it is difficult for students, teachers and school leaders to become visionary people who can effectively facilitate school reform and transformation. That is why many officials go astray and become bad role models for the younger generation. As a result, the younger generation becomes visionless and pay attention to only what is going on in their immediate environments.

Table 5.6: Summary of findings

Category or Theme	Meaning (in brief)	Evidence from the data (in brief)
Theme 1	Currently more evident leadership at school	T2: I could not observe our leaders striving to bring change in the system of education except running to complete office work – (Transactional)
Theme 2	Current principal awareness of school reform	T13: mostly leaders focus on the routine activities, follow up the planned activities and rushing to fulfil the higher official’s orders.
Theme 3	Capacity of current school leaders	T9: The leaders of schools are just working for what they just getting now. We teachers also more focus on following up what is happening every day.
Theme 4	Teachers’ perception of their leaders	T9: Many of them especially school principals could not able to adjust themselves with the transformation going on in the country.
Theme 5	Aligning of school plan, the GTP and TL system	T12: Attitudinal change is highly required in this country to strive for common goals.

5.4 DISCUSSION

As explained in the country's vision for education, one of the areas that require quality development in education is the leadership component. Effective leadership plays a decisive role in reforming and transforming any organisation. According to Valentine (2008:9), "the goal of leadership is improvement...more specifically, establishing widely agreed upon and worthwhile directions for the organisation and doing whatever it takes to push and support people to move in those directions". Similarly, Leithwood et al. (2006) explained that leadership should considerably works with employees in order to transform the organisation. It means that the effectiveness of organisation is measured in terms of leadership capacity and skills to organise and direct the followers towards the achievement of common goals. In this case, the leadership is expected to enable the workers to align their individual interests with the organisational interests thereby achieving organisational goals. To this end, the leadership style that greatly effective in reform and transformation process of large-scale organisational change as confirmed by prominent scholars is TrLS.

It is imperative to identify or formulate the leadership model, which could be aligned with the country's GTP, in order to effectively implement the GTP in education. Based on this assumption, the researcher envisages TL model as a suitable model for effective reform and transformation of the country's education system. Because as many scholars have argued in this field; TL has more power to make any organisation a better place to work (Bass & Avolio, 1994; Leithwood, Harris & Hopkins, 2008). Moreover, TL attitudes are becoming more important in motivating organisational participants to contribute to their organisation's transition. TL behaviours in this respect become the force for improvement in the community in which they work (Balyer, 2012:583).

5.4.1 Theme 1: The Type of Leadership most practised in Schools

Hoy and Miskel (2005:18) note that the desire to change is hampered by school leadership and the transactional leadership model, while TL uses resources and relationships as an effective model for educational leaders. They regard TL as a collective mechanism in which a member of a group or organisation influences the perception of internal and external events, the selection of

objectives or desired outcomes, the organisation of work activities, the individual motivation and abilities, the power relations and the shared orientations.

From the above discussion and the works of Castanheira and Costa (2011:2014) and Balyer (2012:588), it can be concluded that TL has three basic functions: a) it seeks to serve the needs of others, and empower them by developing their capacities to perform better than they expected and inspire followers to achieve great success; b) transformational leaders lead by being role models, setting vision, instilling trust, confidence, and pride in working with followers; and c) with the Intellectual Stimulation they offer, the followers can reach the same level of motivation as the leader. According to Balyer's suggestion, in the application of TL model, the school becomes more effective and democratic and works as its own transforming agent. In other words, in its endeavours to empower limited individuals, the school as an organisation becomes empowered as a collective unit.

From this perspective, at the school level, one cannot see what is repeatedly discussed at the national and sectoral levels. GTP, except its documentary elaboration and analysis, its practical attachment with TL system is invisible. School practices and leadership styles do not greatly reflect TL behaviours.

As elaborated by many respondents, the school duties are carried out by the general regulations of school policy not by the trust and enthusiasts school community. Many of the teachers and students come to schools without any kinds of intrinsic motivation. The attitudes of teachers were degraded because of the corrupted school leadership system. The prevailed school climate reflected that our school leadership system lack many of the TL behaviours like need to serve others, empowering school community and role modelling.

Publicly, the GTP document is preached by the government Medias. But, practically, in the field of education where this document is to be tested is put aside or not taken as a guiding reference for the reform and transformation school system.

Practically, in the school leadership system there are some kinds of plan which called "the strategic plan" which prepared for some three or five years with some kinds of vision, missions and goals. But, when its performance is analysed, the school leadership and communities are not working according to the set vision and missions. In certain cases, where they conduct quarterly

or mid-year organisational performance evaluation, more attention was given to the statistical achievements, which is a pure reflection of transactional leadership behaviours. Usually, they focus on the cause-effect analysis and how to overcome the hurdle they faced in the attainment of the set targets. These all are the reflections of transactional leadership style.

But, as quoted in Balyer (2012:582), Bass and Avolio (1994) confirmed that TL is effective in changing educational organisations. In Balyer (2012:584), Bennis and Nanus (1997) also found that transformational leaders sharpen the skills of their subordinates and enhance their knowledge from their own experiences. Furthermore, in Balyer (2012:581), Hall, Johnson Wysocki and Kepner (2008) also argue that this approach will help school administrators become exceptional leaders. Transformational leaders thus concentrate on improving followers' ability for organisational transformation purposes.

When the current practices of school leadership are analysed in the light of the above elaborations and rationalisation of TL in education, rather than transactional and instructional leadership, TL is practically tested to have the power of enhancing the school reform and transformation.

Hence, the interview results showed that the current school leadership system is not transformational. Almost all the respondents indicated that the work and practices of current school leaders focus mainly on responding to circulars and letters from higher officials. They keep themselves busy with routine office work rather than focusing on strategic work that would transform the schools and the entire education system.

The respondents confirmed that although in some school leaders reflected some characteristics of TL, in most cases, the prevailing practices in the school system reveal the transactional leadership style because one cannot identify the climate of reform and transformation in the school system; except for carrying out the usual instructional work, no symptom of commitment is seen in the schooling system.

Linked to this is the description of certain features of transactional leadership by Bass (1985:217), the first being contingent reward, which describes leaders engaged in a productive path-goal exchange of performance incentives. He argued that leaders had to clarify what should be expected from themselves and their followers, exchange promises and resources, arrange

mutually satisfactory agreements, and negotiate for resources, exchange assistance for efforts, and provide recommendations for successful follower performances.

What is observed in the current school leadership style and inferred from the interviewees is similar to the identified characteristics of transactional leadership since people in the schools mainly work for what they are paid by the government. As some teachers put it, they just go to work not to lose their salaries. However, they believe that if they discharge their efforts and perform better than someone else, they deserve some kind of reward, usually financial. Such kinds of rewards happen in rare cases not widely seen in many school systems.

In addition, in some schools, criteria for rewarding staff to ensure better accomplishment were developed and communicated to the whole community of schools. School principals also know what is expected from them by the WEO so that it is difficult to find anyone who striving to transcend the targets set for the school. In this case, the schools in the region exclusively reflected the transactional leadership style.

The second facet of transactional leadership is MBE-A, which identifies leaders who track the performance of their followers and take corrective measures if there are deviations from expectations. To prevent errors, they implement rules. To this end, they set norms but wait for issues to occur, emphasise what people do wrong and impose rules and hate the status quo challenges. (Bass, 1999:11). In the Ethiopian school system, such styles of leadership behaviour are normal. The existing school principals concentrate on following the rules and regulations as well as the orders that come from higher authorities, as almost all respondents pointed out. Partly because of this, repetitive office work overwhelms them. Monitoring performance of workers and attempting to take corrective steps are necessary if there is any sort of deviation from the standards.

MBE-P is the third facet of this style of leadership, which depicts leaders who are unable to interfere or wait for the issues to become significant. Before taking corrective action, they spend their time identifying the mistakes. (Bass, 1985:128). Such leader behaviour is also observed in some schools because many school directors are not active or prompt in taking corrective action to improve the educational activities in their schools. For example, under the leadership of such a director, it is common to have students walk in and out of the classroom without the permission

of teachers during the lessons. Teachers are not motivated and challenged to perform optimally in their work. In the school system, the instructional activity is carried out basically according to the established system. Some teacher respondents indicate that in their schools, principals did not communicate with staff and they did not know what was going on in their schools. They did not have information about their school budget, school plan, and the relationships of their schools with other government agencies and non-governmental organisations.

In essence, TL aims to encourage the growth of ability and increase the level of personal commitment to the organisation. (Bass, 1985:333; Bass & Riggio, 2006:68; Conger & Kanungo, 1988:247; Zohar, 2002:76). Such characteristics of TL are required by the school leaders since the Ethiopian education system is under the GTP. Therefore, it is essential that the country's educational leaders should be aligned with this dynamic leadership model. The rationale behind this is that as elaborated by Bass and Riggio (2006), by increasing their intrinsic motivation, which promotes innovation, TL impacts the innovation of followers. In addition, the transformational leader is continuously driving followers through intellectual stimulation to think more innovatively. Furthermore, he / she offer an organisational climate in which the creative ideas of the followers are supported, and this, encourages more creativity.

5.4.2 Theme 2: The Extent of Principals' Awareness about School Reform and Transformation

This theme focuses on answering the second research question. It seeks to probe the awareness of school principals about school reform and transformation and their commitment to change the status quo in their schools. It is argued that the leader plays a decisive role in changing and shaping an organisation. According to Leithwood (1994), TL is a term used increasingly in relation to large-scale innovation in education. Since Ethiopia is currently in the process of large-scale change, it is important that the school leaders should be equipped with sound theoretical and technical knowledge of TrLS.

Different scholars who have conducted research on leadership have confirmed that transformational leaders achieve superior results by adhering to four Is of TL (Bass et al., 2008:208). Furthermore, Rutledge (2010:66) states that "Transformational leadership is a form of principal leadership that moves individuals toward a level of commitment to achieve school

goals by setting direction, developing people, redesigning the organisation, and managing the instructional programme.” This implies that the application of TrLS is more successful in developing the awareness of school principals to become committed in their efforts to reform and transform their schools through adopting the TL behaviours and development.

Thus, when the awareness of the current school principals in the region about the GTP and leadership system is analysed from the above conceptual perspective, the understanding they have about the GTP and school reform and transformation is not aligned. This means that the principals have some information, but it is not sufficient for leading change at the required level. However, most of them do not have any documents related to the GTP.

One of the major problems faced by the region's principals is that some have been assigned as school leaders without any leadership experience, while some have been trained in educational management for a long time but lack the requisite expertise and skills to lead large-scale change and transformation. Among those who have been assigned without training, some have good leadership qualities, which are appreciated by staff. Generally, the leadership qualities of school principals in the region are not at the same level, and there is a need for some kind of intervention to make them effective change leaders in schools. Hence, adoption of the TL model in the educational leadership system of Ethiopia is preferable because of its effectiveness. Thus, developing the school principals' awareness in this direction will enhance the current the GTP implementation at school level.

5.4.3 Theme 3: Capacity of the School Leadership to support Teachers' Commitment to School Reform and Transformation

Admittedly, the duty of school leadership is to cultivate and sustain the teachers' dedication to their profession, especially for the benefit of their students. The theme is based on the third research issue, which was intended to analyse the efforts of the principals to align their workers around their vision. The theme is based on assessing the capacity of the current leaders to foster the efficiency and productivity of their teachers' in order to support school reform. To do this, school principals must be capacitated and their ability to carry out these needs to be developed.

With regard to this, the seven dimensions suggested by Leithwood et al. (1994:15) (Ch 3, s. 3.3.9.3), which are used to describe TL in education are essential for developing the capacity of

school leaders. The transformational dimensions are essential to school principals for developing staff commitment in order to enhance school reform and transformation. It is, however, concerning that the current crop of principals seems not to have a firm grasp TL, its principles and processes. That is why the implementation of current the GTP at school level is generally unsatisfactory and below expectations. Partly because of this, school principals are not able to develop and guide their staff's professional development in order to enhance school reform and transformation. This indicates the existence of a skills gap in the work of principalship.

