

**FACTORS AFFECTING TRANSFORMATIONAL LEADERSHIP
PRACTICE IN PUBLIC SECONDARY SCHOOLS OF EAST HARARGHE
ZONE, OROMIA NATIONAL REGIONAL STATE,
ETHIOPIA**

MA THESIS

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Over all, I would like declare that this thesis is my own work. I have followed all ethical and technical principles of scholarship during the preparation of this thesis, data collection, and data analysis. All sources of materials used for this thesis have been duly acknowledged.

This thesis has been submitted in partial fulfillment of the requirements for MA Degree at Haramaya University. I also declare that this thesis is not submitted to any other institution for the awarded of academic degree, diploma or certificate.

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ACRONYMS AND ABBREVIATIONS

EHZ	East Hararghe Zone
ETP	Ethiopian Education and Training Policy
MOE	Ministry of Education
PTSA	Parent Teacher Student Association
PSS	Public Secondary School
SPSS	Statistical Package for the Social Sciences
TVET	Technical and Vocational Education Training
TL	Transformational Leadership
TLP	Transformational Leadership Practice
WEB	Woreda Education Bureau
ZEB	Zone Education Bureau

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**Factors Affecting Transformational Leadership Practice in Public
Secondary School of East Hararghe Zone, Oromia National Regional State,
Ethiopia
Getahun Abiyu**

ABSTRACT

The purpose of this study was to assess the factors affecting transformational leadership practice in public secondary schools in the East Hararghe Zone, Oromia National Regional State. To conduct this study, descriptive survey research design and a quantitative method were employed. A total of 208 participants (181 teachers, 5 principals, 12 vice principals, 5 head supervisors, and 5 Parent Teachers-Student Association heads) participated in the study. Leaders (principals, vice principals, heads of supervisors, and heads of the Parent Teachers-Student Association) were selected by using the census technique, while teachers were selected by simple random sampling, respectively. Quantitative data were collected through closed-ended questionnaires and structured interviews from respondents (both leaders and teachers). Accordingly, the following results were obtained: Most of the sampled school leaders were not specialized in educational planning and management, which the requirements criteria and standards of the Ministry of Education. Transformational leadership is rarely or not at all practiced in schools. Vision, mission, and goals were not developed in collaboration with stakeholders. Teachers and leaders lack the necessary knowledge and skills in recent transformational leaders. Regarding the major factors affecting Transformational leadership practice, it was negatively affected by individually 3.5 (35%), organizationally 3.4 (34%), and psychologically 3.1 (31%), respectively. Transformational leader practice prepares and develops a common vision, mission, and goals for school with stakeholders, creates opportunities for professional discussions among teachers, and creates a comfortable environment for students and staff, so that most of the time transformational activities rather than administrative matters are the strategies to improve the implementation of transformational leader practice in the study areas. Based on these findings, East Hararghe Zone leaders and teachers should have to focus on transformational leadership development, inspiring, motivating, empowering, and vision communication, enhancing individual and organizational performance in ways that staff build trust towards them.

1. INTRODUCTION

This chapter consists of the background of the study, the statement of the problem, basic research questions to answer the general and specific objectives of the study, significance, delimitation, limitations, operational definition of key terms, and the organization of the study.

1.1. Background of the Study

Transformational leadership is the most suitable leadership for guiding employees and staff in educational organizations (Jovanovic and Ciric, 2016). Among the different types of leadership, transformational leadership has been shown to be a successful strategy that school administrators can use to raise student accomplishment, engagement, and learning (Alghobashy, 2023). As a result of advancements in the global era, human potential has become limitless in terms of thinking, leading, inspiring, communicating, and acting, bringing about changes in other domains, including education (Effendi *et al.*, 2020).

In order to move an organization's creative and innovative ideas to the next level of excellence, educational leadership is a crucial prerequisite for the change management process. The Malaysian Ministry of Education (MOE) always makes sure that every school, regardless of location or performance level, has a principal/headmaster and a leadership team to deliver high support to provide educational leadership and drive the overall school performance. This is outlined in the development plan for the Malaysia Education Blueprint (2013- 2025) (Lin Tengi *et al.*, 2017).

Successful leadership is essential for any organization to succeed, and educational institutions are no exception. Among the many theories of leadership, transformational leadership has come to light as a particularly successful strategy that has the potential to significantly improve a number of areas, including education. The fundamental guidance of transformational leadership is that leaders have the power to encourage and inspire followers to go beyond their own expectations. This kind of leadership encourages development, creativity, and cooperation in order to bring about positive change in people, groups, and organizations (Pennell, 2023a). As transformational leaders, we empower, support, motivate, encourage, initiate, and inspire employees to solve their own and organizational problems. As well as increase the commitment and capacity of organizational members. According to Rupperecht (2022) leading with values, creating a safe and comfortable work environment, and building relationships with each employee are all encouraged by transformational leadership. This dynamic style's impact on organizational success has undergone extensive research and analysis. As Mathis (2021) stated that there is general agreement that leaders managing creative, adaptable, or change-focused projects ought to adopt a transformational leadership approach. The goal of transformational

leadership is to inspire and motivate subordinates to realize their own potential. Idealized influence, inspirational motivation, intellectual stimulation, and customized consideration are its four defining behaviors. Employee motivation, productivity, and satisfaction are just a few of the organizational outcomes that transformational leadership has been demonstrated to positively affect.

In the context of education, transformational leadership has the potential to enhance academic performance, create a more attractive school environment, and cultivate enthusiastic and involved educators. Principals' transformational leadership behaviors are crucial to facilitating the implementation of significant innovation in education (Afshari *et al.*, 2012). By creating a collaborative culture, inspiring others to become leaders, and expressing a future vision, transformational school leaders are crucial in pushing educational innovation and reform. They promote good change and growth in the educational system by inspiring and motivating others to work toward a similar goal through their leadership style (Kareem *et al.*, 2023).

According to Mekuria and Ababa (2018) while the integrated model of academic leadership development is less well documented in Ethiopia's public secondary schools, leadership development in Ethiopian contexts demands an integrated model to improve leadership competencies in learning organizations. Still, a variety of circumstances may impact the efficacy of transformational leadership include individuals, organizational, and psychological factors. Therefore, no high-quality program was succeed in the absence of suitable transformational leadership. Subject teachers have been chosen to serve as principals in terms of school transformational leadership. This suggests that principals were not taken seriously as experts.

Some teachers teach students without getting pedagogical training, and school administrators lack inspiration, drive, inventiveness, and creativity. Low school leaders, as experienced by the majority of researchers, are characterized by a lack of commitment, poor plan preparation, lack of professional skills, experience, attitude, training, resources, communication and work delegation. These issues are brought up frequently during performance evaluations, meetings, and training sessions held at various levels in the Oromia region, particularly in the East Hararghe Zone. As a result, TL must achieve its own goals for teaching, learning, and leading the issue requires quick fixes. For these purpose, the researcher wants to conduct research concerning factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone.

1.2. Statement of the Problem

In today's world, the importance of TL in education is crucial to the success and quality of education. The four pillars of transformational leadership are idealize influence, inspire motivation, intellectual stimulation, and individualize consideration. Transformational leadership in schools needs to be able to communicate in a clear and appealing way, as well as inspire of followers or stakeholders. Although, most of the time, there are not a lot of leaders in the world who enforce their followers willingly rather than forcefully.

Africa faces a number of obstacles to the development of transformational leadership. Administration over African nations does not have a consistently deep understanding of the substantive issues of improvement and change. The majority of organizations and strategies for developing transformative authority abilities are still in their early stages of improvement. There are very few comprehensive and clear national policies or strategies for developing leadership capacity, even though it is mentioned in national development strategies. The lack of technical, financial, and human resources in most countries has harmed leadership development initiatives. This is largely because leadership mentoring and capacity development are not institutionalized or internalized, which means that there is almost no sharing of best practices and experiences except in informal contexts that are not taken seriously. As a result, institutional forms of governance have not been fully adapted to African culture and values (African union, 2019). Many schools simply have a vision and a mission statement, but they do not become meaningful guidelines for education (Sulastri *et al.*, 2021).

Ethiopia has experiencing numerous challenges in implementing transformational leadership. The inefficiency of transformational leadership on the part of leaders in schools, teachers, and students' performance is one of the main contributing factors to those issues. These factors are individual factors (professional skills, experience, training), organizational factors (resources, commitment, school climate and culture, communication), and psychological factors (intelligence, attitude and motivation). The academic achievement of students and schools are negatively impacted by these challenges. The Ethiopian government's Education and Training Policy (ETP) has made numerous changes to the way the educational system functions overall. To evaluate the effectiveness of the education system, identify gaps and expectations among different stakeholders regarding education and training policy, leadership and governance system, local and international experiences, and the performance of the education sector. Furthermore, in light of the country's current development goals and aspirations to become a middle-income nation, the policy's adequacy and implementation strategy were assessed

(Tirussew *et al.*, 2018).

According to Tariku *et al.* (2020) Studied factors affecting leadership effectiveness in the public sectors conclude that leadership effectiveness is affected by professional skills, awareness, commitment, motivations, understanding what is leadership, work experience and corruption. According to MOE (2015) enumerate issues such as the zone, woreda, and school levels' inadequate transformational leadership performance. The majority of school leaders did not effectively practice transformational leadership in schools, according to a report by the Zone Education Bureau. Teachers in public secondary schools spoke poorly about affective and normative aspects of education, but their unrelenting commitment was encouraging. Senior and experienced teachers in particular demonstrated a low level of commitment (Tadesse, 2019). The commitment of educators to good instruction and school reform was not encouraged or sustained by the school administration secondary schools.

In this study the researcher's filled the gap of practice, and knowledge of leaders and teachers focus on transformational leadership from others leadership style. The researcher also assessed the factors affecting TL practice in secondary schools, such as professional standards skills, experience, training, communication, resource availability, school culture and climate, emotional intelligence, attitude and motivation of leaders and teachers in schools. In addition to this, the researcher knowledge no more studies were conducted in this area that factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone, Oromia National Regional State.

1.3. Basic Research Questions

This section of the study was focused on answering the following basic questions:

1. What is the current status of transformational leadership practice in public secondary of schools in East Hararghe Zone?
2. What are the major factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone?
3. What are the strategies to improve the implementation of transformational leadership practice in public secondary schools in East Hararghe Zone?

1.4. Objectives of the Study

This group deals with the general and the specific objectives of the study.

1.4.1. General Objective

The general objective of the study was to assess factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone.

1.4.2. Specific Objectives

The specific objectives of the study were the following:

1. To assess the current status of transformational leadership practice in public secondary schools in East Hararghe Zone.
2. To identify the major factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone.
3. To explore the strategies to improve the implementation of transformational leadership practice in public secondary schools in East Hararghe Zone.

1.5. Significance of the Study

The findings of this research are highly significant for educational leaders, experts, teachers, supervisors, and staffs. Add their knowledge, and skills for any stakeholders of secondary schools through sharing their experiences and discussion. Improve their present practices like; skills, experiences, standard positions and training, create clear communication, a comfortable culture and climate, resource availability, to control leaders, teachers, and other stakeholders feelings, intelligence, thinking, action, and doing as emotional. The study should be provide important information for other researchers around this area in the future and PTSA identifying the weaknesses and strengths of the overall performance of schools, and staff by motivating and inspiring them.

1.6. Delimitation of the Study

The study was focused on factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone, Oromia regional state. Geographically, the study was limited to the East Hararghe Zone of Oromia national regional state. Reason to choice this zone based on the researcher's workplace and experiences. It has 21 woredas and 2 administration towns. However, because of a shortage of time, the researcher's work experience, financial constraints, and to make the study manageable, the research limited the study to this Zone. Four woredas out of 21, one administration town from two and five public secondary schools out of 54 as a sample. The sample Woredas were Gursum, Babile, Kurfachale, Melka Belo, and Deder administration towns. The sample schools were Gursum, Bisdimo, Kurfa, Arewacha, and Deder public secondary schools. Methodologically, the study

was employed a descriptive survey design and quantitative research approach was employed. The participants of the study were limited to secondary school teachers and leaders (principals, vice principals, heads of supervisors, and heads of PTSA). The data collection instruments were limited to questionnaires and structured interview. Technically, The sampling techniques were limited to cluster sampling, simple random sampling, and census were used for factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone in Oromia National Regional State.

1.7. Limitation of the Study

Every study has its own limitations. Therefore, this research was covered only five (5) secondary schools in this zone out of 54, not finished on its schedule and not include woreda education expertise in the sample. Other challenges of the researcher faced in this study was Shortage of budget and the participants filled the questionnaires not timely. However, the researcher communicate honestly with participants got the important information to finished this work. For the future, the researcher should covered all secondary schools and educational expertise around in this area.

1.8. Operational Definition of key Terms

East Hararghe Zone: This is one of the zones in Oromia National Regional State; that is geographically located in the East part of the Region or the Country.

Leadership: It is the ability of guide an individual or a group of people activities towards the achievement of goals in given organization.

Public Secondary School: An educational levels that includes general education from grade 9 -12 and its run by government.

School Principal: The leader of the school is “accountable for the academic progress of all students entrusted to their care.”

Transformational leadership: A leadership style that involves inspiring and motivating followers to achieve a shared vision through personal growth and development.

1.9. Organization of the Study

This research was organized into five parts. The first part consists of an introduction section, which includes the background of the study, statement of the problem, basic research questions, objectives, significance, delimitation, limitation of the study, and definition of operational terms. The second presented a review of relevant literature. The third discusses research design and methodology, which include a description of the study area, research design, source of data, population, sample size, sampling techniques, data collection tools, procedure of data collection, method of data analysis, and ethical considerations of the study. The fourth consists of the results and discussion of the study and the fifth consists of a summary, conclusions, and recommendations of the study.

2. REVIEW OF THE RELATED LITERATURE

The literature review focuses on the research topic, factors affecting transformational leadership practice in public secondary schools in East Hararghe zone, Oromia national regional state. The concept of transformational leadership was examined, exploring the supporting theories and challenges that are related to the research problem and factors affecting transformational leadership practice was identified.

2.1. Concepts of Leadership and Transformational Leadership

Leadership is the process of continuously influencing group activities towards the accomplishment of goals in given situations, as well as the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the schools of which they are members. Educational establishments require a reliable heads and leaders need to be proficient in both strategy and innovation. In addition to this, the ability to carry out winning plans and implement changes in a methodical and planned manner. Leaders give birth to strategies and innovations and work to turn those strategies and innovations into reality (Ansar *et al.*, 2019).

According to Tariku *et al.* (2020), leadership is perhaps one of the most important aspects of management. Leadership has been determined based on personal characteristics, leader behavior, communication patterns, relational roles, subordinate perspectives and influence on subordinates, stimulating task goals and services, and stimulating organizational culture (Reza, 2019). Leadership is a vital part of every organization; it is often the focus of organizational operations and the main driver of change. Any organizations/schools without successful leadership is not change.

At educational institutions, having strong leadership is crucial to having teacher's performance at a high level. There is uncertainty about whether school administrators possess the necessary leadership style, management skills, and methods to guarantee that schools run smoothly. Educational leaders can gain from teaching and practicing transformational leadership, which research has shown improves performance in classroom and institutional settings. Deciding which leadership model is most useful for developing leaders and achieving desired organizational outcomes is a complex task (Deng *et al.*, 2022). Leadership emerged with the advent of social life. Some people are put together, begin their social lives, and influence each other. The basic concept of transformational leadership is that leaders have the power to encourage and inspire subordinates to go beyond their own expectations. This kind of

leadership encourages development, creativity, and cooperation in order to bring about positive change in people, groups, and organizations (Pennell, 2023b).