As Shafique and Kalyar (2018:12) indicated, linking TL's absorptive capacity (i.e. the effective acquisition and use of knowledge) and corporate entrepreneurship, means that the model could provide guidelines for top management such as principals to become transformational leaders. They advised government agencies to enhance TL skills by focusing on training and education. Likewise, in Ethiopia, the training the school leaders in TL model would enhance the implementation of the GTP and school reform and transformation.

They will then play a vital role in transforming the structure, operations and performance of schools if principals could become skilled in implementing the transformational model. Leithwood's TL model suggests that the principal shares leadership with teachers and the model focuses on providing individual support, intellectual stimulation and personal vision rather than managing or organising others.

Rawat and Peterson (1999), quoted in Stewart (2006:18), emphasise the importance of motivating members of an organisation to learn and develop, perceiving that the goals are easily accomplished when members of the organisation work together to achieve those goals. They further clarified that the primary administrative role of principals is to share responsibilities with others within the company plays a key role in developing the learning-enabling organisational agreements. This idea of "distributed leadership" is consistent with other researchers' outlook on organisational leadership that identifies and integrates it as collective accountability and combined endeavour (Stewart, 2006:21). Moreover, Hallinger (2003:114) noted that TL models conceptualise leadership as an organisational construct rather than the task of a single individual, accounting for multiple sources of leadership. Here, their concept of leadership implies the sharing of organisational vision, which is one of the fundamental components of TL, among

organisational members for the effective performance and accomplishment of the vision. It is the transformational leader's role to support members of an organisation in this regard.

Many scholars have confirmed in their studies that TL is important for school principals. For example, Gray and Ross (2006:181) explained the essence of TL as the process of dedication to fostering the growth of organisational members and enhancing their commitment by elevating their goals. The practical implementation of the above notion shows the virtue of enhancing the commitment and elevating the goals of educational workers (principals, experts and teachers) to affect the genuine reform in school system.

Moreover, Gray and Ross (2006) highlighted the importance of providing training of the principals to help them recognise the value of TL during the school improvement, in order to support the educational workers to develop their TL in practice. Similarly, research has concluded that TL has a direct effect on teacher motivation, teacher commitment and on teacher self-efficacy (Leithwood & Jantzi, 2006; Shatzer et al., 2013). They argue that leaders should not monopolise the power of leadership. Rather, they should mobilise followers around their visions in order to share the vision with each member and work towards their realisation and achievement. This can be achieved if the directors themselves become aware of the appropriate style of leadership, namely TL for effective implementation of school reform and transformation. For these reasons, it is essential for Ethiopian school principals to be familiar with the TrLS through training.

5.4.4 Theme 4: Teachers' Perceptions of School Principals' Leadership

This theme refers to how teachers perceive their leader (principal) in his/her school leading and managing, and the extent to which teachers characterise their leaders as competent, effective, and committed to reform and transform the school leadership system. The theme focuses on the identification of the principal's efforts to develop trustworthiness in his staff.

Leithwood et al. (2000b:129) argue that TL helps leaders to step the followers beyond their immediate self-interest through idealised control (charisma), motivation, intellectual stimulation, and individualised consideration. Transformational leaders can also be defined through knowing and sharing in the subordinates as paying attention to the individual subordinates concerns and

developmental needs and treating each subordinate individually (Bass, Waldman, Avolio & Bebb, 1987:73; Smith, Montagno & Kuzmenko, 2004:4).

School leaders equipped with knowledge of TL tend to have a great impact on their staff and develop trustworthiness in them that can lead to the achievement of organisational goals. When teachers' perceptions of their principals were analysed, it was evident that most of them did not have positive attitudes toward their leaders.

It is noted that when characterising principals, their opinions were similar. It could be deduced from analysis of teachers' responses that most school principals do not communicate with their staff, and do not hold regular meetings with them, but tend to communicate with them through formal office letters. This means that many school principals inform their staff of their requirements through sending official letters instead of having regular face-to-face meetings with them. They do not make the effort to be transparent; nor do they value the role principals could play in developing the capacity and commitment of followers to enhance school reform and transformation.

Leithwood's (2000) model of TL was developed to make school principals more supportive, motivational and stimulating to staff. His model consists of seven elements, namely individualised encouragement, common goals, vision, intellectual stimulation, building community, incentives, high expectations, and modelling. It is necessary to remember that the model does not presume the leadership that generates these conditions should be given by the principal alone. Instead, it is proposed that leadership should be shared, and come from both teachers and the principal (Leithwood & Jantzi, 2000a:6; Ogawa & Bossert, 1995:47; Titrek, 2016:300).

The above conception of Leithwood's (2000) model of TL implies that the principal should play a decisive role in building teachers' positive attitudes towards his or her leadership. The principal could also motivate and encourage staff to participate actively in the leadership of the school. This could develop the capacity of staff to participate actively in the school reform and transformation. It was disclosed that principals in the region do not have such orientation, awareness or theoretical knowledge of TL to support their staff to implement the GTP at school level and enhance school reform and transformation.

When we analyse the Leithwood (2000) model, we begin with motivational assumptions that are very different. Components of actions such as individualised help, intellectual stimulation, and personal vision indicate that the paradigm is focused on recognising individual staff's desires rather than 'coordinating and managing' them towards the desired ends of the organisation (transactional). In this sense, by constructing from the bottom-up instead of from the top down, the model aims to influence individuals so that followers can cultivate positive attitudes towards their leaders.

So, consideration of TL model enhances the development of positive attitudes of workers (teachers) toward their school leaders. Generally, in the current Ethiopian comprehensive and large-scale reform and transformation (the GTP), adopting the TL model is useful in enhancing countrywide change and development of positive leader-follower relationships to enhance effective implementation of the GTP at school level and national level at large.

5.4.5 Theme 5: Alignment of School Plans, the GTP, and Transformational Leadership System

This is the major theme of this study, because it is under this theme that greater attention was given to the exploration of ways to adapt TL model to the educational reform of the country. In addition, this theme is focused on how to incorporate TL in the plan and management of the school and aligning them with the GTP of the country.

The opinions of respondents with regard to this theme were similar. Regarding this theme, the respondents were asked to think about the issue in the perspective of the GTP implementation at school level. They were also asked to give the perceptions they have about the relation between the GTP and school reform and transformation. According to the opinions of respondents, a three-year strategic plan is prepared every three years. However, implementation is not properly analysed to determine the preparation of a more effective and adjusted plan for the following three years. Usually a school plan is expected to be linked with the national strategic plan of the MOE.

However, the respondents' views indicated that in the process of school plan development, the people responsible for this work did not follow the required path goal. They also did not refer to the past implementation difficulties and successes. Almost all the respondents indicated that they

did not exactly know what was going on in the country, that is, where they were in the implementation of national the GTP, and no one had a clear perception on the implementation process of the GTP.

Currently, the school principals' training is facilitated by the MOE to equip principals with how to manage schools effectively. However, the challenge is that the curriculum or training manual designed for this programme is too general and lacks focus. The course package includes several types of educational management and leadership theories with no specific focus areas.

As almost all participants of this study argued, though there are several educational planning and management programmes available in the region, most of them are led by untrained principals or the graduates in the positions are removed because of the political interests of the regional authorities.

The REB also provides short-term training for principals and teachers, but most of the principals complained about the appropriateness of the training content. They suggested that most of the training content was not related to the existing leadership problems in schools. So, the REB could not help the school leadership to be committed to their work por to work intensively for effective reform and transformation of schools.

The relationships between school principals and staff were not positive in most cases due to political pressure exerted on principals. This condition makes them passive in encouraging teachers to be visionary in their work. As some respondents stated, most teachers just came to school, entered the classrooms and taught what they ought to teach, and went back home at the end of the school day. Due to the depressing conditions prevailing in the regional school system, teachers did not have much impact on their students. In the same way, it was reported that students just came to the school and attended classes if they found a teacher. In many schools starting from the second period, they started to leave school compound. It was also reported that students did not have much respect for their teachers and school leaders.

As also extracted from the interviews, most of the students came to school without doing their homework and assignments. The management of the school tried to advise and encourage them to improve such behaviour, but they became discouraged when they did not see much improvement in the students' daily school performance. As a result, many teachers despaired

about continuing in the teaching profession and wanted to leave. They just stayed because of lack of options to find alternative jobs.

The general comments of most respondents indicated that to boost the morale of teachers and school leaders, the government should check the rent-seeking tendencies of the principals and ensure that people in the civil service were professional, accountable and transparent. In particular, the government should pay more attention to the university graduates who were currently sitting idle without jobs. According to the suggestions of many respondents in the region, the right person was not put in the right position; i.e., principals were often assigned to their positions because of their political outlook; merit and educational level were not considered as key selection criteria.

For example, in some schools, principals with diplomas who had no leadership knowledge or the skills expected from school principals were assigned as school leaders while many degree-holders with additional leadership training were available in the same schools. Therefore, if the right people do not properly manage teachers, it is questionable as to how they could effectively work for the development of the nation. In addition, interviewees suggested that all people in school leadership and community members should work ethically and professionally. Moreover, they suggested that if all those in government institutions genuinely worked for the development of the country, and fair evaluations that truly measured the abilities of teachers were undertaken, the reform and transformation of school in alignment with the GTP could be realised.

In contrast to the NPC's (2015:16) main objective of the Second GTP-II, which refers to ensuring the vision of Ethiopia to become a middle-income country by 2025, the conditions currently prevailing in the school system are. The country's vision regarding education and training is to "develop a system of education and training that guarantees quality and equity in education by the year 2019/20 which aims at producing competent citizens" (NPC, 2015:16).

In the context of lack of sound, visionary and purposeful leadership in schools, it is difficult to achieve the country's vision and educational goals within the specified time unless the TL model is adopted. As explained by many proponents of TL theory, the implementation of a transformation plan requires the application of TL components (Chapter 1, 1.3).

5.5 CHAPTER SUMMARY

Chapter 5 presented the qualitative results from the interviews about the organisation. The qualitative data which were collected through the use of ATLAS.ti qualitative data analysis software were presented in narrative form, coded, thematised and thoroughly analysed.

This chapter also presented the discussion of presented data in which efforts were made to relate the result of analysis with international studies. Especially, in the discussion part, an attempt was made to relate the results of the study to the work of prominent scholars in the leadership field like Burns, Bass, Avolio and Leithwood.

Finally, the general findings of the first phase of this study were identified and presented. Accordingly, as the major objective of the first phase of this study was to identify the type of leadership style currently practised in the school system, it was found that the transactional leadership style is prevalent among school principals in the region.

CHAPTER 6:

INTERVENTION AND PERSPECTIVES

6.1 INTRODUCTION

Chapter 5 dealt with the presentation, analysis and interpretation of data collected through different data collection mechanisms, using quantitative data analysis techniques. From the analysis of data, it emerged that school principals predominantly practised transactional leadership style with some semblance of TL behaviours.

The purpose of this chapter is to analyse the quantitative data gathered through questionnaire after intervention and to explain the perspective of analysis to show the change gained by conducting the intervention training on TL for the school leaders/principals.

6.2 SECOND ROUND DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The second-round data was collected by means of a 5-point Likert-scale questionnaire. The sample schools and respondents were not changed, and the questionnaire was distributed to sampled teachers through school directors. The respondents were asked to return the questionnaire within fifteen days.

SPSS was used to interpret the data with the exception of one general qualitative question that assessed the general opinion of the respondents at the end. One hundred and twenty questionnaires were distributed of which 100 (83.7%) were returned to the researcher.

In the analysis procedure, the 7-factor full range TL model was used to determine: (1) the extent to which each factor was reflected by the school principal, and (2) which leadership style was more practised by the principals after the intervention. Descriptive data analysis tools such as regression, and one sample t-tests were employed to calculate the level at which aspect of each transformational leadership style was exercised by school principals. In this regard, data are presented and analysed according to known TL behaviours reflected in Table 6.1. The first analysis was made among the known TL behaviours, to see which one was more reflected by the school principals after a training intervention.

Table 6.1: Transformational leadership

	N	Mean	Std. Deviation
Idealised influence	99	33.18	7.06
Inspirational motivation	99	33.06	5.67
Intellectual stimulation	99	33.02	7.23
Individualised consideration	99	28.34	4.12

As depicted in Table 6.1 above, the respondents were asked to rate the most influential elements of TrLS. Accordingly, idealised influence had the highest effect among the four TL behaviours, with a mean value of 33.18 (SD=7.06). This means that among the TrLS behaviours, idealised influence was practised by the school principals. In this case as described by Bass, 1999:13, Idealised influence behaviour as a facet of TL describes leaders that can be counted on to do the right thing through high ethical and moral standards. Accordingly, after the intervention, school principals started to behave in somewhat different ways in their school leadership. Supporting this, in answering the qualitative question on the survey, T-14 put it as follows:

“...the school leadership style in our school is almost very nice. Until now, we did not observe such behaviour in our school leadership system, which could now be the role model for the school community in general. Our school leadership now possesses good qualities of leadership such as being a good planner, being versatile and working effectively”.

The reflection of respondent confirms the essence of TL described by Bass which says Transformational leaders are able to inspire followers to change expectations, perceptions, and motivation to work towards common goals (Bass, 1985:21). By the delivering of on job training for the school leaders, they (school leaders) started to modify they are leading their school. Even they started to influence their followers (teachers) positively to alter expectations and motivate to strive for the attainments of common goals.

Inspirational motivation and intellectual stimulation had a similar influence in TL with mean values of 33.06 (SD=5.67) and 33.02 (SD=7.23) respectively. Inspirational motivation represents the appeal of challenging followers by symbols and images (Bass, 1999:14). In this case, theses leaders started to express the importance and value of desired goals in simple ways and show

high levels of expectation. They develop their conception to the level of talking about a vision of their school and express confidence and commitment that their goals and visions can be achieved. They also try to move followers to achieve extraordinary levels of accomplishment by showing high expectations and confidence in the followers. Thus, teachers started to react by willingly increasing their efforts to attain the vision (Coad & Berry, 1998:1052).

With regard to Intellectual stimulation the school leaders become to challenge their followers' ideas and value for solving school problems. By being aware of intellectual stimulation, these leaders are able to show their followers new ways of looking at old problems. They encourage their followers (teachers) to use non-traditional thinking to deal with traditional problems and they often listen to teachers' ideas even if the teachers' ideas are different from their own (Nikezić et al., 2012:188). So, all these exercises of school leaders indicated that these two elements of TL are highly practised as shown in the table above.

However, individualised consideration was rated relatively lower than the others with the mean value of 28.34 (SD=4.12). Even though this element is relatively lower than others, it indicates that school principals become aware, understand and sharing in others' concerns and developmental needs there by start treating each individual based on their unique behaviours (Bass & Avolio, 1997:17).

Through this individualised consideration, the leaders spend more time in school compound mentoring and coaching teachers and treating them as individuals rather than just as members of a group. This is because the leaders become to consider that teachers and other school community members have different needs, abilities and aspirations from each other. Therefore, the teachers also started to work on believe that they have the special attention of their leaders, strive more to satisfy their leader's high expectations (Muenjohn, 2004:5).

This implies that teachers were started to develop trust on their school leaders by giving support to them for their visions rather than being reluctant to them as previous. In this case, teachers' attitudes become positive in the school reform and transformation because of the positive influences developed by the school leaders/principals.

Moreover, due to their demonstration of individual consideration, school leaders actually become aware of the areas where the additional improvement is required for their followers (teachers).

These show that the level of leaders' ability to diagnose their associates' requirements for further development and their (leaders) ability to design appropriate strategies to satisfy and elevate their associates to higher levels of motivation and performance(Muenjohn, 2004:2)

From this perspective, because of their individualised consideration for the school community, current school leaders could be described as leaders who act as coaches, facilitators, and mentors to their followers, provide continuous feedback, and link the followers' current needs with their school organisation's mission. With regard to the above insight, Avolio (1999) describes such leaders as those who are "empathising with individual needs; making interpersonal connections; genuinely carrying and showing this compassion in actions; encouraging continuous growth and development of employees; sending the message 'I care about you and am looking out for your best interest.'" Avolio (1999:10). So, the actions of school leaders after intervention describe continuous supporting and encouragement of teachers for their school reform, showing high compassion and genuine consideration for individual needs, and these started to become the culture of many schools.

Overall, what is discernible from Table 6.1 is that the gaps between means are small with regard to TL components. This implies that the principals practice all the TL behaviours more or less evenly. In this case, the highest mean indicates that principals are in a position to be role models for their staff and the school community.

Moreover, multiple regression analysis was conducted to identify the most influential factors among the elements of TL as presented in Table 6.2 below.

Table 6.2: Transformational leadership test analysis

Factor	R	R Square	Unstandardised coefficient		SC	t	Sig.
			B	SE	Beta		
Constant			55.98	5.38		10.41	0.000
Idealised influence	0.810	0.656	2.16	0.16	0.81	13.61	0.000
Inspirational motivation	0.940	0.884	1.33	0.09	0.51	13.68	0.000
Intellectual stimulation	0.988	0.976	1.27	0.07	0.38	19.04	0.000
Individualised consideration	1.000	1.000	1.00	0.00	0.22	1.97	0.000

Key: N = number of sample, SD = Standard Deviation, R = correlation, SC = Standard Coefficient, t = t-test, sig. = S

As presented in Table 6.2, the extent of cumulatively practised components of TL in the sampled schools, using a stepwise regression analysis coefficient (R^2), respectively from the lowest to

highest were idealised influence (65.6%), inspirational motivation (88.4%), intellectual stimulation (97.6%) and individualised consideration (100%). Generally, the overall correlation of the model is very good with R Square of 100%. In addition, looking at the p-value of the t-test for each predictor, it can be seen that each of the factors has a significant contribution to the model with p-value < 0.05. This means that principals equivalently exercise the behavioural components of TrLS.

Like in the mean and standard deviation analysis in table 6.1 above that showed school principals exercised all components of TL almost at similar level, the t-test regression analysis also showed the similar results although there are some slight differences among TL components at the level school principals were exercised hem.

Furthermore, the correlation coefficient of idealised influence (Beta: 0.81) from Table 6.2 shows that this aspect has been strongly practised by the principals followed by inspirational motivation (Beta: 0.51) in comparison with the other factors. In general, the regression analysis confirmed the mean analysis of Table 6.2 that principals at school have a great interest and willingness to lead the reforms and transformation of schools, if they provide appropriate training and guidance. The regression equation for this result is 55.98 (constant) + 2.16 (individualised influence) + 1.33 (inspirational motivation) + 1.27 (intellectual stimulation) + 1.00 (individualised consideration).

6.2.1 Transactional Leadership

Under this topic, elements of transactional leadership were presented independently to distinguish the most exercised factor of this leadership style.

Table 6.3: Transactional leadership components

No.	Heading (leadership component)	N	Mean	Std. Deviation
1	Contingent reward	20	28.02	4.16
2	Management-by-exception	20	29.05	5.40
3	Laissez-faire	20	26.61	6.07

Key: N= sample size

In Table 6.3, the respondents were asked to identify which element of transactional leadership was more practised by their principals. Accordingly, management-by-exception with mean value

29.05 (SD =5.40) is relatively the most practised factor followed by contingent reward and laissez-faire with mean value 28.02 (SD= 4.16) and 26.61 (SD=6.07) respectively. This implies that school principals still practise transactional leadership to a certain degree, although they are inclined more to TLS.

The basic proposition of transformational-transactional leadership theory is mainly the outcome of an augmentation process, which specifies that TL adds to the effect of transactional leadership. From this perspective, the practice of principals reflecting transactional leadership behaviour is the basis for the TLS. Judge and Piccolo (2004:756) explained the augmentation outcome as the extent to which TLS builds on the transactional base in contributing to the extra effort and performance of followers. In similar manner, a multiple regression analysis was conducted for this leadership style. The intention of this regression analysis was also to determine the degree to which each of the transactional leadership styles listed in Table 6.4 was practised by school principals.

Table 6.4: Multiple regressions

Transactional Leadership	R	R Square	Unstandardised coefficient		SC	t	Sig.
			B	SE	Beta		
Constant			21.024	2.865		7.337	0.000
Contingent reward	0.914	0.835	2.157	0.097	0.914	22.237	0.000
Management-by-exception	0.958	0.918	0.870	0.088	0.414	9.905	0.000
Laissez-faire	1.000	1.000	1.000	0.000	0.326	1.000	0.000

Key: N = number of sample, SD = Standard Deviation, R= correlation, SC = Standard Coefficient, t= t-test, sig. = S

As reflected in Table 6.4, cumulatively practised elements of transactional leadership in the sampled schools were respectively from the lowest to the highest factors, that is, contingent reward (83.5%), MBE (91.8%), laissez-faire (100%), and these were determined by the application of stepwise regression analysis coefficient (R^2). Generally, the overall correlation of the model is very good with R^2 of 100%. In addition, looking at the p-value of the t-test for each predictor, it can be seen that each of the factors makes a significant contribution to the model with p-value < 0.05. This means that the school principals reflected each factor of transactional leadership style.

On the other hand, the correlation coefficient of contingent reward (Beta: 0.91) from Table 6.4 shows that contingent reward was the most practised transactional leadership component in comparison with the other factors. The regression equation for this result is, 21.02 (constant) + 2.16 (contingent reward) + 0.87 (MBE) + 1.00 (laissez-faire).

6.2.2 Transformational vs Transactional Leadership

Under this sub-topic, a comparison was done using t-test in order to distinguish the most practised leadership style between transformational and transactional leadership styles after intervention.

Table 6.5: Transformational vs transactional leadership

No	Leadership Styles	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
1	Transformational leadership	67.49	99	0.000	127.61	123.85	131.36
2	Transactional leadership	65.62	99	0.000	83.68	81.15	86.21

Key: t- t test, df- degree of freedom

As indicated in Table 6.5, t-tests were computed to check whether there was a significant mean difference between transformational and transactional leadership in the study area. Accordingly, the obtained t-test values were at 67.49 and 65.62 for transformational and transactional leadership respectively. The mean difference is 127.61 and 83.68 for transformational and transactional leadership respectively, which shows that TLS is widely practised in the study area. Furthermore, the p-value (0.000) is less than $\alpha = 0.05$, which shows that there is a statistically significant difference between the practices of transformational and transactional leadership styles. This implies that in schools, the TLS is exercised by principals more than transactional leadership style.

The above analysis indicates that, at a school level, it is TLS that was exercised considerably more by principals than transactional leadership style. This is confirmed by the suggestion of T-63 thus:

“Our school leadership become better in working together with other staff members to have good results in student performance and their work.”

In the same vein, teacher (T-74) also stated:

“...the school leadership style in our school is almost very nice. Until now, we did not observe such behaviour in our school leadership system, which currently considered as exemplary model for the school community in general.”

Similarly, T-56 also described his school leadership as follows:

“...when I describe my school leadership style, in general, it has its own strong and weak side. But the weak side has started to improve because the leaders are become ready to learn from their mistakes. Generally, my school leadership style becomes good.”

From the above elaborations of different teachers, one can conclude that after the intervention, there was a considerable improvement in school leadership practices. As clearly described by the teachers, the direction of improvement mainly reflected the TLS.

Here, as TL is the system encouraging people to be (out of the box) i.e. help them to look beyond the hurdle of existing status-quo, leaders following this leadership style could move their followers ahead of the current needs and wants. In view of their stimulating visions and missions, their followers identify themselves with such leaders and strive to attain the common goals set by their leaders.

In the same way, what could be observed from the school principals and school community is the above-mentioned facts that motivate school principals, teachers and communities. Currently, what we lack in this transitional period in our school system is the appropriate leadership model that trustfully leads school community in the right track for the efficient implementation of GTP at the school level and realising school reform and transformation.

Hence, the current school principals' improvement in their leadership system is the symptom that indicates if the TL model is well inculcated in the educational leadership system of the country, effective school reform and transformation will be enacted well all over schools of the country.

6.2.3 Full-range leadership

Full-range leadership was analysed to triangulate the effect of TrLS on facilitating school reform and transformation. Accordingly, the first calculation was made to see the extent to which the seven factors of full-range leadership were currently practised by school principals.