Transformational leadership is achieved when leaders and followers motivate each other for higher motivation and morality. This concept has inspired an extensive existential examination of the link between transformational leadership behaviors and various important work outcomes, such as organizational commitment and identification (Chaowai *et al.*, 2020). These leaders have better relationships with their supervisors. They help the organization more than leaders who act transitionally, and they create more value for the organization. Transformational leaders motivate their employees to do more than what is stated in their employment contract, and they focus on the employees' higher-level needs. These leaders act as mentors and advisors and pay attention to personal development, learning, and supplying the needs of the employees.

They provide challenge, a sense of mission, broader perspectives, respect, and trust for the employees, and they act as role models for their employees. They create an atmosphere of trust and motivate employees to work for the organization beyond their self-interests (Moradi and Shahbazi, 2016). Effective leadership is an important part of school improvement, but leaders in school transformation often struggle to find the best way to guide their staff and students to achieve better result (Cherogony and Tonui, 2018). In case of that school leaders and teachers to use different method to achieve the organizational goals and teachers plus students' performance then increase the satisfied the school stakeholders.

According to Kareem *et al.* (2023), the principals with a transformational leadership style are supportive and hardworking leaders who motivate teachers by means of constructive criticism and support in both personal and professional lives to direct them towards task achievement.

The term 'transform' implies major changes in the form, nature, function, or potential of some phenomenon; applied to leadership, it specifies general ends to be followed although it is largely not stated with respect to means. From this beginning, we consider the central purpose of transformational leadership to be the enhancement of the individual and collective problem-solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement (Anderson, 2022).

2.2. Transformational Leadership in Education

The transformational leadership we need today has the ability to inspire followers to do their best, developing skills that take them to higher intellectual levels. Transformational leaders can

inspire their followers to achieve more than expected (Alqatawenh, 2018). Transformational leadership encourages, inspires, and motivates staff to innovate and create the change needed to shape the future success of the school. This is done by setting an example at the management level through authenticity, a strong sense of corporate culture, employee ownership, and independence in the workplace.

Transformational leaders are change agents in business, able to identify innovative technology trends and change, then help the organization embrace that change. Transformational leadership supports education through motivation through shared goals, striving for improvement, simplifying vision statements, encouraging collaboration activities and diversity, checking egos and lives of others, showing ways to grow and change, helping education from teachers and administrators, to counselors and coaches, motivating each other's to improve and innovate within their classrooms, and finding solutions to conflicts within educational organizations.

A specialization in the application of transformational leadership styles, which are designed to improve performance in both corporate and educational environments, may be advantageous for education leaders in Qatar. The majority of academicians believe that transformational leadership is an appropriate leadership approach for today's educational settings (Noureen *et al.*, 2022). Most analysts consider transformational administration to be a suitable administration fashion for today's schools. Transformational authority energizes the inspiration of supporters, constructs a vision to bring about change by motivating them, and cultivates a moral work environment with clear measures.

By controlling, transformational leaders empower and encourage their team members, allowing skilled workers to assume decision-making authority in their designated roles. It is a management approach meant to give staff member's greater freedom to be creative, forward-thinking, and innovative in solving challenges. Through training and mentoring, staff members on the path to leadership are also going to be prepared to take on the role of transformative leaders themselves. A transformational leader inspires stakeholders, builds a team, and creates high expectations related to performance (McCarley *et al.*, 2016).

2.3. Dimension of Transformational Leadership

2.3.1. Idealize Influence

Setting an appropriate example for others is the most crucial thing a transformational leader can do. You will be looked to by staff members as an example of appropriate behavior in all aspects of the workplace because any organization consists of diversified groups. If you set a high bar for performance and lead with honesty, your staff will pay attention and be motivated to meet it. It is not about forcing workers to put in a lot of overtime; rather, it is about setting a good example and influencing people in a positive way by promoting transparency, trust, and respect (Sunaengsih *et al.*, 2021).

2.3.2. Individualize Consideration

Workers must have a sense of autonomy and ownership over the overall goals of their employer. It is crucial for transformational leaders to recognize that each person working in schools is an individual with distinct needs, training preferences, and ways they can contribute to the school community. These executives will customize their mentoring and coaching approaches for each person, assisting them in achieving objectives both within and beyond their organization (Sunaengsih *et al.*, 2021).

2.3.3. Intellectual Stimulation

In order to bring about change, it is vital to push the status quo and question long-held views in the classroom by promoting creativity, innovation, critical thinking, and problem-solving skills. Transformational leaders should encourage staff members to take risks and explore novel concepts to bring innovation into the classroom. Establishing a culture that supports development and stimulates a desire for digital transformation and other significant school initiatives is what you want to do (Pennell, 2023b).

2.3.4. Inspirational Motivation

In the context of education, school administrators are accountable for providing both the material and spiritual assistance needed to keep teachers motivated to meet the objectives of the school system. A transformational leader informs his followers of the purpose and objectives that need to be met. The leaders observed the complete dedication to the organization's objectives (Lin Tenggi *et al.*, 2017). You must inspire your team to feel engaged in and connected to the school's mission as a transformational leader. By providing workers with a clear sense of purpose instead of trying to instill fear in them, you can make sure that they share your commitment to these objectives as a leader (Alqatawenh, 2018).

The method by which leaders inspire their followers to perform better and enable them to accomplish corporate objectives is referred to as motivational inspiration. Motivating leaders set an example for their team members on how to do tasks more quickly and facilitate goal-sharing on what is important and morally correct. By employing this strategy and providing assignments with significance, leaders can encourage and inspire their subordinates to do their task (Basar *et al.*, 2021). When the leader shows pleasure and raises standards for both consumers and staff when communicating the vision, the workforce gains confidence in the plan and in themselves at the same time (Zerihun, 2014).

2.4. Historical Development of Transformational Leadership

The important leadership style known as transformational leadership connects the responsibilities of followers and leaders. It is thought that transformational leaders enable their followers to realize their potential and motivations, which facilitates the team's achievement of objectives. It is directly linked to the needs of its followers, the style demonstrates how leadership differs from power (Northouse, 2016).

It indicates that the leader does nothing because of the authority that comes with being in a position of leadership. He or she acts in the followers' best interests, wanting to collaborate with them to realize the predetermined goal. A transformative leader could invest time in trying to get his supporters to comprehend and embrace his vision. Richard Branson is a prime illustration of a transformational leader. Although he developed the initial idea for Virgin Atlantic, the business has gained significant value as a result of his encouragement of followers. He presented the concept to a group of people who have collaborated with him to achieve exceptional outcomes while he developed them to be more effective in their endeavors.

Not at all like past authority styles where the leader appeared to have all the control in a group, transformational administration distributes control among all partners. A transformational pioneer gets into an agreement with the supporters and expects to work with them toward the realization of a certain objective. The agreement begins with the distinguishing proof of a common vision between the pioneer and devotees. The pioneer offers the thought to the followers seeking their back within the execution of a certain arrangement (Northouse, 2016). Richard Branson, the originator of the Virgin Atlantic Gather, could be a transformational pioneer who would be instrumental in clarifying the authority hypothesis. He is popular for his charisma among the individuals who work with him. He has created an organizational culture that supports a sincere relationship with the representatives. He counseled his group some time

ago, setting out on a trade procedure or handling (Niphadkar, 2017). As such, he would deliver an exceptional outline of what transformational authority involves by clarifying different components that characterize the hypothesis.

James V. Downton introduced the idea of transformational leadership in 1973, and James Burns developed it a year later, in 1978. The idea was further developed in 1985 by researcher Bernard M. Bass to include metrics for assessing transformational leadership effectiveness. This style encourages leaders to act with strength and authenticity, believing that staff members will be motivated to do the same. Even though Bass' transformational leadership theory was developed in the 1970s, it is still a useful model of authentic leadership that works in a variety of settings. It is applicable to all industries, but in the quick-paced tech sector, where an organization's ability to innovate and adapt can make all the difference, it is especially crucial.

2.5. Theory of Leadership

Scholars and practitioners have honest considerable effort to formulating various leadership theories and styles, with a shared aim to understand and emphasize the significance of leadership. However, there remains a lack of consensus among researchers and practitioners regarding the optimal definition of leadership as well as the most impactful theories and models for effective leadership (Zerihun, 2014).

2.5.1. Path goal Theory of Leadership

A leader who applies the path-goal theory may employ any one of the four leadership styles at any given time, or a combination of them, based on the characteristics of their subordinates and the environment. The directive style calls for the leader to provide exact instructions to followers on what needs to be done, including deadlines, rules, and regulations that must be followed. The supportive style fosters a welcoming environment where subordinates can easily approach the leader. Today, leadership is characterized by more flexibility, transparency, inspiration over decision-making, and leading. The achievement-oriented style challenges workers to continuously follow excellence, and the participative style encourages inclusivity by allowing subordinates to participate in the decision-making process. The leader can feel confident in their subordinates' ability to accomplish planned goals (Kholis and Puji Astuti, 2023).

2.5.2. Trait Theory of Leadership

The method used to study human personalities, known as trait theory, finds and quantifies the degree to which certain personality traits are held. These traits are frequently recurrent patterns of behavior and thought that characterize all people, such as shyness, anxiety, pessimism, optimism, and openness to new experiences. Successful leaders always have different interests, abilities, and personality traits from less successful or unsuccessful leaders. A number of fundamental characteristics of effective leaders have been discovered as a result of numerous studies carried out during the final three decades of the 20th century. These characteristics are essentially thought of as prerequisites that give people the ability to be leaders, rather than being the only factors that determine whether or not a person will be a successful leader (Penney *et al.*, 2015).

2.5.3. Contingency Theory of Leadership

In 1958, Fred Fiedler created the contingency theory of leadership as a result of his investigation into the efficacy of group leaders. According to Fiedler, situational control and leadership style are essential for effective leadership. In the 1960s, Fiedler contended that an effective leader's strategy must take into account the situation's uncertainties, which include the task's nature and level of security.

Fiedler thought he had a direct link between a leader's effectiveness and their qualities. Fiedler claimed that certain leadership qualities were helpful in a particular crisis and that, in light of the changing situation, leadership would need to adapt. Leaders motivated by work are primarily focused on accomplishing a task, whereas by relationship maintenance is linked to creating personal interpersonal bonds. The environment of the group as well as the followers' capacity for trust, loyalty, and attraction to the leader comprise leading member relationships (Shala *et al.*, 2021).

2.5.4. Behavioral Theory of Leadership

The activities of the leader are what determine their effectiveness, rather than their personal qualities. It is possible to observe and learn good leadership characteristics, and effective leaders can receive training. A study conducted at Iowa University found that democratic leadership is ultimately the most productive style of leadership. Kurt Lewin and his colleagues conducted a study on leadership behavior at the University of Iowa in the 1930s with the goal of identifying the traits of effective leaders (Hayek, 2018).

Employees are informed about what has to be done in a task- or job-oriented manner when an authoritarian leadership style is applied. Conversely, the democratic leadership style is associated with an orientation towards the employee or the relationship; hence, it fosters employee engagement in decision-making. Employees under laissez-faire leadership never meddle or take in (Harrison, 2018).

2.5.5. Situational Theory of Leadership

Any of these dimensions should be appropriately applied in a particular situation. Situational leadership is a leadership theory that combines both directive and supportive dimensions. When applying the situational leadership theory, managers must evaluate their staff members' commitment to completing a given assignment. Situational leadership requires leaders to adjust their level of support and directness toward their staff members based on the circumstances surrounding their followers and their degree of motivation (Ghazzawi *et al.*, 2017).

2. 6. Quality of Transformational Leadership

The specific transformational leadership attributes are what define the ideal profile. These are the attributes that are presumptions for the effective application of a leader's skills and the accomplishment of a job well done. They are also inherent in the appropriate transformational abilities of leaders. Many techniques, such as factor analyses, interviews, observations, and summaries of a follower's ideal leader, have been employed to identify the elements of transformational leadership (Befikadu, 2014).

Self-awareness: Reflective, transformational leaders gain a profound sense of self-awareness. When someone has this level of self-awareness, they are able to recognize how the demands of the greater group might influence and match their own objectives. For these leaders, developing self-awareness is an ongoing process; they never stop maturing as people (Hiregoudar and Vani, 2018).

Authenticity: A genuine presence is shown by transformational leaders in their job. They accept who they really are, are shamelessly flawed, and consistently show compassion, vision, and integrity in a way that inspires and motivates others (Tonkin, 2013).

The ability to collaborate: Those under their direction are consistently engaged by transformational leaders. They conduct significant meetings with a range of stakeholders and use the insights from these talks to tackle difficult issues that they are unable to resolve alone. An Understanding of Interdependence: Effective transformational leaders grow, empower, and

organize networks. These networks facilitate the formation of actions, which frequently result in systemic, social, and cultural change.

Humility: Humility characterizes transformational leaders. In addition to listening to others, they are always learning. Not too much comfort is given to them. Their increased flexibility allows them to adapt to and even thrive in a time of rapid change, even in the face of not having all the answers (Huizinga, 2016).

2.7. Importance of Transformational Leadership

According to Simic (1998), transformational leadership is a leadership style that is currently the essential quality for successful leaders of transformational organizations, individuals, and psychological change in the world. Success in realizing transformational organizational changes means that the key people in an organization (managers) develop sets of appropriate skills and attributes that are characteristic of so-called transformational leaders.

For its benefits to organizations, transformational leadership is a topic of discussion these days. Leaders who experience that creativity and innovation are the best instruments for standardizing the organization and fostering its evolution have a preference for this style of leadership (Chiş-Manolache, 2022). This kind of leadership, known as transformational leadership incorporates a number of helpful characteristics into this process, including creativity, adaptability, willingness to change, and engagement. These characteristics enable leaders to extract the most productivity out of their employees.

There are several ways to promote the practice of transformational leadership within organizations. These include fostering trust between leaders and followers, valuing and respecting the ideas of others, setting positive examples as a role model, approaching problem solving from various perspectives, and facilitating effective communications among staff members. Several recommended techniques organizations have employed to improve transformational leadership practice. Therefore, thorough education on enhancing the transformational leadership abilities of the school leaders had to be set up (Schedule *et al.*, 2022).

As stated, visionary and passionate leaders with an innate ability to inspire followership are characteristics of transformational leadership. According to the transformational approach, a leader in an educational organization is someone who, beyond changing with the times, transforms it. A leader who transforms takes the initiative to shape the organization's purpose

and goals, as well as its members' views, principles, and values, and to create opportunities for the future.

2.8. Characteristics of Transformational Leadership

According to Bass and Riggio (2006), transformational leadership is a new approach to leadership. These leaders are defined as individuals who inspire and motivate their followers while also growing as leaders themselves. In addition to challenging, persuading, and offering their followers meaning and comprehension, transformational leaders inspire their followers. They encourage their followers to think critically, which helps them grow intellectually and challenge the "status quo." The current study, which is based on transformational school leadership (TSL), adopts the six dimensions of transformational school leadership (sharing school vision and building consensus, high performance expectations, individualized support, intellectual stimulation and modeling behavior, building collaborative structure, and strengthening school culture) as well as the three categories (setting directions, developing people, and redesigning the organization).

A. Setting Direction: This direction has three dimensions, namely: building school vision, establishing school goals and demonstrating high performance expectations. The process of creating a school's vision centers on giving employees a sense of direction, inspiring and sharing ideas with them, helping to make sense of the vision in terms of how it will affect programs and instruction in the real world, supporting staff in comprehending how the school's larger social mission and external change initiatives relate to each other, and making the most of every opportunity to share the school's vision with the entire school community (Kreitzer *et al.*, 2008)

Setting school goals focuses on giving staff members a method for creating and reviewing goals, expecting groups of teachers and individuals to regularly set goals and assess their progress toward them, supporting staff in creating consistency between group and individual goals and school visions, and encouraging teachers to create and review personal goals for their professional development. Setting high standards for performance demonstrates that you expect staff to be creative, diligent, and professional; that you care about the well-being of students; that you will not accept substandard work from anybody; and that you will allow staff members to exercise their judgment and take independent action within the parameters of the school's larger objectives and plans. After analyzing the relationships between the concepts of creating a school vision and setting goals, the researcher combined the two into a single dimension: creating consensus and sharing the school vision. Therefore, there are two aspects

to setting direction in this study: communicating the school's vision and fostering consensus, as well as exhibiting high performance standards (Kreitzer *et al.*, 2008)

B. Developing People: This classification is divided into three sections: modeling, intellectual stimulation, and individualized support. Additionally, this concept involves behaviors such as supporting staff members in experimenting with new practices that align with their expectations, offering coaching to staff members who require it, carrying out decisions made collaboratively with teachers, and reassuring staff members that their efforts will be rewarded with personal fulfillment.

C. Redesigning the Organization: This category has two components: building structures and cultivating a positive school culture. Establishing a positive school culture involves defining the school's goals for teamwork, treating students with kindness and respect, and encouraging staff members to enforce high standards for their own and their students' work. It also involves expressing cultural values through symbols and rituals during social events that the majority of staff members attend, facing conflict head-on and acting to resolve it by applying shared values, frequently using inspirational sayings, and acting in a way that is consistent with the shared beliefs and values of the school. This component also involves removing "boundaries" between administrators' resources and support teachers, sharing power and responsibility with others, and offering teamwork for staff work.

Constructing school structures should prioritize giving teachers (individuals or groups) autonomy in their decision-making, sharing decision-making authority with staff, soliciting staff input when making decisions, adjusting working conditions to facilitate staff collaboration during planning periods, and providing opportunities for staff development. The researcher combined the two dimensions of this category (organizational redesign) into a single dimension that focuses on enhancing school culture and creating a collaborative structure.

2.9. The Role of Transformational Leaders in Schools

The success of a leader is contingent upon their leadership model, which involves their capacity to engage with both other leaders and institutions. It is the responsibility of school principals to maintain consistency in the school's structure and system while encouraging teachers to adapt to make the school more cooperative and sensitive to the issues facing the education system today. Principals of schools are demonstrating transformational leadership by encouraging their staff to use a range of technologies, think creatively, and participate in

training to close any knowledge gaps. Additionally, principals make an effort to consider the needs of each teacher and serve as role models in all that they do (Metaferia *et al.*, 2023).

Within the educational system, teachers are essential resources. Teachers play a crucial role in developed nations because the quality of an education system is thought to be determined by the talent of its teachers. The success of the teaching and learning process is determined by teachers, who are essential to attaining the overall goals of the school (Basar *et al.*, 2021). Transformational leadership in education can help create positive change and improvement in schools by:

Promoting a culture of learning: Transformational leaders encourage a culture of collaboration, growth, and learning, which can help create a sense of ownership and responsibility among students and educators.

Empowering and supporting stakeholders: Transformational leaders empower and coach stakeholders to make decisions and exercise authority in their roles.

Inspiring employees and students: Transformational leaders encourage and inspire employees and students to reach for their goals and do their best.

Creating personalized learning plans: Transformational leaders can create personalized learning plans for students that are tailored to their unique needs.

Improving the quality of education: Transformational leaders can help improve the quality of education provided to students. Transformational leadership can help create a positive school culture that is characterized by a sense of community, high expectations, and a focus on student learning.

2.10. Transformational Leadership Effectiveness

An effective school leader is an educational leader who promotes the success of all students by facilitating the development, expression, implementation, and management of a vision of shared learning. The school community shares and supports the performance of public sector organizations, which can be greatly influenced by effective leadership. In Ethiopia this a major concern of the government in achieving growth and transformation in all aspects, as in efficiencies in leadership areas are critical and common problem in most public service organizations in Ethiopia (Tariku *et al.*, 2020). The presentation of transformational approaches as opposed to transactional leadership as far as the ethical component of the school environment was pointed out by the Millers (Jovanovic and Ciric, 2016).

Work motivation was significantly positively impacted by transformational leadership; employee performance was significantly impacted by transformational leadership; and employee performance was significantly impacted by work motivation (Arman *et al.*, 2019). An excellent principal is a teacher-leader who advances every student's achievement by assisting in the creation, movement, operation, and supervision of a common, school-wide learning vision (Deriba, 2019). People who follow transformational leaders are also more likely to experience higher levels of happiness, creativity, job satisfaction, and dedication, as well as other positive authority outcomes. Transformational governance has a wealth of observational evidence supporting its appropriateness in terms of various objective and objective authority outcomes (Deng *et al.*, 2022).

Even though there are many effective school leaders who show excellent leadership behaviors for ongoing student achievement, these leadership practices and their approaches have not been empirically or theoretically conceptualized. This study claims that employing the concept of “Excellent Leadership of School Administrators” as a new leadership approach may potentially be used to increase kindergarten - 12 students achievement through continuous improvement and systemic partnership (Kıral, n.d.). To increase effectiveness in schools, teachers' performance must be consistently enhanced. High teaching standards among teachers and a competent principal were the two main determinants of a school's effectiveness (Dan *et al.*, 2020).

2.11. Benefit of Transformational Leadership

Taking into account the notion that transformational leadership is the most effective way to lead students within the school environment, many authors have noted that transformational leadership has consistently predicted teachers' willingness to put in extra effort and modify their teaching methods or approaches. The most consistent results tie transformational leadership to organizational learning, organizational efficiency, and organizational culture (Jovanovic and Ciric, 2016).

Transformational leadership has the potential to transform educational institutions, modify the approaches taken by educators in the classroom, and raise the standard for student learning, achievement, and engagement. Numerous authors provide evidence of the transformative approach's great utility for educational institutions. The advantages of transformational leadership are demonstrated by research in the field of school leadership. Speaking specifically about school principals, a transformational principal leadership style is a significant component that is linked to improved performance, greater job satisfaction, encouraging diversity,

participating in school decisions, emphasizing morale, allowing students to make their own decisions, and teacher acceptance. In other words, this leadership style of principals increases job satisfaction, creates a positive school climate, enhances performance at school, involves 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.

Teachers that practice transformational leadership have a positive impact on students' learning outcomes and are primarily involved in the development of high-quality teaching and learning in schools. Its primary goals are to enhance learning and to represent a leadership style based on the ideas of professional growth, development, and cooperation. In order to improve educational practice, teachers and leaders must identify, join, and contribute to the teacher community.

2.12. Factors Affecting Transformational Leadership Practice in Schools

Even though there are many effective school leaders who show excellent leadership behaviors for taking the effectiveness of transformational leadership in organizations and schools is influenced by a wide range of circumstances. These include individual, organizational, and psychological variables. Applying transformational leadership results in the development of learning competence, the establishment of a productive school environment and culture, and the attainment of satisfactory student learning (Kesumawati *et al.*, 2018). In case of that, there are many factors that affect transformational leadership practice in educational institutions, especially in secondary schools. From these the following are the major one.

2.12.1. Individual Factors

Transformational leadership with an individual attention greatly limits employees' ability to take initiative. Employee autonomy and diverse transformative leadership have been impacted by psychological availability. Between individual-focus transformational leadership and psychological availability, it significantly modifies the relationship (Zhang and Liu, 2023). These elements include the leader's and employees character, morals, expertise, experience, social standing, professional skills, training, growing up, education, and values. For instance, a charismatic and inspiring leader has a greater chance of using transformational leadership than a leader who lacks these qualities.

The professional skills of teachers and leaders (principals, vice principals, supervisors, and PTSA) are essential components of the educational process and need to perform well. The

practice of principals and teachers frequently serves as a basis for achieving the desired standard of graduation quality from educational institutions. As a result, instructors continue to be crucial to the teaching and learning process.

The primary factor in every attempt to raise educational standards is teacher quality. This is because having a dependable teacher on staff is one of the key factors in enhancing the quality of education through the teaching and learning process. Put another way, the teacher is a fundamental point to refresh and improve the quality of education (Kesumawati *et al.*, 2018).

The teachers' experience shows that they have grown as professionals over time and have received structured and meaningful professional development. Other methods for creating a competent, lifelong teaching staff have been extensively documented in other fields. These include providing professional and experienced teachers with professional development opportunities in addition to clinical preparation and good advice for beginner teachers. As they gain more experience in teaching, teachers become better (Podolsky *et al.*, 2019). However, not sharing experienced teacher and leaders for seniors' employees. As well as, not enough interest to develop their professional growth between teachers and leaders, which is affect the effectiveness of the schools.

Training in change Leadership skills are soft skills, but there are still many resources, certifications, and training programs to use to develop transformational leaders (Olkaba *et al.*, 2019). Ethiopia is interested in improving the teacher education systems, Methods, program structure, and curriculum, teacher education and school partnership, qualification requirements, professional development, and teacher competencies were all taken into consideration when analyzing the teacher training system. The quality of teacher training has improved since the approval of the education and training program in 1994. Many changes in the strategy have been made to strengthen the quality of general education in Ethiopia, with a focus on improving the capacity of teacher training schools at regional and national levels (Olkaba *et al.*, 2019).

The main goal of education and training policy is the training of citizens prepared and a complete education power efficient and active in the economic, social and political life of the country at different levels (social, economic, political, individual, and institutional). To achieve this objective, it is important that the main problems of the educational system arise from the steps corrected. For this endeavor, various strategies and methods have been devised to address the issues outlined above and implement new learning strategies effectively. However, it is

useful to analyze the strategies used to improve each one. The main problem with the old education system is better understanding the new policy (MOE, 2015).

2.12.2. Organizational/ School Factors

These factors include the school leadership structure, policies, resources, communication, design of the job, culture, climate, vision, mission, rewards, and procedures. For example, a school that has a clear vision and mission is more likely to support transformational leadership than a school that does not.

Resources like this education are the ability of the educational system to increase the added value of inputs (human, material, and financial) to produce good output. Implementing school-based management (SBM) requires the involvement of all resources that have the power to grant themselves the right to be helped. Schools are moving forward by implementing integrated problem-solving methods and instructions (Agustina Muliati *et al.*, 2022). According to Kesumawati *et al.* (2018), human resources is the main reason for the arrangement. The organization understands that education or a school will need management to organize cooperation to achieve its objectives. So, people the management of educational activities in schools must have a good plan, effective and efficient management of human resources.

According to Israel (2018), commitment in education is one of the most important aspects of human behavior. With its complexity, which encompasses all processes, including cognitive, motor, emotional, and social activities, that individuals do to complete and renew the school, it is considered one of the most important people to teach a demanding group of mankind and help them develop and expand all aspects of their nature (mental, physical, psychological, spiritual, and social), such as their strength, readiness, condition, and desire, in this case oriented towards social justice.

School culture is a set of ideas, goals, values, ethics, social relations, identity, meaning, and human belief that, at any time, change from human interaction with others in a natural environment (Effendi *et al.*, 2020). Teachers consider developing and maintaining a positive school culture to be the main task of leadership (Anderson, 2022). Culture emphasizes a sense of identity, and the "acquisition" of some is different from the values, rituals, beliefs, and action language. School culture affects how individuals behave, while a positive climate supports all learning programs at school. Depending on Tinus (2020), achieved a good school climate inside and outside, both physically and socially. School atmosphere develops by creating a

positive school environment, promoting learning and good work processes, and ensuring that the teaching and learning process and all other programs are successful.

The school environment is the environment established by the relationship between the principal and teachers, teachers and teachers, teachers and staff, teachers and students, or the relationship between students is defined by the school and the difference between school and others. The school environment can affect and determine the progress of the teaching and learning process in the school. School climate includes at least four dimensions, namely the social dimension, personal growth and development, organizational structure and flexibility, and the environmental dimension.

As Tariku *et al.* (2020), communication that motivates continuous action, as he observes the leader and the follower, and the leader in the organization agreed and focused on common goals a worthwhile and achievable goal. Effective governance in education, as a teacher or administrator, requires excellent communication skills and the willingness to engage in stimulating conversation. Schools have many stakeholders: students, teachers, administrators, and families (Cline, 2023).

Communication is the transmission of information from source to audience. Effective communication requires that the audience perceive the message in its intended form. In other words, for good communication skills are must for this class. With clear, specific, useful, simple, and supportive feedback, the information is well received because it meets the target learning objectives (Conference and Education, 2021).

2.12.3. Psychological Factors

According to Bharadwaz and Hussain (2020), it is believed that emotional intelligence is a crucial skill for leading a balanced life. It is very important in human life. It always aids individuals in controlling their own emotions and being conscious of those of others. Emotion is defined as sentiments that influence behavior, just as intelligence is always associated with ideas such as ability, capacity, and mental strength.

The phrase emotional intelligence describes the synergistic fusion of intelligence and emotion. It covers skills like self-awareness and emotional restraint recognition, self-motivation and frustration management, impulse control and productive procrastination, mood management, releasing distress that impairs thought processes, and developing empathy (Bahat and Ovsenik, 2020). As a concept, attitude refers to a person's unique way of acting, thinking, and doing. It has extremely serious ramifications for the student, the instructor, the learner's immediate

social group, and the educational system as a whole. Certain types of learning experiences result in the formation of attitudes. They can also be picked up by just imitating or listening to a parent, teacher, or friend. This is an example of imitation as well as representation, which is useful in educational settings. Their academic standing and, more importantly, their attitude toward transformational leadership are the determinants of quality teaching. Thus, teachers' contributions to enhancing teaching practices and student outcomes are strongly correlated with their positive attitudes toward themselves and the school (Drago-Severson and Blum-Destefano, 2019).

Motivation is characterized by elements that initiate, guide, and maintain focused action. McClelland's theory states that the primary influence on a person's behavior is their motivation. He continued by saying that there are three things that drive people to do things that are done better than others: the need for success, the need to attach, and the need for a strong point. The fulfillment of these three conditions is crucial in determining one's success. Teachers who possess both intrinsic and extrinsic motivation will have greater success when they combine it with the right work discipline (C. Morales, 2022).

A high-quality relationship between the leader and their followers is the outcome of transformational leadership, which uses emotional intelligence to help leaders understand the emotional requirements of their followers. Higher levels of follower commitment and performance are generally the outcome of high quality leader members and exchange (LMX) relationships.

2.13. Strategies of Transformational Leadership

An organization's currently accepted pattern of moves and approaches is a reflection of its strategy, which usually entails developing a strategic desire, designing a plan to carry out and carrying out the plan successfully and efficiently. Monitoring and controlling performance all along the way. A good strategy is thought to produce a long-lasting competitive advantage, enhancing the output performance of the schools.