Table 6.6: Full-range leadership factors

Factors	N	Mean	Std. Deviation
Idealised influence	100	33.1818	7.06148
Inspirational motivation	100	33.0606	5.66734
Intellectual stimulation	100	33.0202	7.23086
Individualised consideration	100	28.3434	4.10863
Contingent reward	100	28.0202	4.17715
Management-by-exception	100	29.0101	5.41445
Laissez-faire	100	26.6061	6.09921

Key: N = population, (SD) = Standard Deviation

As can be seen in Table 6.6, the greatest mean is for idealised influence (33.18%), while the least mean is for individualised influence (28.34%). However, when looking at the whole table, it is evident that there is not much difference in the means of the TL components. This implies that principals practised all the transformational behaviours equivalently. The highest mean indicates that principals are in a position to be models for their staff and school community. In this full range leadership model, the intention was to check the level school leaders' performances along its continuum. In this system, even the leaders themselves could evaluate where they are in the continuum.

Accordingly, in Table 6.6, the respondents were asked to determine the factors that were reflected most from those of full-range leadership. Hence, idealised influence with mean value 33.18 (SD =7.06) was the most reflected factor, and laissez-faire with a mean value 28.02 (SD= 4.16) was the least reflected factor in full-range leadership style. This implies that the statistical analysis of the TrLS components, idealised influence was the foremost factor reflected by the school principals. Moreover, a look at the general picture of Table 6.6 reflects that it is the TL behaviours that are practised more than the transactional leadership behaviours.

Although TL components were highly practised by the school leaders, after an intervention, the school principals also reflected transactional leadership components. This coincides with the idea of Bass and Avolio (1993:3)) that transactional leadership is generally sufficient to maintain the

status quo in the organisations, which means that in some schools, principals tend to be restricted to the planned activities with little movement towards a more transformational style. In order to achieve reform and transformation, TL is necessary to motivate others to do more than what they originally intended and often even more than what they thought possible because of the common vision both leaders and followers strive to achieve (Bass & Avolio, 1993:3).

The above discussion highlights that for an organisation to perform optimally, the leaders should be properly rewarded and be the vanguard for organisational change. To this end, organisational leaders need to be prepared for and committed to organisation-wide reform and transformation. If the school principals are well empowered with appropriate leadership styles and strategies, the present uninspiring conditions of school leadership could be changed and would be able to inspire principals perform beyond expectations. Transformational leaders are primarily driven by an awareness of individual and group psychology (Felfe et al., 2004:266). This indicates that it is crucial that organisational leaders need to be equipped with the necessary TL skills to transform their followers' attitudes to perform beyond expectation. That is why, after an intervention, the school principals reflected TrLS. They showed great improvement in their communication with the school community and in terms of their performance at work.

As discussed earlier, the basic proposition of transformational-transactional leadership theory that has been often discussed is that the outcome of augmentation process, which specifies that TL adds to the effect of transactional leadership (Judge & Piccolo, 2004:756). This augmentation outcome is explained as the extent to which "TrLSs build on the transactional base in contributing to the extra effort and performance of followers". In this case, the best leaders are both transformational and transactional as explained by Bass and others. The full-range leadership analysis shows that principals exhibit behaviours of the best leaders because, as depicted in Table 6.6, the components of both leadership styles are practised. Bass (1999:18), and Howell and Avolio (1993:892) have the collective view that TL complements transactional leadership and that an effective leader often supplements transactional leadership with TL.

In the light of the above discussion, it is argued that the basis for TL is transactional leadership because transactional leadership was unable to satisfy the interests of employees and organisations.

With reference to the above discussion, Bass (1998:21) submits: “TL does not substitute for transactional leadership. It is the augmentation of it”. Avolio (1999:37) also commented that “Transactions are at the base of transformation”. In Bass’s (1985) conceptualisation, transactional leadership results in followers meeting expectations, upon which their end of the contract is fulfilled, and they are rewarded accordingly. To motivate followers to move beyond expectations, Bass (1998) proposed that TL is required. This suggests that without the foundation of transactional leadership, transformational model may not be realised. That is why transactional leadership components are evident in the behaviour of school principals.

As a common practice in school, principals prepare long-term plan (5 years), intermediate-term plan (3 years), and short-term plans (1 year and less). Their plans usually contain the vision, missions, goals and targets. Afterwards, the major responsibility of principals is follow-up, to ascertain whether the vision and mission have been attained or not. No additional efforts are made to do more than what has been put in the plan, so, these processes are totally transactional. On the achievement of the set activities in the plan, there will be some kind of reward that has been promised at the level of plan preparation.

What one can observe from Table 6.6 is that after an intervention programme, the awareness of school principals increased, and they started to pay attention to the reform and transformation of their schools. There was a great improvement in leadership practices of the school principals. For instance, they started to modify their leadership practices and modelled the required behaviour, encouraged their staff to challenge the previous ways of carrying out the usual way of carrying out activities, and motivated the school community to envisage a better future.

Furthermore, multiple regression analysis was conducted to triangulate data for the seven factors of full-range leadership. In this regression analysis, by using a t-test, the researcher intended to see the extent to which these factors were practised by school principals. The t-test analysis results are presented in Table 6.7 below.

Table 6.7: Regression analysis

Full Range	R	R Square	Unstandardised coefficient		SC Beta	t	Sig.
			B	SE			
Constant	0.839		51.636	10.626		4.86	0.000
Idealised Influence	0.902	0.704	1.435	0.150	0.37	9.79	0.000
Inspirational motivation	0.952	0.814	1.040	0.120	0.21	8.65	0.000
Intellectual stimulation	0.972	0.907	0.860	0.110	0.23	7.94	0.000
Individualised consideration	0.985	0.944	5.631	0.370	0.84	15.18	0.000
Contingent reward	0.995	0.969	0.980	0.070	0.22	13.52	0.000
Management-by-exception	1.000	0.990	2.077	0.280	0.41	7.53	0.000
Laissez-faire		1.000	1.000	.000	0.15	3.96	0.000

Key: N = number of sample, SD = Standard Deviation, R= correlation, SC = Standard Coefficient, t= t-test, sig.= S

As presented in Table 6.7, the extent of cumulative influences of the factors affecting full-range leadership in sampled schools was from the lowest to the highest factors were as follows: idealised influence (70.4%), inspirational motivation (81.4%), intellectual stimulation (90.7%), individualised consideration (94.4%), contingent reward (96.9%), MBE (99%) and laissez-faire (100%) using stepwise regression analysis coefficient (R^2). Generally, the overall correlation of the model is very good with R^2 of 100%. In addition, looking at the p-value of the t-test for each predictor, we can see that each of the factors makes a significant contribution to the model with p-value < 0.05. On the other hand, the correlation coefficient of individualised consideration (Beta: 0.94) in Table 6.7 shows that individualised consideration has a strong relationship with full-range leadership in comparison with other factors. The regression equation for this result is 51.636 (constant) + 1.435 (idealised influence) + 1.04 (inspirational motivation) + 0.86 (Intellectual Stimulation) + 5.631 (individualised consideration + 0.98 (contingent reward) + 2.077 (MBE) + 1.00 (laissez-faire).

6.3 DISCUSSION

It is argued that the implementation of TL denotes two processes. First, the followers are guided and encouraged to meet the expectations identified by formal performance agreement (transactional). Second, because of the leader's ability to increase the motivation, morality and shared meaning of organisational relationships, achievement beyond expectations

(transformational) is reached (Avolio & Bass, 1988; Conger, 1999; Kark & Shamir, 2002). In addition, Nevarez and Wood (2010:59) distinguished this process as “the act of empowering individuals to fulfil their contractual obligations, meet the needs of the organisation, and go beyond the ‘call of duty’ for the betterment of the institution”.

According to the above elaboration, for better performance of organisations, leaders should be well awarded and become the vanguard for organisational change. To this end, leaders need to be prepared for and committed to organisation-wide reforms and transformation. Therefore, if the school principals are empowered with the appropriate leadership styles, the present conditions of our school leadership could be changed as they strive to perform beyond expectation. Transformational leaders are primarily driven by an awareness of individual and group psychology (Felfe et al., 2004:266). This indicates that it is vital that leaders should be well equipped with the necessary skills to transform their organisations for better performance. In this study also, the school principals showed great improvement in their performances after the training intervention.

With reference to TL qualities of his principal, T49 stated:

“...currently our school leader has started to be transparent; he started to reflect the sense of responsibility and accountability.”

Another teacher (T20) added:

“Our school leadership style currently showed cooperative and democratic behaviours. All members of staff are started working together by sharing their ideas. Most of the teachers have developed positive attitudes for work. They support each other.”

In the same way, T17 said:

“...our school leadership currently on reflecting a good quality of encouraging and working with other stakeholders. Generally, she has a vision to build KG (kindergarten) class in cooperation with participation parents, staff and other stakeholders.”

The elaborations of other teachers indicate that there is a significant improvement in leadership in schools. Some of them stated that their school leadership had become more flexible and

participatory, while others said that their school leadership had become good for them and motivated all staff members to participate in school decision-making processes and other school-wide activities. From the above elaboration, one can conclude that after the training intervention, there was a considerable improvement in the school leadership approaches at the school level. By implication, in educational leadership, the awareness and capacity building of principals should seriously be taken into consideration to enhance the effectiveness and efficiency of school reform and transformation. This short-term training on TL revealed that the appropriate leadership training to enhance school reform and transformation is beneficial.

As mentioned throughout this study, Ethiopia is currently guided by the GTP, which is the overall development plan for the country. As its name indicates, this plan should be accompanied by appropriate leadership styles needed to operationalise it across all sectors of the economy and in social life. As studies by different scholars in the leadership field indicate, TrLS could do more than any leadership style to change and transform an organisation if it is implemented appropriately (Anderson, 2011:8; Leithwood, 1994:506; Litz & Scott, 2017:584). The result of the current study confirmed the perception that TrLS is essential in conducting a large-scale organisational reform and transformation.

In this case, as Göçtü and Göçtü (2014:82) perceived, transformational leaders must motivate subordinates to perform better in a changing environment like in the case of Ethiopia even in the absence of clear, proximate goals. They further explained that during the transformation of school leadership, teachers are motivated to attend training such as professional development programmes with financial support; they should be trained to use TL and computer programs which held on by the school to achieve school goals.

According to results of various surveys, if the school principal has high TL qualities, teachers' motivation, performance and organisational commitment are very high too. Moreover, despite the fact that teachers' religions, languages, cultures and values are different, they work very enthusiastically without losing their identity due to the charisma of their leaders because they are mobilised around the goal of bring up well educated and successful students, which is also one of the major goals of our school GTP.

Göçtü and Göçtü (2014) emphasise the value of training school principals and even teachers in TrLS if an organisation is truly committed to transforming its leadership system. Their conclusion explicitly showed that training school leaders in TrLS elevates the commitment, motivation and strong trust of subordinates (teachers) in their leaders for the achievement of school reform and transformation. This is in line with the current analysis of the post-intervention perspective that reflected the increment in the school leaders' and teachers' initiations and commitment in their performances and consideration of the GTP implementation at school level.

The second analysis presented in Table 6.7 uses the full range of TL components, also known as “Seven Factors of Transformational Leadership Model” (Michel, Lyons & Cho, 2011:494). The FRTL Model includes (a) four component behaviours of TL, (idealised influence, inspirational motivation, individualised consideration, and intellectual stimulation), and (b) the three component behaviours of transactional leadership: contingent reward, MBE-P, and MBE-A.

In this case, as mentioned by (Avolio, Bass & Jung, 1999:98; Bass, 1998:351), the most effective leaders are both transformational and transactional. Furthermore, TL alone has been confirmed to be related to organisational performance and leader effectiveness (Judge & Piccolo, 2004:755). Even though some versions of the full-range model omit laissez-faire leadership as a separate behaviour category, in this discussion, it was considered as the part of the continuum of the FRTL model (Michel et al., 2011:494). The analysis in Table 6.7 confirmed the notion of these prominent scholars in the field. After the introduction of TL, school principals in the region greatly improved their leadership approach. Valuable improvement initiatives were observed by principals, teachers and the school community.