Researchers have attempted to categorize business strategies into typologies despite the fact that every school has its own unique strategy in order to more thoroughly examine the relationship between strategies and performance (Bus *et al.*, 2015). Principals who use transformational leadership have enormous benefits for the school and all parties involved. In order to improve effective leadership techniques, school administrators are encouraged to implement transformational leadership strategies. The study found that the following

leadership techniques involving stakeholders in decision-making, mentoring, coaching, and encouraging teachers to take responsibility for students' performance are acceptable for transformative leaders in order to achieve school goals. Since it is said that sharing is caring, everyone should be involved in establishing the school's goals, beliefs, and vision at the beginning of the year (Shields, 2010).

According to Khouzadian (2018), common transformational leadership techniques include focusing on the needs of the students, creating a safe and comfortable environment, listening, demonstrating concern, group work, connection, discussion, teamwork, communication, participation, inspiration, motivation, planning, awareness, and creativity in the schools.

According to Kholis and Puji Astuti (2023), in order to increase teamwork and efficiency, leaders must encourage workers and develop positive working relationships, communication, and oversight during coordinated meetings. Actions like (1) giving power, which includes setting a good example, communicating clearly, and standing problems; (2) promoting through empowerment, support, and recognition; and (3) encouraging staff by creating experiences that involve inspiration and give up are examples of leadership strategies for motivating employees.

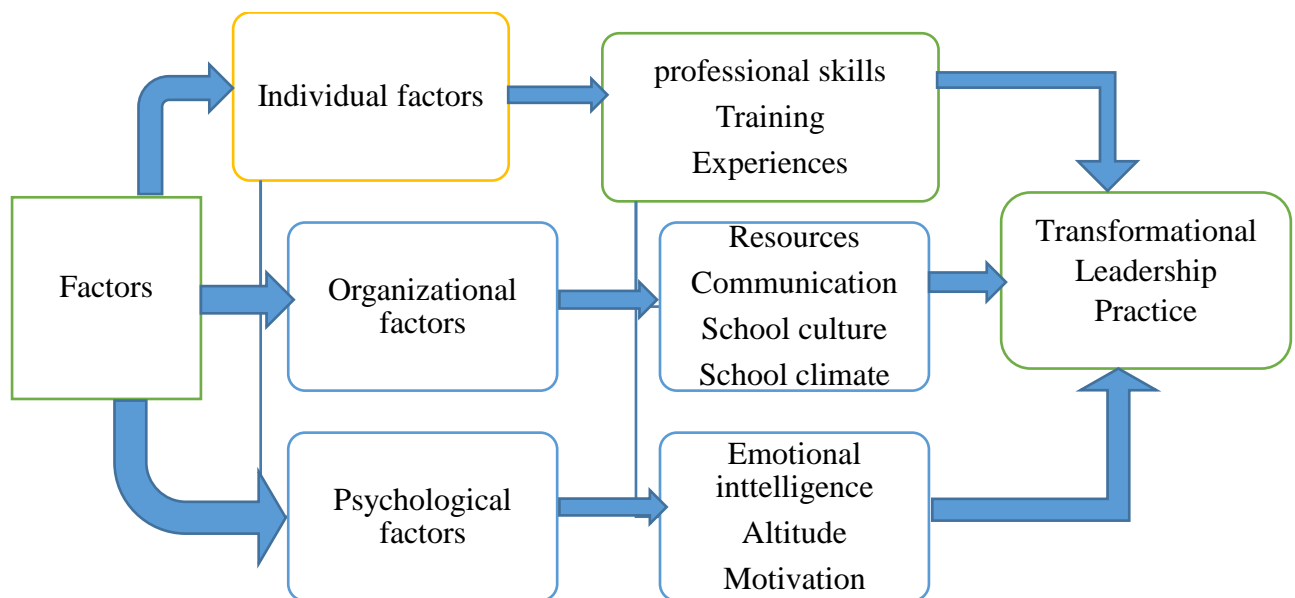
2.14. Challenges of Transformational Leadership

It is evident that being a leader in the modern era is not easy. Within their organizations, they have to work across organizational boundaries, inspire and manage a diverse group of individuals, increase productivity, and accomplish growth. They must contend with a challenging and globalized external environment, manage governmental regulations, stay competitive, and live up to stakeholder expectations. Furthermore, for leaders to be effective in this global environment, they must take into account a variety of cultural factors. They have to collaborate with people from different cultural backgrounds, and sometimes very different from them to complete tasks (Yadav, 2017).

Other challenges of transformational leadership in schools include developing yourself as a leader, building and maintaining trust, delegating responsibility, organizational dependency, leadership poor attention to details, as well as lack of skills, balancing individual and collective needs, strategic plan and vision, training, enthusiasm, risk, confidence, professionals, shortage of resources, overloaded experience, communication, efficiency, and corruption, which are the most challenging in the educational organization, especially secondary schools.

2.15. Conceptual Frame-Work

According to transformational leaders, they operate best when their team members can see directly how their actions are benefiting customers or other stakeholders (Islami and Mulolli, 2020). This conceptual framework is used to influence transformational leadership practice in schools to improve school achievement and employee satisfaction. To help visualize this research and put it into action, as well as to indicate the relationship among variables to transformational leadership practice. The integration of those variables will improve the performance of each of them and develop practice. The combination of those variables increase the practice of individuals of employees and organizations economically as well as psychologically. If one factors missed the practice of each individual will be decrease, so there are related to each other's.



Source: Constructed by the researcher, 2024.

Figure-1: Conceptual frame work model.

2.16. Summary of Related Literature

For school administrators looking to boost student engagement, learning, and achievement, transformational leadership provides a strong framework. Transformational leaders have the ability to significantly impact the success of their educational institutions by cultivating a positive school climate, elevating the status of teachers, and establishing a culture of continuous improvement. School leaders can inspire and motivate staff and students to work towards a shared vision of excellence by emulating the four essential elements of transformational

leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

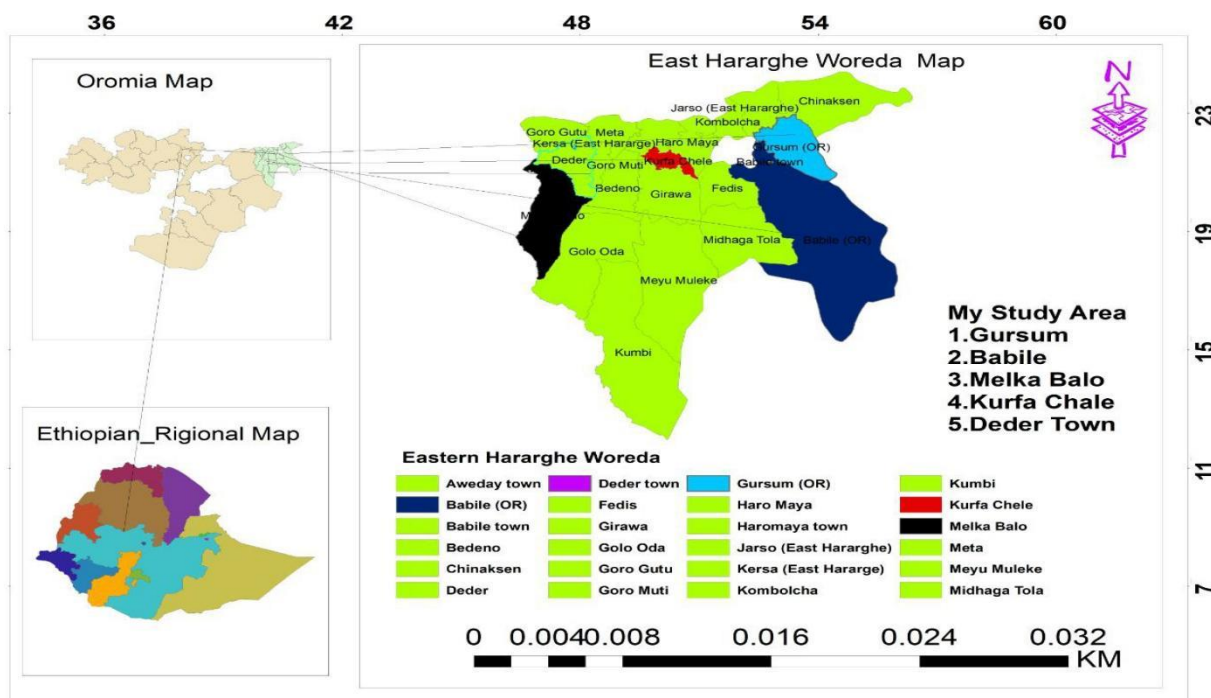
By implementing the ideas of transformational leadership, educators can foster a supportive and cooperative atmosphere that encourages creativity, innovation, and a feeling of community. It has been demonstrated that this enhances student achievement, learning, and engagement. Thus, in order to ensure that schools stay at the forefront of education and give students the knowledge and skills they need to succeed in the twenty-first century, transformational leadership offers a potent and empirically supported strategy to promote positive change in educational institutions. To comprehend effective leadership in education, we must acknowledge the significance of transformational leadership and its capacity to enhance the quality of life for educators, students, and communities. School administrators can leave a successful legacy and help shape the future generation of leaders, innovators, and global citizens by implementing this leadership style.

3. RESEARCH DESIGN AND METHODOLOGY

This section of the study included the research methodology, description of the study area, research design, sources of data, population, sample size and sampling techniques, data gathering tools, procedures of data collection, methods of data analysis, and ethical considerations.

3.1. Description of the Study Area

This study was conducted in East Hararghe zone, Oromia National Regional State, Ethiopia. Which is geographically located in eastern part of Ethiopia and it is one of the 19 zones in the Oromia Regional State. In the zone, there are twenty one Districts and two administrative towns. Out of them four Districts and one administrative town was selected for the study; Gursum, Babile, Kurfa chale and Melka Belo districts and Deder administrative town. It is located 526 km far away from Addis Abeba, the capital city of the country.



Source: The researcher's constructed by using ArcGIS version 10.7 software, 2024.

Figure 2: Map of the study area

It lies between 7° 0' 0" N, 23° 00' North latitude and 36° 0' 0" E 60° 0' 0" East longitude, respectively. It is bordered on the southwest by the Wabe Shebelle River, which separates it from Bale; on the west by West Hararghe; on the north by Dire Dewa administrative city; and on the north and East by the Somali Region state. The Harari Regional State and Maya City

administrations are an enclave inside this zone. The agro-climatic range includes lowland, middle lowland, and highland areas. The economy of this zone depends on agriculture, crop production, the commerce of *khat*, and animal reproduction. The local landmarks include the Babile Elephant Sanctuary. Based on the census conducted by the central statistical agency of Ethiopia 2007 (CSA), East Hararghe zone has a total population of 2,723,850, of whom 1,383,198 are men and 1,340,652 women with an area of 17,935.40 km². It has 1,686 preprimary, 13,030 primary, and 2,137 secondary school teachers; 193,915 preprimary, 971,852 primary, and 61,705 secondary school students. The number of schools is 1,306 preprimary, 1,371 primary schools, 54 secondary schools, 3 TEVET, and one government University (East Hararghe Zone Education Bureau, 2023/2024).

3.2. Research Design

For this study, a descriptive survey design was employed. This design was used for the aim of the study, which was planned to collect quantitative data from the target population. This design was selected over other designs because it helped the researcher get an appropriate and exact description of the current factors that affect TL practice in public secondary schools in East Hararghe zone. It was also used to collect data from a large population to explain educational phenomena in terms of the conditions that describe the attitudes, characteristics, opinions, and behaviors of the population. According to Creswell (2012), descriptive survey research design can tell us about what is existing at present by determining the nature and degree of existing conditions. It is useful in the development of gathering instruments and tools like questionnaires (closed-ended questionnaires) and interview guide (structured interviews).

A quantitative approach was employed in this study. This method was appropriate for the study because the research incorporates a quantitative approach that assesses with prediction of events the current practice that factors and draws conclusions based on information (Creswell, 2012). A quantitative research method has emphasized the quantification of the data collection and analysis. It was to collect quantitative or numbered data using questionnaires and interview guide to be important in generalization for large populations from small groups.

3.3. Sources of Data

In order to strengthen the findings of the research, the relevant data for the study was generated from both primary and secondary sources.

3.3.1. Primary Sources of Data

In this study, the researcher used to primary sources of data. The quantitative data is collected from original data sources. Primary data is the first data that handling original information from respondents through questionnaire and structured interviews from each of the selected secondary schools teachers and leaders (vice principals, principals, heads supervisors and heads of PTSA) respectively, about factors affecting TL practice in public secondary school of in East Hararghe Zone, Oromia National Regional State.

3.3.2. Secondary Sources of Data

The secondary source of data were gathered from journals, thesis/dissertations, conferences, and books were concerned issue discussed and reports written on factors affecting transformational leadership practice to develop the reliability and validity of the information that obtained from secondary sources.

3.4. Population, Sample Size and Sampling Techniques

3.4.1. Population

The target population of the study was consisted of all selected public secondary school Teachers (332), and leaders (27) (Principals (5), Vice Principals (12), heads of Supervisors (5), and (5) heads of Parent-Teacher Student Association (PTSA) members. The total target population is 359 from the selected sample schools (The selected sample Secondary schools 2023/2024).

3.4.2. Sample Size and Sampling Techniques

The study was conducted in the Oromia National Regional State of East Hararghe Zone Secondary Schools. Under this zone, there are 21 woredas, two administrations towns, and 54 government secondary schools. From these, 4 (19.05%) woredas, and 1(50%) administration town from two were selected by using techniques of Cluster sampling because to cover a lot of ground geographically, and to get crucial, precise, and relevant information which was easily manageable and 5 secondary schools were selected randomly from the selected woredas and town. These were Gursum, Bisdimo, Kurfa, Arewacha, and Deder Secondary Schools. The researcher used to Simple random number sampling for 181 (55%) teachers from probability sampling and from non-probability sampling technique used census for 5 (100%) Principals, 12 (100%) Vice Principals, 5 (100%) heads of Supervisors and 5 (100%) Heads of PTSA members. The overall reason to selected census the researchers took all target population were

as a sample. The sample size of participants for teachers was determined by a simplified formula provided by Yamane (1967) at 95% level of confidence, and $e = 0.05$ level of precision. The total sample was 208 from the total target population of 359.

$$n = \frac{N}{1+N(e)^2} = \frac{332}{1+332(0.05)^2} = 181. \text{ Where, } n = \text{sample size, } N = \text{Population size and}$$

$e^2 = \text{level of precision or sampling error} \leq 5\% \text{ or } \leq (0.05)^2$. The sample size for teachers was decided as: $n = \frac{N}{1+N(e)^2} = \frac{332}{1+332(0.05)^2}$, $n = \frac{332}{1+332(0.0025)}$, $n = \frac{332}{1+0.83}$, $n = \frac{332}{1.83} = 181$

$$n = 181 \text{ teachers}$$

Table1: Sample size and sampling techniques of the respondents

Schools	Principals			Vice Principals			Teachers			heads of Supervisors			heads of PTSA		
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%
1. Gursum	1	1	100	3	3	100	71	39	54.9	1	1	100	1	1	100
2. Bisdimo	1	1	100	1	1	100	37	20	54.05	1	1	100	1	1	100
3. Kurfa	1	1	100	3	3	100	85	46	54.1	1	1	100	1	1	100
4. Arewacha	1	1	100	2	2	100	42	23	54.8	1	1	100	1	1	100
5. Dader	1	1	100	3	3	100	97	53	54.6	1	1	100	1	1	100
	5	5	100	12	12	100	332	181	54.5	5	5	100	5	5	100
Cluster Sampling	Census			Census			Simple random sampling			Census			Census		

Source: Selected sample schools statistical data, 2023/2024.

Keywords: P = Population, S = Sampling, PTSA = Parent Teachers Student Association and % = percent

3.5. Data Collection Tools

Data collection tools to achieve the purpose of this study, the researcher was used two data collection tools such as questionnaire (closed-ended questionnaires) and interview guide (structure interview). Reason to selected the researcher these tool questionnaire enables a quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis and all closed-ended questions aim to better define a characteristic of your respondents (Roopa and Rani, 2012). These were found to be suitable to obtain the necessary information, opinions, behaviors and attitudes in a structural frame-work from the respondents. These tools constructed for directors, vice- directors, teachers, and head of supervisors for these prepared by English. The second tool was structured interviews that prepared for heads of PTSA prepare by Afan Oromo. The questionnaires, and structured interviews are provided to be appropriate tools for data collection.

3.5.1. Questionnaire

The questionnaire is the most popular tool to gather data from respondents about their attitudes, experiences, behaviors or opinions. It can be used to collect quantitative information. It addresses many people and saves time and money to collect data from the sources. This questionnaire prepared by English language and self-made. Therefore, it is the main data-gathering tool that consists of a set of questions to gather information from the respondents through a survey in this study. The items were dominated by close-ended questions that were administered to teachers, and school leaders (directors, Vice-directors, heads PTSA, and heads Supervisors) in each selected sample school.

The questionnaires had four components. The first part consisted of schools' name and demographic information that sought respondent's sex, age, educational qualification, experience, current position, and area of specialization of respondents. The second section contained items on the issues related to the current status of transformational leadership practice. The third section contained the items of the issues related to the major factors that affect transformational leadership practice. The fourth section issues related to the strategies to improve the implementation of TL practice. All participants were encouraged to respond as accurately, and honestly as possible. These parts of the questionnaires were prepared on a five-point Likert scale: (5) Strongly Agree (SA), (4) Agree (A), (3) Undecided (UN), (2) Disagree (DS) and (1) Strongly Disagree (SDA) (Asiva Noor Rachmayani, 2015).

3.5.2. Interview Guide

Interview guide is one of the instrument that generating primary data in which the interviewee gives the needed information verbally in face to face or non- face to face situation (Belay and Abdinasir, 2015). The researcher used a structured interview as the second tool of data collection in this study. In order to obtain in-depth information and to cross-check and supplement the information collected through the structured interview about the factors affecting TL practice in public secondary schools. It was conducted for 5 (100%) heads of PTSA members in each selected school, prepared by Afan Oromo. Therefore, interview guide questions were prepared with the main focus of getting detailed information to answer the basic research questions.

3.6. Validity and Reliability

The validity and reliability of the tool was developed under close guidance of the advisors and the reliability of a pilot study was carried out the pre-test of tools. However, the researcher

conducted a pilot test on two secondary school teachers 25 (100%), principals 2 (100%), and vice principals 3 (100%), which were Awubare, and Sekere the selected sample test schools out of the sample study. The purpose of the pilot test was to enhance the clarity of statements, grammatical structures, and interpretation of instructions, and avoid ambiguities, omissions, and misunderstanding of each item in the questionnaire (Cohen *et al.*, 2007). The clarity of questionnaire to all items with the instructions approved by language professionals.

The reliability of the questionnaire was tested on two secondary schools teachers and leaders 30 (25 male, and 5 female) respondents by using random sampling, and census for teachers, and leaders respectively. It distributed a copied questionnaire for respondents to pre-test were returned 100%, and statistically computed by SPSS version 27. The Cronbach's alpha model was used for the analysis of the result of a pre-test. The reliability coefficient of all sample items was calculated by using Cronbach alpha, and the result obtained $\alpha = 0.879$, which means that the coefficients of reliability, and consistency are **strong/ high**. This indicates that the tool was reliable to be used for data gathering activity and for that purpose. The tool was reliable as statistical literature recommends a pre-test result ≥ 0.7 be used for analysis. According to Mat Nawi *et al.* (2020), the Cronbach's alpha internal consistency interval shows $\alpha \geq 0.9$ excellent (very high or strong), $0.8 \leq \alpha < 0.9$ very good (high or strong), $0.7 \leq \alpha < 0.8$ moderate (acceptable), $0.6 \leq \alpha < 0.7$ (questionable), $0.5 \leq \alpha < 0.6$ (poor), and $\alpha < 0.5$ (unacceptable). The reliability test of this research question and its items was calculated using Cronbach Alpha. The results are shown in the next table.

Table 2: Reliability test

No.	Research question with its items	No. of Items	Cronbach alpha (α)	Items from 2a to 2c (α)
1.	Issue related with the current status to TL practice.	7	0.931	
2.	Issue related with the major factors affecting TL practice.	21		
2a.	Individual factors	7	0.814	
2b.	Organizational factors	7	0.784	0.786
2c.	Psychological factors	7	0.761	
3.	Issue related with the strategies to improve the implementation of TL practice.	9	0.919	
Average Reliability of Cronbach alpha		37	0.879	

Source: The researcher's computed from survey data, 2024.

3.7. Procedure of the Data Collection

After more reading of the literature, the researcher has prepared the questionnaire. Then, the questionnaire was evaluated by the advisors and distributed to sample test schools. The next step was testing its validity and reliability. This was done by conducting a pilot test before the actual study. After checking the validity and reliability, researcher took a formal letter from Department of Educational Planning, and Management, which indicated the researcher's legality to get full information from respondents that contacted the zone education office. The same process is used by the zone education office to write letters for the woreda education office to get permission and support. Based on that letter, the woreda education gave direction to the selected school. Then, the researcher discussed with the school directors and provided adequate orientation about the purpose and how to fill out the questionnaires for the sampled respondents. Therefore, the researcher distributed the copied papers with the help of directors, vice directors, teachers, the heads of Supervisors, and the interviewed heads of PTSA in the selected sample schools.

This was done in 5 selected schools, there were geographically found in different woredas. The structured interview was conducted for 15'-25 minutes with the school heads of PTSA and described the purpose of the study based on the permission and willingness of respondents by the researcher. The researcher used a structured interview so as to let the interviewees express their feelings freely and openly, and at the same time, it was more comfortable for analytical purposes.

Lastly, the researcher distributed 203 (100%) questionnaires for teachers and leaders as well as interviewed five 5 (100%) PTSA members of each selected school. The distributed questionnaire returned to the researcher's 191 (94.09%) and interviewed 4 (80%) of the heads of PTSA from the selected schools.

3.8. Method of Data Analysis

The data collected by different data collection tools was analyzed using a quantitative approach to analysis. The quantitative approach method was employed for the data collected through questionnaires and interviews to identify how many questionnaires were distributed, returned, and categorize them into their groups, organize, code, and enter them, clean and compile them using tabulated them using descriptive statistical tools such as frequency and percentage used for analysis and interpreted background of respondents as well as mean, standard deviation, and inferential statistics an independent sample t-test was used to identify the significant mean difference between the variables.

All the quantitative data obtained from close-ended questionnaires and structured interviews was analyzed using SPSS version 27 software. The five-point Likert scales from strongly agree to strongly disagree were used to get the degree of perceptions among respondents on the questionnaires, and the structure of the interview was analyzed quantitatively. For the sake of analysis, strongly agree and agree indicate the agreements of respondents on the issue, undecided presents neither agree nor disagree and similarly, strongly disagree and disagree indicate disagreements of the respondents on the issue. Totally, all the data gained from the closed-ended questionnaires and structure interview were validated.

3.9. Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his research participants. In conducting this study, the researcher emphasized every important ethical issue. First, before entering into the actual data collection, a formal letter was received from Department of Educational Planning and Management and contacted to get permission from the East Hararghe Zone Education Bureau. Then, the researcher gave the letter to the Education Office, and good support was created at the same time. The researcher went directly to each sampled woredas and communicated with all schools to get permission and contact respondents legally and smoothly according to the schedule outlined. In addition to this, respondents participated in the study with their full consent.

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis, and interpretation of data collected from the sample respondents in this zone through questionnaires and interview guide. The major purpose of this study was to assess factors affecting transformational leadership practice in public secondary schools in East Hararghe Zone, Oromia national regional state. It consists of two major parts. The first part shows the demographic characteristics of respondents in relation to their sex, age, educational level, Work experience, current position, and field of specialization, which were tabulated and analyzed as indicated under table 3 through frequency and percentages, and the second component deals with the presentation, analysis and interpretation of the data through mean, standard deviation, and independent t-test analysis.

All the quantitative data were integrated too in this section and the data were also collected through closed-ended questionnaires and structure interview were analyzed quantitatively. Depending on the above-mentioned data collecting tools to collect the relevant information for this study. The questionnaires were prepared and distributed to the selected five public secondary school teachers (181), and leaders (27) (5 Principals, 12 Vice principals, 5 heads of supervisors, and 5 heads of PTSA) were properly participated and gave the information on the issue of the study.

From 27 school leaders and 181 teachers who distributed questionnaires and interviewers then, 23 (85.19%) leaders, 172(95.03%) teachers were returned to the researcher. From these, 4 (14.81%) leaders and 9 (4.97%) were not returned to the researcher. After that, analyze the data that was returned using different statistical techniques and procedures using SPSS 27 version software. Totally, 195 (93.75%) from 208 respondents who participated in the study raised their responses through closed-ended questionnaires and structured interviews from 203 questionnaires and 5 interviewers. Thus the returned rate of unreturned questionnaires are less than 10%. 191 out of 203 distributed questionnaires who properly filled and returned by 94.09% of the respondents. After wards, items score were arranged on five Likert scales. The rating scales were 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN), 2 = Disagree (DA), and 1 = Strongly Disagree (SDA) (Asiva Noor Rachmayani, 2015).

4.1. Demographic Characteristics of Respondents

Under this subtopic of personal information including sex, age, educational level, work experience, current position, and field of specialization of the respondents were presented in the following table 3 in details.

Table 3: Demographic characteristics of respondents

No.	Items	Variables	Teachers		Leaders							
			F	%	Principals		V/Principals		Heads of supervisors		Heads of PTSA	
			F	%	F	%	F	%	F	%	F	%
1.	Sex	M	150	87.21	5	100	10	100	4	100	4	100
		F	22	12.79								
		Total	172	100	5	100	10	100	4	100	4	100
2.	Age	20-25yrs	14	8.14			1	10				
		26-30yrs	42	24.42	1	20	2	20	1	25		
		31-35yrs	58	33.72	3	60	5	50	1	25	1	25
		36-40yrs	31	18.02	1	20	1	10	1	25	1	25
		above 40	27	15.70			1	10	1	25	2	50
		Total	172	100	5	100	10	100	4	100	4	100
3.	Education al Level	Diploma	1	0.58								
		1 st degree	132	76.74	2	40	6	60	4	100		
		2 nd degree	39	22.68	3	60	4	40				
		PhD										
		Total	172	100	5	100	10	100	4	100		
4.	Work experience	≤5yrs	16	9.30			1	10				2 50
		6-10yrs	36	20.93	1	20	1	10	1	25		2 50
		11-15yrs	50	29.07	2	40	3	30	1	25		
		16-20yrs	41	23.84	1	20	4	40	1	25		
		Above 20	29	16.86	1	20	1	10	1	25		
		Total	172	100	5	100	10	100	4	100		4 100
5.	Current Position	Teachers	172	100								
		Leaders	23	100	5	100	10	100	4	100	4	100
		Total	195	100	5	100	10	100	4	100	4	100
6.	Area of specializat ion	Edpm	3	1.74	1	20	1	10				
		S/science	83	48.26	3	60	3	30	2	50		
		N/science	80	46.51	1	20	6	60	2	50		
		Others	6	3.49								
		Below qualified										4 100
		Total	172	100	5	100	10	100	4	100	4	100

Source: Filled survey, 2024

Note: F = Frequency, % = Percentage

As presented in the table-3 item 1, 150 (87.21%) and 22 (12.79%) of teachers were males and female respondents, respectively. This indicates that the number of female teachers was smaller than the number of male teachers in secondary schools in the study area. This shows that the participation of female teachers was lower than that of male teachers in secondary schools. Regarding leadership respondents, all 5 (100%) of principals, 10 (100%) of vice principals, 4 (100%) heads of supervisors, and 4 (100%) heads of PTSA were male respondents. This indicated that there was no female participation in the positions of leaders in the sampled secondary schools. Today, in Ethiopian government policy, encouraging female empowerment in any organizations. Therefore, the East Hararghe zone education bureau and woredas are empowering female teachers in the position of leadership in schools.

As can be seen in table 3, item 2, which shows the age distribution of teacher respondents, 14 (8.14%) were in the 20-25 age range, 42 (24.42%) were in the 26-30 age range, 58 (33.72%) were in the 31-35 age range, 31 (18.02%) were in the 36-40 age range, and 27 (15.70%) of them were in the range of above 40 years. From this age data, the most respondents were teachers; 58 (33.72%) of them were found in the range of 31-35 years old. This shows that the most respondents were found in the youth stage, who have made a great participation to implementing transformational leadership in the sample schools under the study area.

As regarding the age distribution of leaders, respondents of principals were no older in the range of 20-25 years and above 40 years. 1 (20%) was between 26 and 30 years, 3 (60%) of them were in the range of 31-35 years, and 1 (20%) was in the range of 36-40 years. For respondents of vice principals, 1 (10%) was found in the range (20-25) years, 2 (20%) of them were in the range (26-30) years, 5 (50%) of them were found in the range of (31-35) years, 1 (20%) was in the range of 36-40 years, and 1 (20%) was in the range above 40 years. As respondents of heads of supervisors, no age was found in the range of 20-25 years; 1 (25%) among the ranges of 26-30, 31-35, 36-40, and above 40 years had the same number of age distribution found in the sample schools. As interviewers of PTSA heads, there were no ages in the range of (20-25) and (26-30) years, and 1 (25%) was between the ages of (31-35) and (36-40) years, and 2 (50%) of the age group were above 40 years. This shows that more PTSA heads were above the age range of 40 years. To show that, all most of the principals and vice principals ages were found in the range of 31-55 years, which shows that the principals, vice principals, heads of supervisors and heads of PTSA in the sample secondary schools were the

youngest level. Therefore, there would be no factors that affect the age differences in transformational leadership practice in the sample secondary schools.

As shown in table 3, item 3, which indicates the educational level of respondents, 132 (76.74%) of teachers, 2 (40%) of principals, 6 (60%) of vice principals, and 4 (100%) heads of supervisors were first degree holders. Whereas, 39 (22.68%) of teachers, 3 (60%) of principals, and 4 (40%) of vice principals were second degree holders. 1 (0.58%) of teachers had a diploma, and there were no heads of supervisors who were 2nd degree holders. This indicates that under qualified or standard in the sample secondary schools based on the requirements of MOE in secondary school teachers and leaders. According to the guidelines of MOE (2018), the requirement criteria to be secondary school principals, vice principals and supervisors are that they must have second degree holders in the required field of specialization that teaching in the schools and educational leadership and management.