6.4 CHAPTER SUMMARY

Chapter 6 dealt with the intervention process in general. The chapter discussed the second-round data presentation, analysis and interpretation. This chapter described in detail the process followed in the adoption of the TL model in the current the GTP in order to ensure educational reform.

The training provided to the school leaders on the TL behaviour was evaluated to see how leadership practices had changed. In addition, the FRTL approach was also analysed to see the extent to which TL behaviours were reflected by the school principals.

In the discussion part, an attempt was made to relate the results of the training intervention to similar interventions implemented by international scholars like Bass to determine the effect of TrLS on organisational reform and transformation. In addition, the view of scholars related to the effects of training on school principal leadership were highlighted to show the appropriateness of training on TL for effective school reform and transformation. Finally, the findings indicated that there was great improvement in school leadership style.

CHAPTER 7:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

As stated in Chapter 1, the study was conducted in two phases. The first phase was conducted to identify the type of leadership style that was practised by school principals. The second phase was conducted to determine the way in which TL and the GTP could be aligned in managing the education of the country in order to enhance school reform and transformation and lay the basis for aligning the GTP and school TL.

Accordingly, first, the type of leadership style practised more by school principals was identified. Second, an intervention was also implemented to indicate the way in which TL could be aligned with the GTP at school level and enhance school reform and transformation. This final chapter deals with the general summary, conclusions and recommendations for the study.

7.2 SUMMARY OF STUDY

The general aim of this study was to identify the current school leadership practices and suggest ways in which TrLS could be the base for aligning the GTP-II with school reform and transformation. The general objective of this study was to investigate and describe the role of TL in the implementation of school reform and transformation and to adopt this model for the effective reform and transformation of school system.

Accordingly, the study was conducted in two phases. The first phase was to identify the type of leadership style practised by the school principals. The second phase was to explore ways in which TL could be adopted to manage the reform the education system of the country. This is in line with the country's efforts of implementing the GTP for its development. The major goal of this plan is to transform the county in all areas and lift it up to the level of a middle-income country by 2025 (MOE, 2015:16).

What initiated the student-researcher to undertake this study was the recognition that there was minimal strategic thinking among school principals, and that there was a mismatch between the school vision and performance of principals. Furthermore, the study was motivated by the low

commitment and motivation of staff and students, low self-efficacy of many teachers, degraded value of national feelings, little public concern (accountability and responsibility), and little interaction between school and the community. These problems were prevalent in schools, and the district education offices were aware of them. The researcher confirmed this by reflecting on and analysing his past and present experience and by observing what was happening in schools with regard to leadership and management.

This study was guided by the following major research questions:

- What leadership styles are practised by school principals to enhance quality school reform and transformation?
- What role do school principals play to align the TL, the GTP-II and school reform and transformation?
- Do the current school leadership practices support teachers' commitment to the effective school reform and transformation?
- How do teachers characterise their principals' leadership behaviours with respect to school reform and transformation?
- How can TL be effectively aligned with Growth and Transformational Plan-II (GTP-II) at school level to enhance school reform and transformation?

In the history of leadership development, TL is one of the models that has been extensively and critically studied and applied to all kind of organisation and become more successful in transforming organisations (Leithwood & Sun, 2012:387). Since 1991, Ethiopia has engaged in extensive and fundamental reform and transformation change. In this course of change, it has attempted different models of development like SDPR (1995-2005), PASDEP (2005-2010), GT-I (2010-2015) and the GTP-II (2015-2020). In the course of these reforms, different government institutions working under different environments have practised some aspects of TL like vision and mission development without recognising that they are referring to the TL model as their framework for reform and transformation. So, the adaptation of TL model to nationwide reforms and transformation would not only enhance the reform but would also refine the quality of reform and transformation of the country as a whole and education in particular.

Since Ethiopia embarked on nationwide reform, no research attempts had been made to review and adapt the TL to the education sector. It was assumed that the adoption of the TL model in the current the GTP and successive the GTPs would enhance the implementation of the plan. Moreover, such adoption would enable Ethiopia to reach its vision of becoming a middle-income country by 2025.

To carry out this study, the researcher employed a mixed-methods approach. Data gathering tools employed were a questionnaire, unstructured interviews and observation.

Accordingly, in Chapter 1, introduction and background of the study were presented. The statement of the problem, the significance of this study, definitions of basic terms found in the study and the organisation of this study were presented.

In Chapter 2 the theoretical framework, the emergence and development of traditional (Christian & Islamic) and western education in Ethiopia, were discussed. Moreover, this chapter explained educational reform during different political regimes in the county. Especially, this chapter detailed educational reform that has taken place since 1991.

Chapter 3 dealt with the national development plan and TL interface. The chapter also assessed the research conducted by prominent scholars in the field like Bass, Avolio and Leithwood on the effectiveness of this theory in enhancing wide-scale organisational reform and transformation. Finally, the chapter highlighted the effects of TL on the different aspects of education and the critical response to the TL.

In Chapter 4, the research design and methodology employed in this study were presented. Moreover, procedures for data analysis and ethical consideration were treated in this chapter.

Chapter 5 presented the analysis of the quantitative and qualitative data collected by questionnaire and interviews. The presented quantitative and qualitative data were analysed through the use of SPSS quantitative data analysis software and ATLAS.ti qualitative data analysis software.

Chapter 6 dealt with the intervention process in general. It elaborated second-round data presentation, analysis and interpretation. The training provided to the school leaders on the TL

behaviour was evaluated. In the discussion part, an attempt was made to relate the effect of TL behaviour to the current training effects on school principal leadership.

In the consecutive section of chapter seven; conclusion and recommendations for different stakeholders like MOE, REB, WEO, and school are presented. A model for the implementation of effective school reform and transformation and how to align TL with the GTP in educational reform is presented and described. Finally, suggestions for further study with focus areas to be researched were identified for those who are interested in conducting research in this field.

7.3 CONCLUSIONS

Based on the first phase study and intervention results, the major findings of this study are presented as follows. The major goal of the GTP is to transform the country in all sectors and lift it up to the level of middle-income country by 2025 (MOE, 2015:16). Against this background, the researcher sought to identify the efforts of school managers in driving school reform in the light of the GTP. The results of quantitative and qualitative data analysis of the first phase of this study showed that in the Harari region the leadership style most practised in schools is transactional, and that the school principals mainly use management-by-exception.

As the data gained through interviews and the questionnaire showed, the school leaders mainly focus on the paperwork and follow the planned activities. In almost all the schools, principals did not have the GTP document, which is the guideline for the reform and transformation of schools in the country. Since it is the national document for the transformation of the country as a whole, it is imperative that each school should have this document for effective implementation of school reform and transformation. Due to a lack of knowledge of the GTP in schools, many principals and school leaders could not develop their policies and strategies in line with this grand plan.

From the statistical analysis of the first phase of this study, it was confirmed that the highest mean percentage was for transactional leadership style (73.4%), which implies that it was the leadership style most practised by the school principals in the current situation. However, a large number of respondents (71.8%) indicated that many principals reflected some behaviours of TL. The respondents indicated that some principals reflected the characteristics of laissez-faire leadership style.

Many respondents explained that the main thrust of their principals' work was paper-based and that most of the training provided by REB was not related to the actual problems of schools. One director explained that these conditions did not inspire the school community work hard for the development of their schools. It has also been noted that, in general, schools are not free from the current political system and individual outlook. This means that principals are appointed due to their political affiliation and, if they are found to have different political perceptions from the political organisation in power, those principals would immediately be replaced by others who would be willing to comply with the existing political system. Due to the corrupt education leadership system, people responsible for the students' development (teachers, school leaders, WEO experts and REB experts) become reluctant to dedicate themselves to shaping the young generation at school with many learners going astray morally and ethically.

It was further established that the current school leadership system could not move beyond what was ordered by the higher officials and that they were unable to implement the school policy as required by the REB (government). From this, it could be said that teachers' expectations do not coincide with the expectations of education policy i.e., the policy envisaged the development of active and problem-solving citizens, quality of teaching, and development of the quality school leadership. In addition, the findings also indicated that, in general, teachers did not interest to stay long in teaching profession because of poor salaries and poor attention given to the teaching profession. In such a working environment, the school leaders do not have capacity to develop and sustain the teachers' commitment to effective teaching and school reform.

From the responses of teachers, it could be deduced that teachers perceived their principals as passive and inactive in their efforts to adjust reforms and transformation in their schools. From the analysis of interview data, it can be concluded that the GTP and school leadership plans were not well synchronised; students, teachers, and school leaders could not be visionary and effective in leading school reform and transformation.

When the current practices of school leadership were analysed with reference to transformational and transactional leadership, the interview results showed that the current school leadership system is not transformational. Almost all the respondents indicated that the work and practices of school leaders focused largely on responding to circulars and letters of higher officials. They were busy with routine office work instead of giving attention to strategic work that could

transform the schools and student outcomes. The respondents confirmed that although in some schools, principals reflected some characteristics of TL, in most cases; they reflected the transactional leadership behaviour, particularly contingent reward.

The qualities of TL are required by the Ethiopian school principals since the education system is operating under the country's the GTP. Therefore, it is essential for the country's educational leaders to be acquainted with the processes of this leadership model. The reason for this is that by increasing their intrinsic motivation, TL influences the imagination of the supporters, which promotes creativity. This may be related to the fact that, through intellectual stimulation, transformational leaders force followers to think more innovatively. They often have an organisational atmosphere in which creative ideas from followers are encouraged, leading to greater innovation (Bass & Riggio, 2006).

It was also established that some principals were appointed to lead schools without any leadership training, while some had been trained long ago in educational management without any refresher training and were now trapped in routine office work. Admittedly, some of the principals who were appointed without training had a good track record in leadership that was appreciated by staff. Generally, however, the leadership awareness of school principals in the region was poor and required intervention to make them effective change leaders.

The respondents indicated that people responsible for developing the school plan did not follow the required criteria for the school strategic plan. For example, they do not draft a SWOT analysis during the development of the school plan. Almost all respondents did not know what was going on in their region or country at large in terms of leadership development. They did not know where they stood in terms of the implementation of national the GTP.

Under the current school leadership environment, it will be difficult to achieve the vision of the country and education within the specified time unless schools and the entire leadership of the country's education adopt TL. Many proponents of TL theory contend that the implementation of a large-scale plan requires the application of TL, which includes the following components:

- (i) Individualised support to followers,
- (ii) Sharing vision and goal of organisation with all levels of workers in the organisation,
- (iii) Facilitating and enhancing creativity,

- (iv) Building transformational culture
- (v) Providing rewards for effective and efficient performance, and
- (vi) Setting high expectations and being a role model in the process of carrying out the transformational changes (Bass, 1985; Leithwood, 2000; Leithwood & Jantzi, 2005).

From the results of SPSS data analysis of the first phase of the study, it could be discerned that the leadership style that was practised more by school principals was transactional although some TL behaviours were reflected. Similarly, the findings of qualitative data analysis using ATLAS.ti showed that school principals reflected the characteristics of transactional leadership style. With the exception of the respondents of one school, all the respondents described their principals as transactional leaders. Even in some schools, the respondents indicated that their principals were laissez-faire leaders.

In general, the results of quantitative and qualitative data analysis showed that, in the Harari region, the leadership style that was practised most at school level was transactional. In addition, it can be concluded from the data gained through interviews and questionnaire that the school leadership focused mainly on paperwork and follow-up on the planned activities. These restricted them to achieving only the set activities.

Contrary to expectation, none of the school leaders had the GTP document which is the basis for the reform and transformation of the country. The reform and transformation process could not therefore be at the required level. Since the GTP is the national document for transformation of the country as a whole, it is mandatory for each school to have this document if they are to lead effective school reform and transformation as required.

In the second phase of the study after the intervention, great change and improvement in the principals' leadership style at the school level has been observed. This implies that in educational leadership, the awareness and capacity building of principals should be taken into consideration to enhance the effectiveness and efficiency of school reform and transformation. This short-term training on TL revealed that the appropriate leadership training to enhance school reform and transformation is essential.

The results after the intervention clearly indicate that the GTP should be accompanied by appropriate leadership styles to operationalise it across all sectors of the economy and

society. The second phase of this study was based on an intervention by means of training school leaders on basic knowledge, adoption and aligning TL with the GTP within the context of Ethiopian education system. Figure 6.1 below depicts the process that can be followed to adopt TL in Ethiopian schools.