On the above table-3 item 4, which shows the work experience of respondents in the interval of the years, 16 (9.30%) of teachers, 1 (10%) of vice principals, and 2 (50%) heads of PTSA were range in served less than or equal to 5 years, and there were no principals and heads of supervisors age served under 5 years in the sample schools. The same as to this, 36 (20.93%) of teachers, 1 (20%) of principals, 1 (10%) of vice principals, 1 (25%) heads of supervisors, and 2 (50%) heads of PTSA were in the age range of 6-10 years of experience. In supplement to this, 50 (29.07%) teachers and 2 (40%) principals, 3 (30%) vice principals and 1 (25%) heads of supervisors were served in 11-15 years, and no heads of PTSA served above 10 years because the service of any PTSA in the school is not more than 6 years based on the rules and regulations of the school. Plus, 41 (23.84%) of teachers, 1 (20%) of principals, 4 (40%) of vice principals, and 1 (25%) of heads of supervisors served as in (16-20) years, and 29 (16.86%) of teachers, 1 (20%) of principals, 1 (10%) of vice principals, and 1 (25%) of heads of supervisors were served as above 20 years in the sample schools under study area. From this, the researcher can conclude that most of the respondents were experienced, and some of them were not. Which indicated most of the respondents were in the productive age ranges and had the ability to participate in practicing transformational leadership practice in the schools.

Regarding to table-3 item 5, as 172 (100%) teachers and 23 (100%) of leaders such that 5 (100%) of principals, 10 (100%) of vice principals, 4 (100%) heads of supervisors and 4 (100%) heads of PTSA were the current position of the sample study area.

The last item in the above table-3 which stated that area specialization of respondents. 3 (1.74%) of teachers, 1 (20%) of principals and 1 (10%) of vice principals were specialized by Edpm; 83 (48.26%) of teachers, 3(60%) of principals, 3(30%) of vice principals and 2 (50%) heads of supervisors were specialized by the filled of social science; 80 (46.51%) of teachers, 1 (20%) of principals, 6 (60%) of vice principals and 2 (50%) heads of supervisors were specialized by the filled of natural science and 6 (3.49%) of teachers were specialized other filled as example like law, accounting, agriculture and 4 (100%) heads of PTSA were under specialization. To this end, most of the sampled school leaders were not specialized by Edpm that the requirements, criteria and standards of MOE. In the findings of this study, the majority of participants teachers 150 (87.21%) and leaders 23 (100%) were males, and their age range was between 31 and 35 years old. The highest educational level of respondents was 1st degree in both of them, and the most work experience rating age was between 11 and 15 years old for teachers and leaders, and most of the sampled school leaders were not specialized by Edpm in the requirements criteria and standards of MOE. As educational leaders, leaders specialized by Edpm were more appropriate to the schools success from others specialization.

4.2. Presentation, Analysis and Interpretation of Data

This section deals with presentation, analysis and interpretation of results which are gathered through closed-ended questionnaires and structured interview analysis. To make easier interpretation of data gathered from respondents into groups, which were teachers and leaders respondents and interviewers.

In the analysis of the data, the emphasis was on the current status of TL practice, the major factors affecting TL effectiveness included individual factors, organizational factors and psychological factors, and analysis the strategies to improve the implementation of TL practice in the sampled schools were analyzed. In this study, the researchers consider five Likert scales for presentation, analysis and interpretation of the gathered information from participants. Which were, 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN), 2 = Disagree (DA), and 1 = Strongly Disagree (SDA). From these Likert scales, the maximum Likert scale is 5, and the minimum Likert scale is 1. The range of response (R) is the maximum Likert scale minus the minimum Likert scale value. Which is $R = 5 - 1 = 4$, $R = 4$. According to Mansor *et al.* (2021) the intervals of the mean score intervals from the Likert scales and number of the required interval scale is 5.

The interval or the class width (W) = $\frac{\text{Range}}{\text{maximum Likert scale}} = \frac{4}{5} = 0.80$. Therefore, the researcher's considered the following mean score intervals and interpreted the results.

$1 + 0.80 = 1.80$ to get the interval scale 1.00 -1.80

$1.81 + 0.80 = 2.60$ by following these steps to get the below table 4

Table 4: Interpretation of mean scores intervals

Likert scale intervals	Likert scales	Likert scale description
1.00 – 1.80	1	Strongly Disagree
1.81 – 2.60	2	Disagree
2.61 – 3.40	3	Undecided
3.41 – 4.20	4	Agree
4.21 – 5.00	5	Strongly Agree

Source: (Mansor *et al.*, 2021)

Note: 1.00 -1.80 = Strongly Disagree, 1.81-2.60 = Disagree, 2.61-3.40 = Undecided, 3.41-4.20 = Agree and 4.21- 5.00 = Strongly Agree.

4.2.1. The current status of transformational leadership Practice

This part was to assess the current status of transformational leadership practice. It has seven items were presented to the two groups of respondents. In the process of data analysis, descriptive statistics such as mean and standard deviation were used. For inferential statistics, an independent sample t-test was used. The researcher applied for data analysis using Likert scales: strongly agree and agree indicate effective TL implementation at the current time in the sample schools, whereas undecided indicates neither practice nor in practice agreements about the implementation of TL in the sample schools. Further, strongly disagree and disagree indicate inadequate/ineffective implementation of TL in the sample schools.

Table 5: The current status of transformational leadership practice

No.	Items	G. of R.	N	M.	SD.	Df.	t-value	Sign.	Md.
1.	Transformational leadership is practiced a good manner in the school.	Teachers	172	2.42	0.54	189	0.37	0.71	0.050
		Leaders	19	2.37	0.68				
2.	Vision, mission and goals for the school are developed in collaboration with stakeholders.	Teachers	172	2.72	0.54	189	-2.57	0.01	-0.338
		Leaders	19	3.05	0.62				
3.	The teaching and learning process is effective in the school	Teachers	172	3.80	0.68	189	-0.57	0.57	-0.092
		Leaders	19	3.89	0.57				
4.	The school is effective in transformational leadership and fulfills the standards of the position the requirements of Ministry of Education.	Teachers	172	2.82	0.68	189	-2.05	0.04	-0.338
		Leaders	19	3.16	0.69				
5.	Effective transformational leaders struggle to find the best way to guide their staff and students to achieve better result.	Teachers	172	2.73	0.57	189	-5.44	0.00	-0.747
		Leaders	19	3.47	0.51				
6.	Transformational leadership to allow greater freedom to be creative, forward, thinking, innovative to solve changes.	Teachers	172	2.65	0.81	189	-2.09	0.04	-0.407
		Leaders	19	3.05	0.78				
7.	School leaders motivate employees/teachers in the school.	Teachers	172	2.14	0.57	189	-1.67	0.10	-0.229
		Leaders	19	2.37	0.60				

Source: Computed SPSS software, 2024.

Note: G = Groups, R = Respondents, N = Population of respondents, M = Mean, SD = Standard Deviation, Df = Degree of freedom, Sign = Significant and Md = Mean difference between groups.

As indicated in Item 1, Table 5, teachers and leaders asked the practicing level of transformational leadership in the school. The respondents raised their response to the average practicing level of teachers ($M = 2.42$, $SD = 0.54$) and leaders ($M = 2.37$, $SD = 0.68$), respectively. The mean difference between the groups was ($Md = 0.05$), and an independent sample t-test computed ($t(189) = 0.37$, $p > 0.05$). Which indicated that there was no statistically significant mean difference between the two groups in practicing transformational leadership. The results show that the respondents agree with a low level of TL practice in the schools. According to Mekuria and Ababa (2018), the integrated model of academic leadership development is less well documented in Ethiopia's public secondary schools. According

to MOE (2015), enumerate issues such as zone, woreda and school-level inadequate TL performance. The majority of school leaders did not practice TL in the school.

As can be seen in the table above depict, item 2, vision, mission and goals for the school are developed in collaboration with stakeholders, including teachers and leaders. The respondents' response on the point, the scores with mean scores for teachers ($M = 2.72$, $SD = 0.54$) and leaders ($M = 3.05$, $SD = 0.62$), and the magnitude of the mean difference ($Md = -0.338$): There was a statistically significant difference ($t(189) = -2.57$, $p < 0.05$) between the groups of respondents. The findings indicate that the school vision, mission and goals were not developed in collaboration with stakeholders in the sample schools. It was identical to the finding of Sulastri *et al.* (2021) Many schools simply have a vision and a mission statement, but they do not become meaningful guidelines for education, and the primary goals that set the standard for the school's activities and form the fundamental foundation of a strong, high-quality student service project are the vision and mission. But a lot of schools just make sure that the mission and vision statements exist; they never really become important directives for how instruction is to be done.

Based on the above table-3 item 3, the teaching-learning process is effective in the school was rating the average response teaching process of teachers ($M = 3.8$, $SD = 0.68$) and leaders lead the practicing of teaching ($M = 3.89$, $SD = 0.57$). The amount of mean difference between the both groups ($Md = -0.092$) and an independent sample t-test computed at ($t(189) = -0.57$, $p > 0.05$). There was no statistically significant difference between groups. The result show that the teaching-learning process was effective in the school. It was similar with the previous studied. As Basar *et al.* (2021) the success of the teaching, learning and leading processes is determined by teachers and leaders who are essential to attaining the overall goals of the schools.

As shown in item 4, for the school is effective in transformational leadership and fulfills the standards of the position and the requirements of the Ministry of Education. The respondents were asked about the issue, response rating, and average of teachers ($M = 2.82$, $SD = 0.68$) and leaders ($M = 3.16$, $SD = 0.69$). The magnitude of the mean difference between groups was ($Md = -0.338$), which was a statistically significant difference ($t(189) = -2.05$, $p < 0.05$). The researcher concluded that some teachers and leaders did not fulfill the standards of the position and the requirements of the Ministry of Education in the secondary school of the study area.

According to MOE (2015) the standard for secondary school leaders was MA, and the standard for teachers was 1st and 2nd degrees.

In Item 5 of Table 6, on the issue effective school transformational leaders struggle to find the best way to guide their staff and students to achieve better results. The average responses from teachers were ($M = 2.73$, $SD = 0.57$) and leaders ($M = 3.47$, $SD = 0.51$). The level of mean difference in groups ($Md. = -0.747$) and an independent sample t-test value computed to ($t(189) = -5.44$, $p < 0.05$), which show that there was a statistically significant difference within groups and the participants response to the issue was undecided. This finding indicated that transformational leadership in the sample schools was not the best way to guide, inspire, encourage, empowerments and motivate their staff and students to achieve better results. According to Cherogony and Tonui (2018) schools of transformational leadership often struggle to find the best way to guide their staff and students to achieve better results.

On the other hand, the table above depicts item 6, Transformational leadership to allow greater freedom to be creative, forward-thinking, and innovative to solve challenges on this issue, as teachers' idea rating average ($M = 2.65$, $SD = 0.81$) and as leader ideas ($M = 3.05$, $SD = 0.78$). The magnitude of the mean difference in respondents ($Md = -0.407$) and an independent sample t-test computed at ($t(189) = -2.09$, $p < 0.05$). This result indicated that transformational leaders do not frequently allow greater freedom to be creative, forward-thinking, and innovative to solve challenges in the study area. Here of, schools leaders to allow greater freedom to be creative, forward-thinking, and innovative to solve the problems in the schools.

As it was indicated in Table 5, item 7, the school leaders motivate teachers and other employees regarding the ideas of teacher's agreement ($M = 2.14$, $SD = 0.57$) and leader's agreement ideas ($M = 2.37$, $SD = 0.60$). The agreement ideas of the two groups of respondents were disagree. The mean difference of respondents ($Md = -0.229$) and an independent sample t-test value computed at ($t(189) = -1.67$, $P > 0.05$). Which indicates that respondents disagree that school leaders motivate teachers and other employees. There was no statistically significant mean difference between groups. The findings show that the school leaders were not motivated teachers or other employees in the study area. Regarding the previous findings, work motivation was significantly positively impacted by transformational leadership (Arman *et al.*, 2019). According to Abdillahi (2022), the practicing of transformational leadership and teacher motivation was not supported in the government secondary school of Jigjiga city administration in Ethiopia. Transformational leadership is rarely or not all practiced, and leaders are not inspired by the employees and are not loyal and respectful to them (Gena, 2018). This finding

indicated that not the expected level of transformational leadership practice and motivation of teachers/employees in the study area.

Three participants stated: They heard transformational leadership to the meeting time in schools. But, its practice was very poor. Therefore, it needs to great awareness creation and training for schools stakeholders to practice TLP and exchange good practices to one place to another's.

Another participants stated: On the issue teachers and leaders were not equal knowledge and understanding TL in the schools.

4.2.2. The major factors affecting transformational leadership practice

This part was to identify the major factors affecting TLP in schools. In this issue, three factors were presented: individual factors (professional skills, training and experience), organizational factors (resource, school culture, school climate and communication), and psychological factors (emotional intelligence, altitude and motivation) teachers and leaders. The researcher used the Likert scale for analysis; strongly agree and agree indicate agreements of factors affecting TL in the sample schools, whereas undecided indicates neither affecting nor in affecting agreements of each factor in the schools. Lastly, strongly disagree and disagree indicates not impact the factors affecting of TL the sample schools. In the process of data analysis, descriptive statistics such as mean and standard deviation were used, and for inferential statistics, an independent sample t-test was used. The agreements and disagreements of the respondents were presented in each seven items of the factors as follows, in the next tables 6-8.

Table 6: Individual factors affecting transformational leadership practice

No.	Items	G. of R	N	M.	SD.	Df	t-valve	Sign.	Md.
1.	Lack of qualified transformation leaders in the area of education.	Teachers	172	3.25	1.07	189	-0.67	0.51	-0.171
		Leaders	19	3.37	0.96				
2.	Lack of cooperation of teachers.	Teachers	172	2.84	1.21	189	0.16	0.87	0.048
		Leaders	19	2.79	1.18				
3.	Lack of development themselves as transformation leaders.	Teachers	172	3.60	0.93	189	-0.83	0.41	-0.185
		Leaders	19	3.79	0.79				
4.	Lack of balancing individual and collective needs.	Teachers	172	3.72	0.78	189	-0.09	0.93	-0.016
		Leaders	19	3.74	0.65				
5.	Lack of necessary knowledge and skill in recent transformational leadership theories.	Teachers	172	3.77	0.89	189	-1.35	0.05	-0.279
		Leaders	19	4.05	0.52				
6.	Lack of in-service training to develop professional skills.	Teachers	172	3.59	1.07	189	-0.56	0.58	-0.144
		Leaders	19	3.74	0.99				
7.	Lack of support from senior teachers/ leaders to beginners' staff.	Teachers	172	3.27	1.15	189	1.00	0.25	0.273
		Leaders	19	3.00	0.94				

Source: Computed by SPSS software, 2024.

Note: G = Groups, R = Respondents, N = Population of respondents, M = Mean, SD = Standard Deviation, Df = Degree of freedom, Sign = Significant and Md = Mean difference between groups.

As presented in the data analysis in the above table-6 item 1, the respondents asked about the issue of a lack of qualified transformational leaders in the area of education. The responses of the respondents were undecided. The average scores for teachers and leaders were (M = 3.25, SD = 1.07) and (M = 3.37, SD = 0.96), respectively. The amount of the mean difference between the two groups (Md = -0.171) and an independent sample t-test was conducted to compare the lack of qualified transformational leaders in the area of education as teachers and leaders. There was no statistically significant mean differences in groups ($t(189) = -0.64$, $P > 0.05$). The result indicated that the ideas of both respondents were medium the lack of qualified TL in the schools.

Regarding item 2, the participants asked the issue and response on lack of cooperation of teachers were mean score of teachers (M = 2.84, SD = 1.21) and leaders (M = 2.79, SD = 1.18). The mean difference between the two groups (Md = 0.048) and an independent sample t-test was conducted ($t(189) = 0.16$, $P > 0.05$). Which indicated that there was no evidence of the

lack of cooperation of teachers in the sampled schools. As McCarley *et al.* (2016) note, transformational leadership inspires stakeholders, builds a team and creates high expectations related to their performance. Good teamwork among workers, the development of a familiar environment at work, and the appearance of an order of connections with workers and leaders (Kholis and Puji Astuti, 2023).

As can be seen in item 3, the respondents raised the issue of their own lack of development themselves as transformational leadership teachers and leaders in the schools. The respondents to the response agree on the issue of the lack of development among transformational leadership teachers and leaders. The average scores of respondents were teachers ($M = 3.60$, $SD = 0.93$) and leaders ($M = 3.79$, $SD = 0.79$). The amount of the mean difference between the two groups ($Md = -0.185$) and an independent sample t-test were conducted ($t(189) = -0.83$, $P > 0.05$), to compare the ideas of respondents on the point that there was a statistically insignificant mean difference. The findings indicated that there was a lack of practices as themselves transformational leaders in the sampled schools.

As it can be seen in the table above, item 4, there is a lack of balance between individual and collective needs in the schools. From the respondents, the average ($M = 3.72$, $SD = 0.78$) and the response average of leaders ($M = 3.74$, $SD = 0.65$) agreed with the respondents on the issue. The mean difference between groups was ($Md = -0.016$). The t-test computed at ($t(189) = -0.09$, $P > 0.05$) shows that there was no statistically significant difference within groups in rating the responses of respondents to the item. The result indicated a lack of balance between individual (skills, perceptions, stress, acting), and collective needs for improve their self in the schools.

In the table above, it was analysis of item 5, the lack of necessary knowledge and skill in recent transformational leadership theories. On this issue, the participants reflected their responses as teachers ($M = 3.77$, $SD = 0.89$) and as a leader's average response ($M = 4.05$, $SD = 0.52$). Regarding this issue, the respondents' ideas agreed with the lack of important knowledge and skills as a recent TL in the school. The statistical mean difference within groups ($Md = -0.279$) and the t-test computed at ($t(189) = -1.35$, $p < 0.05$) indicated there was statistically significant difference response between the groups. The researcher's conclude that the result shows teachers and leaders in the study area lacked the necessary knowledge and skills in recent TL in education.

In table 6 above, presented on item 6, there is a lack of in-service training to develop professional skills for teachers and leaders in the study area. On this concept, the respondents raised their responses to consider the mean responses of teachers ($M = 3.59$, $SD = 1.07$) and the average responses of leaders ($M = 3.74$, $SD = 0.99$). Based on the ideas of the participants, there was agreement on the issue. The statistical mean difference between groups ($Md. = -0.144$) and the t-test value at ($t(189) = -0.56$, $P > 0.05$), which indicated that there was no statistically significant difference between groups. The finding indicated that there was no in-service training to get teachers and leaders to develop their professional skills and knowledge at the current time in the study area. According to Taklu *et al.* (2019), training in the change of TL skills takes soft skills, but there are still many resources, certifications, and training programs to use to develop transformational leaders and teachers.

In Item 7, Table 6, the respondents were concerned about the lack of support from senior teachers/ leaders to beginners' staff in the sampled schools. On this issue, the participants raised the average agreement responses of teachers ($M = 3.27$, $SD = 1.15$) and the agreement responses of leaders ($M = 3.00$, $SD = 0.94$), both of whom's agreement on the item was moderate. Which indicated that senior teachers and leaders were not frequently supportive of the new staff. The statistical mean difference between groups ($Md = 0.273$) and an independent t-test value computed at ($t(189) = 1.00$, $p > 0.05$). It shows that there was no statistically significant means difference between both groups of respondents. Therefore, the researcher concluded that beginner teachers and leaders sometimes got support from the senior teachers and leaders in the study area.

According to Tadesse (2019), Senior and experienced teachers in particular displayed a low degree of devotion. Therefore, in order to help senior teachers in a new way, assign tasks, and include them in the process of decision-making, school leaders, and the teachers' relationship, take action. According to Tadesse and Podolsky *et al.* (2019), senior and experiences of teachers and leaders in particular demonstrated a low level of commitment and as they gain more experience in teaching and leading teachers and also leaders become better. As Tariku *et al.* (2020) studied factors affecting leadership in public sectors conclude that leadership effectiveness is affected by professional skills, awareness, individual commitment, motivation, understanding what is leadership, work experience and corruption.

Table 7: Organizational factors affecting transformational leadership practice

No.	Items	G. of R.	N	M.	SD.	Df.	t-value	Sign.	Md.
1.	Not enough encouragement by Transformational leadership to perform the school activities.	Teachers	172	3.70	0.81	189	-0.44	0.66	-0.086
		Leaders	19	3.79	0.86				
2.	Poor communication with staff, School committee and top Management.	Teachers	172	3.68	0.90	189	-1.24	0.22	-0.267
		Leaders	19	3.95	0.78				
3.	Lack of encouraging culture of trust between school leaders and teaching staff.	Teachers	172	3.28	1.13	189	-0.33	0.75	-0.089
		Leaders	19	3.37	1.26				
4.	Shortage of resources (human, Financial and material).	Teachers	171	3.77	0.97	189	-0.31	0.76	-0.070
		Leaders	19	3.84	0.77				
5.	Lack of creation of comfortable climate in the schools.	Teachers	172	2.34	2.35	189	0.33	0.74	0.178
		Leaders	19	2.16	0.38				
6.	Poor declaration of responsibility in the school activities.	Teachers	172	3.36	1.11	189	0.36	0.72	0.097
		Leaders	19	3.26	1.28				
7.	Managed school regulations at Poor management of school Regulations.	Teachers	172	3.64	0.81	189	-1.62	0.03	-0.308
		Leaders	19	3.95	0.52				

Source: Computed by SPSS software, 2024.

Note: G = Groups, R = Respondents, N = Population of respondents, M = Mean, SD = Standard Deviation, Df = Degree of freedom, Sign = Significant and Md = Mean difference between groups.

The above table 7 item 1, rarely encouragement by TL to perform the school activity, lies in the mean of teachers' respondents (M = 3.70, SD = 0.81) and leaders ideas (M = 3.79, SD = 0.86). The mean difference between the groups of participants (Md = -0.086) and the independent sample t-test value ($t(189) = -0.44, p > 0.05$). Which indicated that there was no statistical mean difference the toe groups of respondents. The findings show that the participants' agreement was rarely encouragement by TL to perform the schools activities in the sample secondary schools. Principals' transformational leadership behaviors are crucial to facilitating the implementation of significant innovation in education (Afshari *et al.*, 2012).

As can be seen in item 2, poor communication with staff, school committees, and top Management was the rating average of the participants' responses (M = 3.68, SD = 0.90) and the leader's response average (M = 3.95, SD = 0.78), which lies between the mean interval of 3.41 and 4.20. Both participants agreed to poor communication with staff, school committees, and top Management in the schools. The amount of the mean difference within groups (Md = -0.267) and ($t(189) = -1.24, p > 0.05$), which indicated that there was no statistically significant mean difference between groups of participants. The researcher's result indicated that there

was no clear communication in the school among staff, committees, and higher management and that affected the overall performance of the schools. It was different from conference and education (2021) good communication skills in the organization class; clear, specific, useful, simple and supportive feedback; the information is well received because it meets the target learning objectives.

Regarding item 3, to decide that the lack of an encouraging culture of trust between school leaders and teaching staff was shown in the rating average of teachers responses to the issue ($M = 3.28$, $SD = 1.13$) and leaders ($M = 3.37$, $SD = 1.16$), respectively. The respondents' responses belong to the mean average of 2.61 to 3.40, which shows an undecided idea on the point. The mean difference within the group ($Md = -0.089$) and the statistical t-test value computed ($t(189) = -0.33$, $p > 0.05$), which show that there is no statistically significant mean difference between the groups of respondents in the study area. The findings showed that, sometimes or not often, there is a lack of a supportive culture of trust between school administrators and teaching personnel. As Anderson (2022) and Effendi *et al.* (2020) teachers considers developing and maintaining a positive school culture is the main task of leadership and school culture is a set of ideas, goals, values, ethics, social relations, identity, meaning and human beliefs at any time in nature environment.

As can be seen on Item 4, when asked the respondents about the shortage of resources (human, financial, and material), their responses were average teachers ($M = 3.77$, $SD = 0.97$) and leaders ($M = 3.84$, $SD = 0.77$). As the mean value lies between 3.41 and 4.20, it indicates the respondent agrees with the Shortage of resources (human, financial, and material) in the sample schools. In the magnitude of the mean difference ($Md = -0.070$) and an independent sample t-test value ($t(189) = -0.31$, $p > 0.05$), there was no statistically significant mean difference within groups. The result indicated that most of the time there was a shortage of resources in the study area of schools. According to Agustina Muliati *et al.* (2022) all sources that have the power to grant themselves the right to be helped in schools are moving forward by implementing integrated problem-solving methods and instructions.

On table 7 above item 5, the respondents response were disagree on the lack of creating a comfortable climate in the school. The average mean of respondents for teachers ($M = 2.34$, $SD = 2.35$) and leaders ($M = 2.16$, $SD = 0.38$) was orderly. The amount of the mean difference between groups ($Md = 0.179$) and an independent sample t-test value computed ($t(189) = 0.33$, $p > 0.05$). This result indicated that there was no statistically significant mean difference between the two groups. Which shows that comfortable climate in the schools did not affect

TL effectiveness in the study area. According to Jovanovic and Ciric, (2016b) 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 through the practice of transformational leadership style. This shows that transformational leadership is very substantial for schools to move forward.

In item 6, table 7, the respondent was asked about the degree of agreements on poor declaration of responsibility in the school activities as one factors in the sampled schools. The average respondents were teachers ($M = 3.36$, $SD = 1.11$) and leaders ($M = 3.26$, $SD = 1.28$), respectively, in the two groups. The mean difference between groups ($Md = 0.097$) was moderate, and most of the respondents in both groups were moderately agreeing on the issue. An independent sample t-test was computed ($t(189) = 0.36$, $p > 0.05$). This result indicated that there was no statistically significant mean difference between the two groups. This shows that Poor declarations of responsibility in the school activities were infrequent factors that affected TL effectiveness in the study area. According to Kholis, Puji Astuti and Metaferia *et al.* (2023), school leaders make an effort to consider the needs of each teacher and serve as a role models in all that they do, and the leaders can feel confident in their subordinate’s ability to accomplish planned goals.

As indicated in item 7, the participants were asked to rate the average of their level of agreements for managed school regulations in the selected schools. There were mean differences within the teachers ($M = 3.64$, $SD = 0.81$) and leaders ($M = 3.95$, $SD = 0.52$) accordingly. The mean difference within groups ($Md = -0.308$). The majority of respondents in both groups agreed with the point. The computed t-test value ($t(189) = -1.62$, $p < 0.05$). This result indicated a statistically significant mean difference in both groups of participants that managed school regulations with poor management in the study area.

Table 8: Psychological factors affecting transformational leadership practice

No.	Items	G. of R.	N	M.	SD.	Df.	t-value	Sign.	Md.
1.	Students/staff disciplinary problems.	Teachers	172	2.01	0.81	189	-1.02	0.31	-0.205
		Leaders	19	2.21	1.03				
2.	Lack of leading a balanced life.	Teachers	172	3.11	1.14	189	-0.37	0.71	-0.100
		Leaders	19	3.21	1.03				
3.	Lack of controlling your own being conscious of the others.	Teachers	172	2.76	1.22	189	-0.46	0.65	-0.133
		Leaders	19	2.89	1.10				
4.	Poorly understand of their act, Stress thinking and doing.	Teachers	172	2.92	0.94	189	0.11	0.92	0.024
		Leaders	19	2.89	0.94				
5.	Lack of good attitude towards transformational leadership.	Teachers	172	3.59	0.82	189	-0.74	0.46	-0.144
		Leaders	19	3.74	0.73				
6.	Lack of motivation a person who has good performance from poor performance in the school.	Teachers	172	3.76	0.85	189	-1.18	0.24	-0.244
		Leaders	19	4.00	0.94				
7.	Poor teachers' contributions to Enhancing teaching practice and student out comes are strong correlated.	Teachers	172	3.10	1.18	189	-0.21	0.84	-0.059
		Leaders	19	3.16	1.30				

Source: Computed by SPSS software, 2024.

Note: G = Groups, R = Respondents, N = Population of respondents, M = Mean, SD = Standard Deviation, Df = Degree of freedom, Sign = Significant and Md = Mean difference between groups.

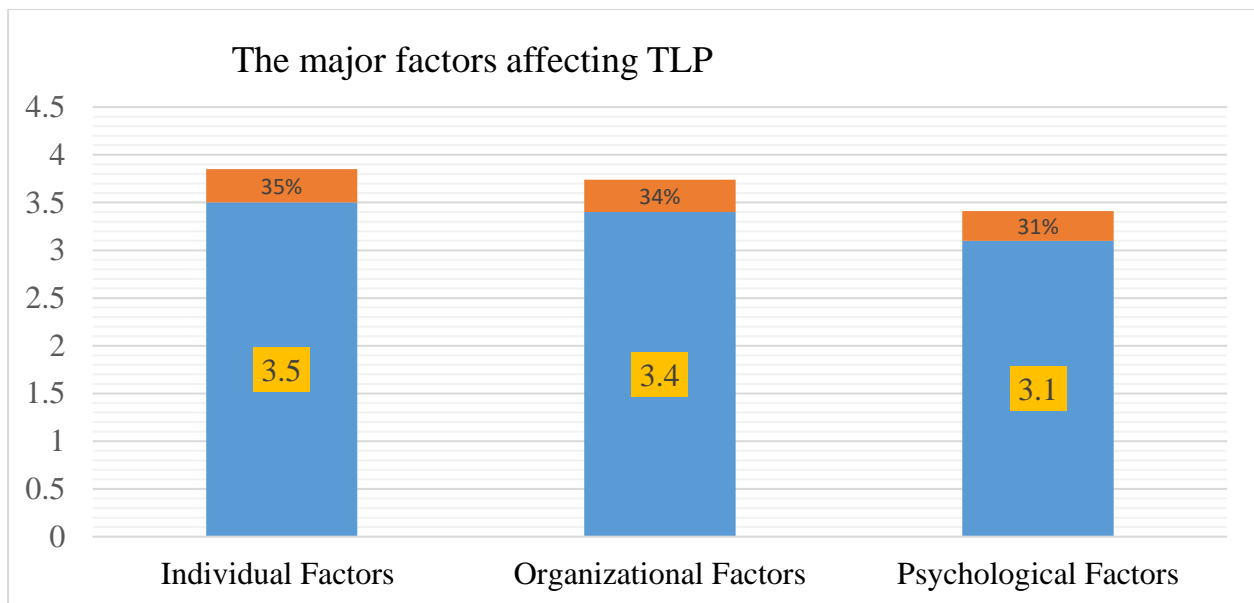
In table 8 above item 1, on the point of students and staff disciplinary problems, the respondents' responses stated the average of teachers ($M = 2.01$, $SD = 0.81$) and average responses of leaders ($M = 2.21$, $SD = 1.03$), respectively. The statistical average difference within groups ($Md = -0.205$) and an independent t-test value were computed at ($t(189) = -1.02$, $p > 0.05$), which indicated that the agreement within groups on the issue was disagreed students and staff disciplinary in the study area. The researcher decided that there was never a disciplinary problem in the sampled schools that affect TL practice.