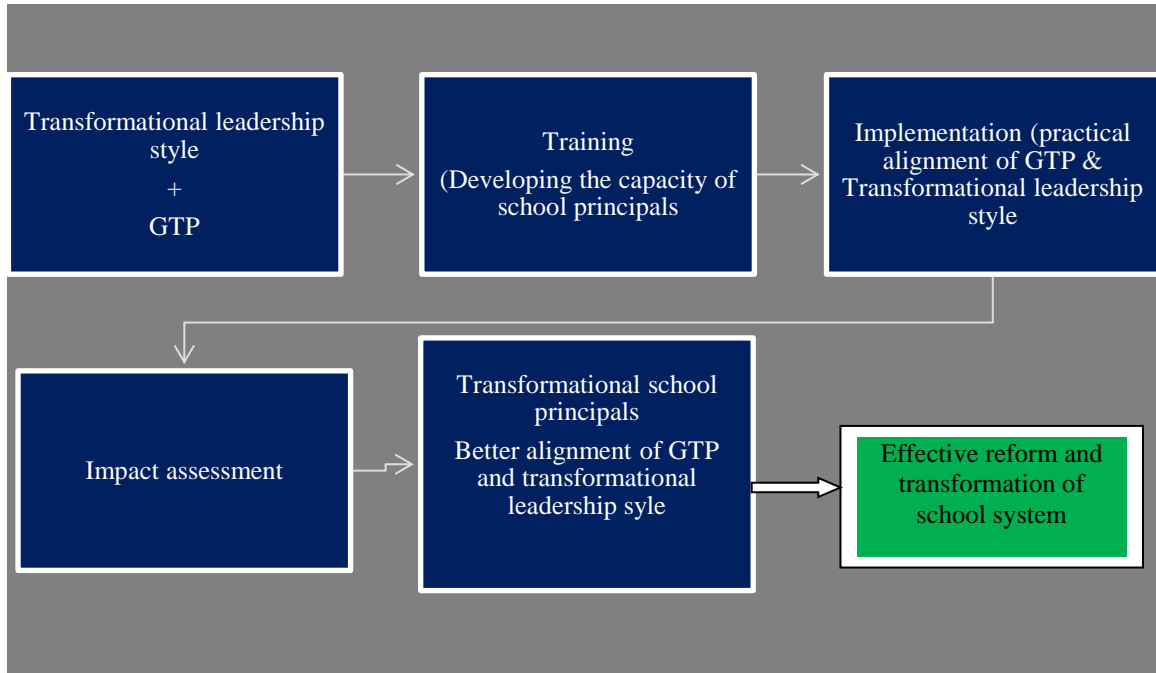


Figure 7.1: Model aligning TrLS with the GTP

As literature by different scholars in the leadership field indicates, TrLS could do more than any leadership style to change and transform an organisation if it is implemented appropriately (Anderson, 2011:8; Leithwood, 1994:506; Litz & Scott, 2017:584). Thus, the results of the intervention confirmed the perception of these scholars that TrLS is more influential in applying large-scale organisational reform and transformation.

7.4 RECOMMENDATIONS

This section recommends the strategies that could be adopted by different stakeholders for the better alignment of TrLS and the GTP and suggests some areas for further study.

As many scholars in the field of leadership like Burns (1978), Bass (2006), Avolio (1994), Hallinger (2010) and others have reiterated, TL has been widely researched and employed for large-scale organisational reform and transformation at worldwide. It is extensively employed globally for effective and qualitative organisational change and performance. Based on the

findings from this study, the following recommendations are proposed to align TrLS with the implementation of the GTP to enhance quality reform and transformation of the educational system.

7.4.1 Recommendations for the Regional Education Bureau

It is widely accepted that the school principal has an important influence on student and teachers' performance. Therefore, it is recommended that TL should be covered extensively during teacher training in order to prepare those who might become principals and take up leadership positions in future.

It was noted during the observation when collecting data that principals have heavy a workload, particularly official duties and procedures, which takes much time and does not allow them to focus on strategic work that requires TL. This could be reduced by empowering deputy principals and heads of departments and sharing the workload with them.

Current principals should be supported to become transformational leaders through in-service training to be prepared by the MOE, universities and the REB, and they should work collaboratively to affect reform and transformation in educational environments. It is also recommended that teachers appointed to become principals should have an additional qualification in educational leadership, specially designed to empower them to perform their roles effectively. Principals should be recruited and appointed based on their qualities, merits and qualifications without any political manipulation. Current principals should be supported to be transformational leaders with in-service training prepared collaboratively by the MOE and universities.

It was further established during the second phase of this study that providing training on the TL brings tremendous improvement in the leadership capabilities of school principals. Therefore, it is recommended that school principals and other staff members involved in school management should be trained sufficiently in the TL model and its processes. In addition, continuous refresher training programme is essential for effective reform and transformation of schools.

Many schools have CPD programmes for empowering teachers and providing them with an opportunity to reflect on their professional practices and improve accordingly. Therefore, it is

vital that the REB should encourage the school community (teachers, students and others) to be active participants of school reform and transformation. Schools in Ethiopia have School Improvement Programmes (SIP) in which one of the components is improvement of school leadership. The SIP provides an opportunity for REB to support schools to incorporate TL as one component for better practical alignment of the TL model with the GTP. What is required is the commitment of REB to prepare, support and encourage school principals through short-term training and workshops to develop their capacity in TL, so that principals can align SIPs with TL and the GTP at large.

The REB education supervisors are in charge of providing professional support to schools. For this purpose, they regularly visit schools to evaluate their performances in terms of instructional process and management system. Thus, these supervisors, by being aware of TrLS, should support school principals and teachers to develop their awareness of this leadership style.

As mentioned by many respondents, the short-term training prepared for school staff and directors by REB were not related to current issues or instructional processes. Therefore, it is important for REB to revise its short-term training programme and incorporate the transformational leadership style in its training workshops and seminar programme.

One of the major comments from respondents was that they did not know what was going on at the regional/country level. Many school principals also mentioned that they did not have access to the GTP. Since reform and transformation require transparency, REB should provide all necessary documents and information for schools to enhance educational reform and transformational.

It is important for each REB to make contact with its nearest university or college of education to include modules on school leadership improvement and which focus on TL. In assigning school principals, REB should focus on merit of individuals and professional outlook, which means people assigned as school principals should be those who have at least trained in school leadership/management as updating these people in TL would be easier for REB.

7.4.2 Recommendation to the Ministry of Education

The MOE is responsible for designing a strategic development plan for the education of the country and providing direction for its implementation. It is also responsible for conducting nationwide training, especially at higher education level. Moreover, it is responsible for designing the general secondary education and training programme as stipulated in the new education and training programme of 1994. Therefore, it is recommended that the MOE should incorporate educational leadership in the national training programme with a focus on TL behaviour in conjunction with the GTP.

Regarding preparing of transformational leaders, Bass (1999:15) states, “Intuitively, teaching and learning about how to be more or less constructive and corrective as a transactional leader should not be too difficult. More difficult is developing both the willingness and ability to be more transformational.” Therefore, this research authenticates the argument for the importance of providing the models of TL as a course in principals’ preparation programmes. If it is more difficult to learn TL i.e. it requires additional time, then such time should be made available. REB and WEO therefore need to review their recruiting practices if they want to find quality leaders who voluntarily lead change and educational transformation.

MOE should rethink the leadership training program to make it more desirable to the trainees in order to improve the willingness and expertise of the principals at work. On-the-job leadership training operating in the past may no longer be enough as Ethiopian schools undergo rapid change and transition to meet current school leaders' demands. This lack of planning may be one of the factors contributing to a drop in engagement among school principals, teachers and students.

To fix this issue, it is suggested that principals' programmes should be built on the basis of unique leadership needs within schools at various levels of education leadership, from school to national level. In order to make them successful in school reform and transformation, these programmes need to concentrate on improving all the critical dimensions of TL among principals.

In order to train potential school leaders, initiatives should look at various leadership styles to understand why TL is a good match for education. The core elements of a leadership program

must include, as indicated by Quin et al. (2015:72), “a rigorous admission process, development of core leadership practices or skills, an evaluation process, development of leaders who can generate organisational change, alignment of leadership theory with practice, and effective internships with skilled supervision”. If our school leadership programmes are able to develop TL as the most successful leadership model by implementing the above-mentioned key leadership elements for leading schools, then REB and WEO will have an easier task in identifying directors and vice-principals whose principles and leadership vision align with the GTP.

It is also proposed that a principal mentorship programme should be implemented within the region in order to build successful leadership in schools. This would encourage and promote cooperation within and outside their school woreda between principalities. This will also help key growth and development and provide both support structure and some accountability for principals and leaders in education. This will also strengthen the school system within regions and woreda.

The MOE needs to improve the current incentive programme for school, on the basis of TL in full-range leadership style, so that performance at school could be transformational. The MOE in coordination with the REB needs to develop the system in which it supports the continuous reform and transformation of the school system focus in aligning TL with the GTP.

7.4.3 Recommendation to School Management

Schools are the base for knowledge and skill development. They are in charge of shaping the future generation for better change and development and should be active and well organised social organisations, which need to be the agent and place of gaining new knowledge, skills and technologies. Therefore, these institutions should always be aware of better ways of carrying out their regular duties.

One of the ways in which schools could be prepared for better reform is equipping them with knowledge that would inspire schools to transcend the prevailing status quo and strive to work for better preparation of transformative citizens. To this end, TrLS is one of the leadership styles, which would be adaptable to any social organisation because of its absorptive characteristics (Jantz, 2006:71)

As mentioned by many leading proponents such as Bass (1985), Avolio (1994), Yukl (2006) and Jantz (2006), TrLS is the system of leadership that is effective in the reform of schools and TL is the most appropriate leadership style to support school principals in carrying out effective school reform and transformation.

Moreover, TL is important in promoting and managing school development by influencing teachers both directly and indirectly. Research (Ch 3, S 3.9.3.3.) indicates that TL practices create a link between teacher outcomes and teacher beliefs regarding their individual and collective ability in addition to their collective capacity. Thus, school leadership should always find opportunities to encourage, motivate and support its staff for better performance of their students, staff and school in general.

School leadership has to be transparent, change-oriented and cooperative with the school community and all stakeholders of education. Since the school is the place where new culture, technology and scientific knowledge are developed, its leadership should always look for better ways to eliminate the current emerging unethical work culture.

School leadership in cooperation with REB should strive to boost the work culture of teaching staff, develop a positive outlook on their profession, work closely with staff to shape their perceptions about the teaching profession, and motivate them to work for the achievement of the common vision, mission and goals of MOE, REB and their school.

For better reform and transformation, school leadership should support and encourage the staff to practice TL behaviour. Moreover, they should be supported by the TrLS to look beyond the prescribed limits, and implement the TL system in the work culture of their school.

For the practical implementation of these recommendations, the researcher proposes the following model that could serve as the guiding instrument for aligning TL model, the GTP and SIP. The model demonstrates how TL could be synchronised with the GTP, SIP, CPD and other short-term training programmes at different levels of the educational organisation.

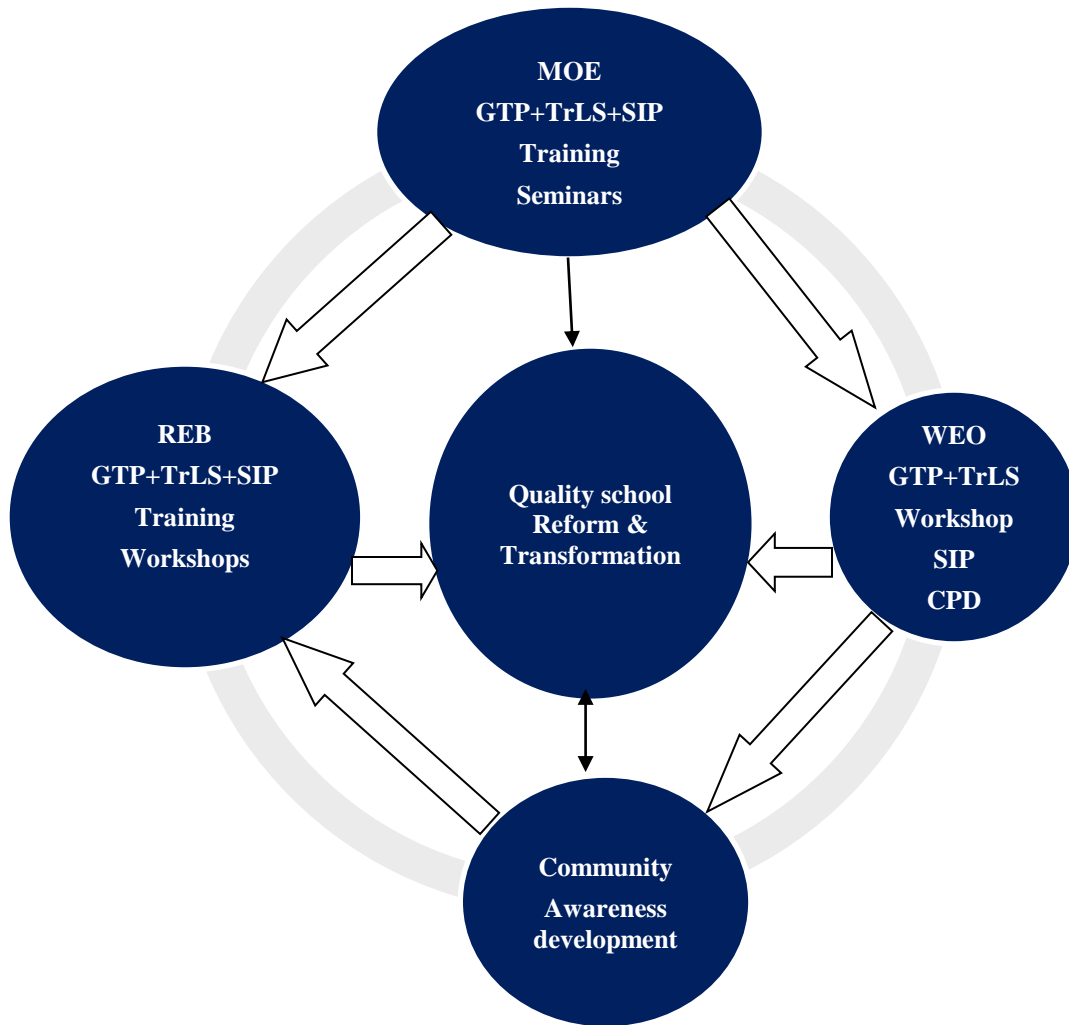


Figure 7.2: Model of quality school reform and transformation

Key:

MOE – Ministry of Education

TrLS – Transformational leadership

WEO – Woreda (District) Education Office

GTP – Growth and Transformation Plan

SIP – School improvement programme

CPD – Continuous Professional Development

This model represents the implementation of quality school reform and transformation. It is a diagrammatic representation of the roles of MOE, REB, WEO and the community in exercising TL in order to enhance the quality of school reform and transformation.

A) The Role of MOE (GTP + TrLS + SIP)

The MOE is responsible for all educational activities in the country. It develops the educational and organisational structures of the country, curriculum and leadership capacity in the country.

The combination of the GTP, TrLS and SIP in this model represents the connection of these components when conducting training and seminars in order to enhance the quality of school reform and transformation.

SIP is a special programme designed by the MOE to improve school performance. It has six components including school management. The direction of its implementation is set by MOE. Thus, in the first place, MOE needs to revise the SIP components and its direction for implementation. Especially in the school management component, school reform and transformation components need to be emphasised to bring about positive change in the school. In the curriculum of short-term training and seminars, focus should be given to the alignment of the GTP, TrLS and SIP. MOE, by having direct contact with the REB, higher education institutes, colleges of education at regional level and WEO, should manage the overall reform and transformation of school system.

B) The Role of REB (GTP + TrLS + SIP+ CPD)

Hierarchically top down, the organisational body responsible for educational activities under to MOE is REB. In the regional state, based on the national curriculum developed by MOE, REB has the mandate to flesh out the curriculum by incorporating different regional experience and culture. In addition, REB has indirect contact with schools through the WEO in many cases like school directors' training and teachers' workshop. It is the role of REB to lead and manage all the educational processes and to assist the WEO in the case of serious problems within the school system. It has a supervisory role in overlooking the educational performance of WEOs. So, the REB needs to provide direction on how to align the GTP with TrLS, be means of:

- Regular school leadership training;
- Short-term in-service training of CPD and SIP; and
- The GTP implementation at school level.

C) The Role of WEO

WEO is the closest educational authority to the school and the community. It has the responsibility of guiding and supporting schools in implementing the curriculum, guidelines, principles and regulations of the MOE and the REB. SIP and CPD are the daily, weekly, and

monthly programmes carried out by schools to enhance school reform and transformation. Thus, incorporating TrLS in these programmes is essential for the quality school reform and transformation.

The WEO usually conducts workshops for school principals, supervisors, and teachers. It also carries out its regular work of school supervision. Whenever they do this work, they conduct school and classroom observations and hold staff meetings to discuss the results of the observations. Thus, such activities are a good opportunity to raise the issues of the GTP, TrLS, and the way to incorporate them in enhancing the quality of school reform and transformation.

The WEO has a double role. On the one hand, because it is the closest governmental educational authority in the community, it has the responsibility of developing the awareness of the community about school reform and transformation in addition to its overall oversight. Hence, the WEO should make direct regular contact with the community to develop their awareness and obtain support for school reform transformation.

D) The Role of Community

The community is the environment where the schools are based. It is the basis for the life of schools and the school system. Community should have direct and indirect communication with schools. As it can be observed from the diagram above, the relation of community and school is two-way. A well organised and aware community can facilitate the school reform and transformation.

The community as a home base for the existence of school should be well informed about the position of school in the progress of community, and contributions that community could render in the reform and transformation of schools. Thus, a well-informed community would strive to shape the school system for its young generation, which would work for further continuation of community development and transformation.

Generally, as is confirmed by this study and other international and regional studies conducted by prominent researchers of leadership styles, TL is the preferred model for organisations conducting large-scale reform and helping them adjust to the dynamic modern environment.

Likewise, today, Ethiopia is at a crossroad, trying to modernise and renew its stagnant economy. One the strategies to it has put in place is the GTP. Thus, if Ethiopia aligns the TL model with the GTP, it will make strides in its reform and transformation. Thus, the quality of school reform and transformation would be enhanced in schools and provide a foundation for the production of skilled human capital for the sustained transformation of the country.

7.5 RECOMMENDATIONS FOR FURTHER STUDY

Based on the findings and conclusions, the following themes for further research are proposed because the current study focused only on the general education (1–12) reform and transformation with respect to the implementation of the GTP. There are other quality issues which MOE needs to give greater attention such CPD, SIP and the vertical connection between educational levels (elementary-higher education) for more effective preparation of the young generation for life in the future.

Since Ethiopia is undergoing widespread reform and transformation, each component of the GTP needs due attention for effective implementation in educational system. Moreover, a focus on the quality education reform and transformation should pervade all sectors of social and economic life of the country. The following topics are suggested for further research:

- The mediating role of TL model to facilitate CPD for the implementation of the GTP at the school level for effective development of school system in Ethiopia;
- The role of higher education institutions in aligning the GTP and the TrLS for enhancing the transformation of school system in Ethiopia;
- The role of SIP in implementing the GTP at the school level based on the theoretical framework of the TL model for school reform and transformation in Ethiopia; and
- The role of the full-range leadership model for enhancing the implementation of the GTP at school level for effective elementary education system reform and transformation in Ethiopia.

7.6 CONCLUDING REMARKS

The major intention of this study was to identify the common leadership styles practised by school leaders in Ethiopia and to provide a TL framework that could be adopted in the leadership

of the country's education system in order to enhance educational transformation that it seeks to achieve. To this end, the researcher reviewed literature related to the development of educational reform in the country and TL model. The study adopted a mixed methods approach to investigate Ethiopia's educational reforms and the leadership styles used by educational leaders at different levels of the country's education system with a specific focus on the school level.

This study was conducted in two phases wherein the first phase focused on identifying the dominant leadership styles practised in selected schools. The findings revealed that most educational leaders including principals preferred the transactional leadership style in managing the schools. The second phase was more practical in the sense that it focused on ways in which TL could be adopted to enhance the transformation of Ethiopia's education system. Finally, it was established that in order to improve the management of the country's education, particularly the leadership and management of schools, the MOE, REB, WEO and schools should provide pre-service and in-service training for teachers and school leaders focusing on TL as it has been found to be a key element that can improve school efficiency and educational outcomes.

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APPENDICES

APPENDIX A: FIRST ROUND TEACHERS' QUESTIONNAIRE FOR TEACHERS

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This Questionnaire is intended to collect information on the title “The Role of Transformational Leadership in Enhancing the Quality of School Reform and Transformation in Harari Region/ Eastern Ethiopia/.”

The purpose of this study is to identify the type of leadership currently experienced by school leaders and thereby to strengthen the practice of appropriate leadership system that comply with the GTP in the region school system.

Thus, your genuine response for the demand presented for you is highly essential for the quality output of this study. So, you are kindly requested to complete this questionnaire within the shortest possible time for you.

The result of your responses are used only for academic purpose and confidentiality of your responses will be strictly maintained.

I) Respondents' characteristics (Biographical information)

a) Gender----- b) Age ----- c) Educational Level. ----- d) Work Experience in years-----

II) To what extent do you agree that the person (s) providing leadership (leading) in your school reflecting the following behaviours.

Direction: The following statements are descriptions of leadership behaviour that may or may not describe leadership in your school. Show the degree to which you agree or disagree by putting “ “under your choices.

Description of the scale: 5 = Strongly Agree, 4 = Agree, 3 = Slightly Disagree 2 = Disagree, 1= Strongly Disagree

No	Statements	5	4	3	2	1
1	Inspires us with what we may able to accomplish if we work together to change our practice/programme					
2	Regularly encourages us to evaluate our progress towards achieving school goals					
3	Rarely takes our opinions in to account when making decisions					
4	Leads by doing rather than simply by telling					
5	Provides resources to support my professional development					
6	Encourages me to re-examine some basic assumptions I have about my work					
7	Gives high priority to develop within the school a shared set of values, beliefs, and attitudes related to teaching and learning					
8	Distributes leadership broadly among the staff, representing various viewpoints in leadership positions					
9	Has high expectation for us as professionals					
10	Maintain a very low profile					
11	Provides staff with a process through which we generate school goals					
12	Our leader (principal) is a source of new ideas for my professional learning					
13	Holds high expectation for students					
14	Gives us a sense of overall purpose					
15	Takes my opinion in to consideration when initiating action that affect my work					
16	Shows respect for staff by treating us as professionals					
17	Encourages me to think about what I could do better for my students					
19	Encourage an effective committee structure for decision-making					
20	Regularly attempt to understand students' progress (visit students at their work and appreciate their endeavours)					
21	Communicate students with respectful approaches					
22	Push me to set my own goals for professional development					
23	Motivate ongoing teacher collaboration for implementing new programme and practice					
24	Work thoroughly to clarify the specific essence of the school's vision in terms of its practical implementation for programmes and instruction					
25	Encourages us to develop (review) individual professional growth, goals consistent with school vision and priorities					
26	Encourages us to engage in ongoing professional growth					
27	Shows energy and enthusiasm for his own work					
28	Not aware of my unique needs and experiences					
29	Wants us to be effective innovators					
30	He is demonstrating readiness to modify personal practice in light of new understandings					
31	Encourages me to try new practices consistent with my own interest					
32	Rarely refers to school goals (vision) when we are making decisions related to changes in program/practices					
33	Urges dialogue of new information pertinent to school guidelines					
34	Creates working climate that hinder staff collaboration for professional growth and planning					
35	Identify (elaborate clearly) school vision to staff and students to make every body's activities connected with the vision					
36	Encourage the development of school norms (culture) supporting openness to change					
37	Reflects favouritism toward individuals or groups					
38	Helps us to understand the relationship between our school vision and ministry expectations					
39	Models problem-solving techniques that I can really adapt for work with colleagues and students					
40	Develop a culture of caring and trust among staff					

41	Symbolises achievement and success within our profession					
42	He/she becomes in support of existing system at the expense of being at the critical stage of educational change					
43	He/she strives to work toward whole sake holder agreement in creating precedences for school goals					
44	He/she is open and genuine in dealing with staff and students					
45	Encourage the school community to relate their daily activities with GTP of the country.					

If you have any additional information about the strengths or weaknesses of the leadership of your school, please explain in the following blank space.

Please provide any additional information about the strengths or weaknesses of your school's leadership.

APPENDIX B: UNSTRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This unstructured interview is designed to collect data on the title “The Role of Transformational Leadership in Enhancing the Quality of School Reform and Transformation in Harari Region/ Eastern Ethiopia/.”

The purpose of this study is to identify the type of leadership currently exercised by school leaders and thereby to strengthen the practice of appropriate leadership system that comply with the GTP in the region school system.

Thus, your genuine response for the demand presented for you is highly essential for the quality output of this study. So, you are kindly invited to respond to this interviews in your possible time.

The result of your responds is used only for academic purpose and confidentiality of your response will be maintained.

Background Information

- 1) For how many years you have been teacher?
- 2) What is your educational status?
- 3) Did you participate in any kind of leadership training?

Major Questions

- 1) In your opinion, how do you evaluate the commitments of students of your time (when you were student) and the present about their learning?
- 2) If you compare the teaching of your time (when you were student) and the present, what could you say regarding teachers’ commitment and school leaders/principal’s effectiveness?
- 3) Do you think that your school leaders (director, vice director, unit leaders, and department heads) devotedly working towards the implementation of GTP-II with respect to school reform and transformation? (Orientation; practically connecting school vision, missions,

goals, and objectives with that of GTP-II; follow-up in planning and daily activities of a school; evaluation-in formal and informal meetings; their commitment)

- 4) Do you consider your school leadership as a model for all the school community in the daily performance of schoolwork and communications with teachers, students, nearby government organisations?
- 5) Would you tell me about your school plan development i.e, participatory, the linkage with the national GTP, progress evaluation?
- 6) How do you characterise the behaviour of your school leaders/principal in dealing with the problem?
- 7) How your school principal is approaching to the change going on in the context of National GTP-II? (Thinking out of the box)
- 8) Is there any kind of incentive for the better accomplishment of work in your school leadership? (if there is an incentive, how it is implemented)
- 9) What is your comment about the relation between teachers and students in your school regarding professional ethics, national sense, and being visionary?
- 10) In general, what is your comment regarding the change going on in the region with respect to school reform and transformation?

Thank you for your willingness to participate in this interview!

APPENDIX C: UNSTRUCTURED INTERVIEW QUESTIONS FOR PRINCIPALS

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Unstructured Interview for Principals

This Unstructured Interview is designed to collect data on the title “The Role of Transformational Leadership in Enhancing the Quality of School Reform and Transformation in Harari Region/ Eastern Ethiopia/.”

The purpose of this study is to identify the type of leadership currently experienced by school leaders and thereby to strengthen the practice of appropriate leadership system that comply with the GTP in effecting the quality school reform and transformation the region school system.

Therefore, you are kindly invited to participate in this interview, and your genuine respond is highly required for the quality output of this study. The result will be used only for academic purpose.

Background of the respondents,

a) Educational qualification.....b) Experience in leadership.....c) Total experience.....

- 1) Would you explain please, how do you lead your school? i.e. the communication and the relation you have had with your staff.
- 2) In your school leadership system, what looks like the linkage among GTP-II, school reform and transformation and the theoretical base of your leadership system?
- 3) In your school leadership system, do teachers are committed to realise the implementation of effective school reform and transformation?
- 4) How do you evaluate your staff perception about your leadership style? i.e. What they feel about your approach of leadership.
- 5) What way do you suggest for the implementation of quality school reform and transformation?

Thank you very much for your willingness to participate in this interview.

APPENDIX D: SECOND ROUND QUESTIONNAIRE FOR TEACHERS

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This Questionnaire is designed to collect data on the title “The Role of Transformational Leadership in Enhancing the Quality of School Reform and Transformation in Harari Region/ Eastern Ethiopia/.”

The purpose of this study is to identify the extent to which leadership currently experienced by school leaders is transformational and thereby to find the way in which this leadership model will be strengthened to enhance implementation of the GTP in the region school system.

Thus, your genuine response for the demand presented for you is highly essential for the quality output of this study. So, kindly you are asked to fill out this questionnaire within the possible time for you. The result of your responds is used only for academic purpose and confidentiality of your response will be maintained.

Direction: The following statements are descriptions of leadership behaviour that may or may not describe leadership in your school. Judge how frequently each statement fits inl to your school principal leadership by putting a ✓ under your choices.

KEY:

1=Not at all, 2= Once in a while, 3 = Sometimes, 4 = fairly often, 5 = frequently, if not always

Sn	Items	1	2	3	4	5
	He/ She provides others with assistance in exchange for their efforts					
	He/ She re-examines critical assumptions to questions whether they are appropriate or not					
	He/ She is setting standards/rules, but waiting for problems to arise before doing anything					
	He/ She focuses attention on irregularities, mistakes, exceptions and deviations					
	He/ She avoids getting involved when important issues arise					
	He/ She talks about my most important values and beliefs					
	He/ She discusses in specific terms who is responsible for achieving performance targets					
	He/ She waits for things to go wrong before taking action					

	He/ She talks enthusiastically about what needs to be accomplished						
	He/ She specifies the importance of having a strong sense of purpose						
	He/ She spends time teaching and coaching						
	He/ She makes clear what one can expect to receive when performance goals are achieved						
	He/ She shows that I am a firm believer in “If it isn’t broke, don’t fix it”						
	He/ She goes beyond self-interest for the good of the group/school						
	He/ She treats others as individuals rather than just as a member of a group						
	He/ She demonstrates that problems must become chronic before I take action						
	He/ She discusses in specific terms who is responsible for achieving performance targets						
	He/ She talks enthusiastically about what needs to be accomplished						
	He/ She specifies the importance of having a strong sense of purpose						
	He/ She actively monitoring employee’s(teachers) progress and providing supportive feedback						
	He/ She is not usually providing appropriate leadership						
	He/ She is only hearing from the leader when something is wrong						
	He/ She acts in ways that build others’ respect for me						
	He/ She concentrates my full intention on dealing with mistakes, complaints, and failures						
	He/ She considers the moral and ethical consequences of decisions						
	He/ She keeps tracks of all mistakes						
	He/ She shows a sense of power and confidence						
	He/ She articulates a compelling version of the future						
	He/ She directs my attention toward failures to meet standards						
	He/ She avoids making decisions/do not want to upset any one						
	He/ She considers an individual as having different needs, abilities, and aspirations from others						
	He/ She gets others to look at problems from many different angles						
	He/ She helps others to develop their strengths						
	He/ She suggests new ways of looking at how to complete assignments						
	He/ She delays responding to urgent questions						
	He/ She emphasises the importance of having a collective sense of mission						
	He/ She express satisfaction when others meet expectations						
	He/ She express confidence that goals will be achieved						
	He/ She is effective in meeting others’ job-related needs						
	He/ She employs leadership methods that are satisfying the needs of everyone						
	He/ She works with others in a satisfactory way						
	He/ She heightens/increases others’ desire to succeed						
	He/ She is effective in meeting organisational requirements						
	He/ She increases others’ willingness to try harder						
	He/ She leads a group that is effective and overlook others						
	He/ She rewards followers for completing agreed-upon work						
	He/ She ensures that staff have adequate involvement in decisions about programmes and instruction						
	Establishing working conditions that facilitate staff collaboration for planning and professional growth,						
	He/ She is distributing leadership broadly among staff.						
	He/ She is building a collaborative school culture that reflects the school vision,						
	He/ She planning and supervising instruction, providing instructional support, frequent and regular monitoring of school progress,						
	He/ She cares about you and is looking out for your best interest						
	He/ She is encouraging followers not to think like him/her						
	He/ She is willing to take risks for potential gains school/staff						

	He/ She is clarifying where the school will be in the future						
	He/ She is not reactive or proactive, but inactive and passive in his/her leadership role						
	He/ She does not emphasise results.						
	He/ She avoids making decisions and carrying out their supervisory responsibilities						
	He/ She asks others no more than what is absolutely essential.						
	He/ She is OK with whatever others want to do						
	He/ She is happy to let others continue working in the same ways always.						
	He/ She gets others to do more than they expected to do						
	He/ She is not giving enough information to the staff/school community.						

In general, how do you describe your school leadership style?

APPENDIX E: PERMISSION LETTER

HARAMAYA UNIVERSITY
College of Education and Behavioral Science
Dep't of Educational Planning & Management



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Date: Sep.1/2016

TO WHOM IT MAY CONCERN

Subject: Request for Cooperation

Mr. **Abedela Yuya** is one of among academic staff who is PhD candidate in Educational Leadership Program. Currently, he is conducting research work on the title **The role of Transformational Leadership in Enhancing the Quality of Educational Reform and Transformation in Harari Region/Eastern Ethiopia/**. In order to successfully carry out his project, he needs your kind and genuine cooperation in providing information and access to the secondary and elementary schools of the region. Therefore, we request your esteemed office to provide them necessary supports.

Thank you for your kind cooperation

With Best Regards,

A handwritten signature in blue ink, appearing to be 'Bahar Adem Abdulahi'.

በሐር አደም አብዱላሂ (ዶ/ር)
Bahar Adem Abdulahi (PhD)



(Head of Dep't)

P.O.Box- 138 (Dire Dawa) or -135 (Harar)

Telephone (251) 255530388



ቁጥር 011-938/ወሐክ 2013
ቀን 01/10/2008

ጉዳዩ ለሚመለከተው ት/ቤት በሙሉ

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ከሠላምታ ጋር!!



Jami Mahaamirad
ጃማዕ መሀመድ
አስታዳሪ ኦርቲ ለማ ዳ.ሊ.ጋ ሊ.ጠት መስኩል
Jami Mahaamirad
Hogganaa Adeemsa Hojii Misooma
Barsisootaa

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ፊ ለመምህራንና ሠራ/ል/ዋና የሥራ ሂደት

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APPENDIX F: ETHICAL CLEARANCE

Unisa COLLEGE OF EDUCATION ETHICS
REVIEW COMMITTEE



Date: 2017/07/12

Ref#: 2017/07/12/49026739/40/MC

Dear Mr AY Osman, **Decision:**
Ethics Approval from 2017/07/12 to
2022/07/12

Name: Mr AY Osman

Student#: 49026739

Researcher:

Name: Mr AY Osman

Email: 49026739@unisa.ac.za

Telephone: 0911932756

Supervisor:

Name: Prof M Lekhetho

Email: lekhem@unisa.ac.za

Telephone: 012 429 3781

Title of research:

The role of TL in enhancing the quality of school reform and transformation in Ethiopia

Qualification: D Ed in Education Management

Thank you for the application for research ethics clearance by the Unisa College of Education Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2017/07/12 to 2022/07/12.

The low risk application was reviewed by the Ethics Review Committee on 2017/07/12 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to Unisa College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research.
7. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date 2022/07/12. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

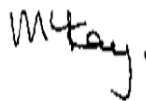
Note:

The reference number **2017/07/12/49026739/40/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.



Dr M Claassens

CHAIRPERSON: CEDU



Prof V McKay

RERC EXECUTIVE DEAN

mcdtc@netactive.co.za

APPENDIX G: DECLARATION OF PROFESSIONAL EDITING



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6 November 2020

Declaration of professional edit

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ENHANCING THE QUALITY OF SCHOOL REFORM AND TRANSFORMATION IN ETHIOPIA

By

ABDELLA YUYA

I declare that I have edited and proofread this article. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

A handwritten signature in black ink, reading 'Jacqui Baumgardt'.

UNISA: D. Ed. Education Management

University of Cape Town: Certificate in Copy Editing

University of Cape Town: Certificate in Corporate Coaching

Professional
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Guild

Jacqui Baumgardt
Full Member

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