On items 2, 3, 4, and 7 above table 8 presented their analysis on lack of leading a balanced life; lack of controlling your own emotion being conscious of the others; poorly understand of their act, stress, thinking and doing and poor teachers' contributions to enhancing teaching practice and student outcomes are strong correlated, the respondents' response average of teachers ($M = 3.11$, $SD = 1.14$; $M = 2.76$, $SD = 1.22$; $M = 2.92$, $SD = 0.94$; and $M = 3.10$, $SD = 1.18$) and leaders average response ($M = 3.21$, $SD = 1.03$; $M = 2.89$, $SD = 1.10$; $M = 2.89$, $SD = 0.94$ and $M = 3.16$, $SD = 1.30$), respectively. The mean difference among these ($Md = -0.100$; $Md = -0.133$; $Md = 0.024$ and -0.059). The t-test value was computed on these items at ($t(189) = -$

0.37; -0.46; 0.11; and -0.21, $p > 0.05$). There were no statistical significant differences among groups for each item. This indicated that the agreement response of teachers and leaders on these items was undecided. The researcher's stated on these issues, lack of leading a balanced life; lack of controlling your own emotions; being conscious of the others; poorly understanding their acts, stress, thinking and doing; and poor teachers' contributions to enhancing teaching practice and student outcomes are strong correlated was not frequently exist. According to Bharadluaz and Hussain (2020) it is believed that emotional intelligence is a crucial skill for leading a balanced life. Every teacher and leader, as individuals, is responsible for controlling their own emotions and being conscious of those of others. According to Drago-Severson and Blum-Destefano (2019), teachers' contributions to enhancing TL practice and individual, organizational and outcomes are strongly correlated with their positive attitudes towards themselves and the schools.

As can be seen in table 8 above, items 5 and 6, the respondent's concepts on the two items that lack of good attitude towards transformational leadership and lack of motivation a person who has good performance from poor performance in the school. In regard to these issues, the respondents' responses agreed with the problems present in the study area. The average response of teachers to the two items ($M = 3.59$, $SD = 0.82$, and $M = 3.76$, $SD = 0.85$) and the leader's average response ($M = 3.74$, $SD = 0.73$, and $M = 4.00$, $SD = 0.94$), respectively. The mean difference within groups in both items ($Md = -0.144$ and -0.244) accordingly. The t-test value computed in both items was $t(189) = -0.74$ and -1.18 , $p > 0.05$), respectively. This indicated that there was no statistically significant difference between the groups on the two items. The researcher concluded that there was a lack of good attitude towards transformational leadership and motivation in a person who had good performance compared to poor performance in the study area.

The comparisons of these three factors according to the analysis of the respondents response transformational leadership was affecting in different factors such as individual, organizational and psychological factors, the major factors affecting the effectiveness of educational organization or schools stated in the next figure 3.



Source: computed by the researcher, 2024.

Figure 3: Major factors affecting transformational leadership practice.

Based on the above figure 3, the practice of transformational leadership was negatively affecting by individual 3.5 (35%), organizational 3.4 (34%) and psychological 3.1 (31%) factors respectively. The researcher conclude that the majority of transformational leadership practice in school affected by individual factors of teachers and leaders, which consists of professional knowledge, skill, training, experience and educational levels. The second factors affecting TLE was organizational factors, it included shortage of resource, culture, climate, and communication of the teachers and leaders in the school. Lastly, transformational leadership affecting psychologically by emotional intelligence, attitude and motivation of teachers and leader in the schools.

One participant stated that: The major factors affecting TLP were exist in each schools, from these individually related to teachers and leaders skill on the issue, organizationally related to school atmosphere and resource availability, and psychologically related to attitude, emotion, and motivation in schools.

Others respondent mentioned that: Miscommunication, Lack of commitment and lack good relationship among stakeholders were another factors affecting TL in schools.

4.2.3. The strategies to improve the implementation of TL practice

Any organization has its own strategies to improve their performance and to increase practice. Regarding to this, the following nine (9) items stated the strategies to improve the implementation of TLP in the schools and the respondents raised their ideas on these issue were as below table indicated in details.

Table 9: The strategies to improve the implementation of TL practice

No.	Items	G. of R.	N	M.	SD.	Df.	t-value	Sign.	Md.
1.	Prepare and develop common vision, mission and goals for school with stakeholders.	Teachers Leaders	172 19	3.65 3.68	0.66 0.75	189	-0.24	0.81	-0.039
2.	Create opportunities for professional discussions among teachers.	Teachers Leaders	172 19	3.59 3.58	0.64 0.61	189	0.06	0.96	0.008
3.	Focus on the needs of comfortable environment for students and staffs.	Teachers Leaders	172 19	3.70 3.79	0.82 0.86	189	-0.46	0.64	-0.092
4.	Use most of time transformational activities rather than administrative matters.	Teachers Leaders	172 19	3.66 3.84	0.80 0.69	189	-0.97	0.29	-0.185
5.	Establish a productive working relationship with the staff.	Teachers Leaders	172 19	3.78 4.00	0.75 0.67	189	-1.23	0.22	-0.221
6.	To produce a long lasting competitive advantage, enhancing the output performance of the school.	Teachers Leaders	172 19	3.77 3.95	0.78 0.78	189	-0.95	0.34	-0.180
7.	Evaluating the effectiveness of transformational leaders in achieving the school goals.	Teachers Leaders	172 19	3.70 4.05	0.73 0.62	189	-2.00	0.03	-0.349
8.	To involve stakeholders in decision making to take the responsibility to achieve school goals.	Teachers Leaders	172 19	3.55 3.89	0.87 0.94	189	-1.61	0.12	-0.342
9.	Inform the school's performance to teachers and top leaders in a report form.	Teachers Leaders	172 19	3.52 3.58	0.87 0.90	189	-0.26	0.79	-0.056

Source: Computed by the SPSS software, 2024.

Note: G = Groups, R = Respondents, N = Population of respondents, M = Mean. SD = Standard Deviation, Df = degree of freedom, Sign = Significant and Md = Mean difference between groups.

On the above table 9 item 1, the respondents were agreed on the point of preparing and developing a common vision, mission and goals for schools with stakeholders to improve the implementation of TL in the schools. On this issue, the average responses of teachers (M = 3.65, SD = 0.66) and leaders (M = 3.68, SD = 0.75) respectively. The mean differences between the two groups were (Md = -0.039) and an independent sample t-test value computed

($t(189) = -0.24, p > 0.05$). This indicated that there was no statistically significant difference between the two groups on the item. The findings show that preparing and developing a common vision, mission and goals for the school with stakeholders the strategies to improve the implementation of TL effectiveness in the sampled school of the study area.

As shown in item 2, table 9, to create opportunities for professional discussions among teachers. On this issue, the respondents were asked to agree with the point about teachers and leaders. The average rated response of teachers ($M = 3.59, SD = 0.64$) and leaders ($M = 3.58, SD = 0.61$). The mean difference between the groups ($Md = 0.008$) and an independent sample t-test value were computed ($t(189) = 0.06, p > 0.05$). It indicated that there was no statistically significant difference between groups on the item. The researcher's findings show that there are opportunities for professional discussions among teachers the strategies to improve the implementation of TL practice in the sampled school of the study area.

As indicated in item 3, to focus on the needs of a comfortable environment for students and staffs. The participants were asked about this item, and their responses were to agree on the issue. Based on the responses, the average of teachers ($M = 3.70, SD = 0.82$) and the responses of leaders ($M = 3.79, SD = 0.86$) accordingly. The mean differences between groups were ($Md = -0.092$) and an independent t-test was computed at ($t(189) = -0.46, p > 0.05$). Which show that there was no statistically significant difference between groups on items. The finding indicated a focus on the needs for a comfortable environment for students and staff to improve the strategies of the implementation of TL effectiveness in the study sample schools.

In item 4, table 9, use most of the time transformational activities rather than administrative matters. On this item, the respondent's idea and the responses agreed on the point. The raised average responses of teachers ($M = 3.66, SD = 0.80$) and leaders ($M = 3.84, SD = 0.69$). The mean difference between groups was ($M = -0.185$), and the independent sample t-test value computed was ($t(189) = -0.97, p > 0.05$). It indicated that there was no statistically significant difference within groups of respondents on the point. The researcher concluded that most of the time, transformational style rather than administrative matters improve the strategies of the implementation of TL practice in the sampled schools.

As shown in item 5 of table 6, the respondents were asked to rate their level of agreement that establishing a productive working relationship with the staff was one of the strategies of to improve the implementation of TL effectiveness in the school. The responses average of teachers ($M = 3.78, SD = 0.75$) and leaders ($M = 4.00, SD = 0.67$). There was no difference between the means of the two groups. Both groups agree on the issue, the mean difference

between the two groups ($M = -0.221$) and the computed t-test result indicated that there was no statistically mean difference between groups as obtained ($t(189) = -1.23, p > 0.05$). The result indicated that establish a productive working relationship with the staff in the school improved the strategies of the implementation of TL practice in the sampled schools.

As can be seen in Table 9, Item 6, the respondents were asked on the issue of producing a long-lasting competitive advantage and enhancing the output performance of the school. The respondents' responses agree on the issue. The average responses of groups as teachers ($M = 3.77, SD = 0.78$) and as leaders ($M = 3.95, SD = 0.78$), respectively. The mean difference between groups ($Md = -0.180$), and an independent sample t-test was computed at ($t(189) = -0.95, p > 0.05$). Which shows that there was no statistically significant difference within groups. The result indicated to produce a long-lasting competitive advantage, enhancing the output performance of the school is improving the strategies of the implementation of TL practice.

As indicated in item 7 above, table 9, the respondents agreed on the point evaluating the effectiveness of transformational leaders in achieving the school goals were agreed on the issue. The average responses of respondents were for teachers ($M = 3.70, SD = 0.73$) and leaders ($M = 4.05, SD = 0.62$). The mean difference between groups was ($Md = -0.349$) and the independent sample t-test value computed to got ($t(189) = -2.00, p < 0.05$). Which shows that there was a statistically significant difference between groups. The researcher's finding indicated that evaluating the practice of transformational leaders in achieving the school goals to improve the implementation of TL practice was not supported.

In item 8 table 9, the respondents asked on the issue to involve stakeholders in decision-making to take the responsibility to achieve school goals where responses agreed on it. The mean of responses was as teachers ($M = 3.55, SD = 0.87$) and as leaders mean ($M = 3.89, SD = 0.94$) respectively. The mean difference in the groups were ($Md = -0.342$) and an independent sample t-test value computed in ($t(189) = -1.61, p > 0.05$). Which indicated that there was no statistically mean difference within groups. The result stated that to involve stakeholders in decision-making to take the responsibility to achieve school goals to improve the implementation of TL practice, the study area.

In table 6, item 9, asked, the respondents were asked about the point of informing the school's performance to teachers and top leaders in a report form. The respondents were raised, and their responses agree on the issue. The average rating between teachers ($M = 3.52, SD = 0.87$) and the average response of leaders ($M = 3.58, SD = 0.90$). The mean differences between groups were ($Md = -0.056$) and an independent sample t-test value computed to ($t(189) = -$

0.26, $p > 0.05$). It shows that there was no statistically significant difference within groups on the point to state. The researcher's concluded on the issue based on the respondent's responses that inform the school's performance to teachers and top leaders in a report form was to improve the strategies of the implementation of TL practice.

According to Kholis and Puji Astuti (2023) in order to increase teamwork and efficiency, leaders must encourage workers and develop positive working relationships, communication, and oversight during coordinate meetings. Actions like (1) giving power, which includes setting a good example, communicating clearly, and standing problems; (2) promoting through empowerment, support, and recognition; and (3) encouraging staff by creating experiences that involve inspiration and give up have examples of leadership strategies for motivating employees. According to MOE (2015) analyzed the strategies used to improve each of them the main problem of the old education system is better understanding the new policy.

Two participant stated that: The schools have their own strategies to improve the implementation of TLP. But, no practice that participated among all stakeholders frequently and simply done individually only by schools principals.

Others participant also mentioned: Empowerment, equal participation in all teachers and leaders, discussion, support, and team work were not seen in the schools.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with a summary, conclusion and recommendations drawn from the analyzed data gathered through the questionnaires and structured interview analysis. After analyzing and interpreting the data secured from questionnaires and interviews, the following summary, conclusions and recommendations were made.

5.1. Summary

The main purpose of this study was to assess the major factors affecting TLP in PSS of east Hararghe zone, Oromia Regional state. In order to address this purpose, basic research questions related to the current status, major factors affecting, and strategies to improve the implementation of TLP in public secondary schools were assessed in this study:

1. What is the current status of TLP in public secondary schools in East Hararghe Zone?
2. What are the major factors affecting TLP in PSS in East Hararghe Zone?
3. What are the strategies to improve the implementation of TLP in PSS in East Hararghe Zone?

In order to answer the basic research questions, based on the procedure of searching the relevant literature related to the research topic from the background to the final study. For this, descriptive survey research design with a quantitative method was employed. Following this, the selected method to identify respondents from five PSS was 181 teachers and 27 leaders. The techniques used to select schools, teachers, and leaders were cluster sampling, simple random sampling, and census, respectively. Then, they developed data collection tools such as closed-ended questionnaires and structured interviews for the study. Initially, the questionnaires were distributed to a total of 203 respondents', teachers and leaders. Among the distributed questionnaires, 191 (94.09%) were properly filled out and returned to the researcher. Thus the returned rate of unreturned questionnaires is less than 10%. 191 out of 203 distributed questionnaires were properly filled out and returned by 94.09% of the respondents. The second tool to use for this study was a structured interview. From 5 PTSA heads, 4 (80%) of them were interviewed and used for analysis and interpretation of the data.

Lastly, the data gathered from respondents were entered in software, tabulated, analyzed and interpreted using the quantitative method; descriptive statistics such as: frequency, percentage, mean, standard deviation, and inferential statistics; and an independent sample t-test through the (SPSS version 27). Accordingly, the following findings were drawn: the majority of participants from teachers 150 (87.21%) and leaders 23 (100%) were males, and their age

participants were between (31-35) years old. The most educational level of respondents was a 1st degree, and the most work experience rating was between 11 and 15 years old in teachers and leaders. Most of the sampled school leaders were not specialized by Edpm in the requirements criteria and standards of MOE.

Transformational leadership is rarely or not all of practiced in schools; Vision, mission, and goals were not developed in collaboration with stakeholders, and some leaders did not fulfill the standards of the position in the requirements of MOE. Transformational leadership in the sample schools was not the best way to guide their staff and students to achieve better results.

Regarding individual factors, the findings were lack of qualified TL, lack of development themselves teachers and leaders at TL, teachers and leaders lack of necessary knowledge and skills in recent TL, and lack of in-service training to develop their profession teachers and leaders. As organizational factors findings stated as rarely encouragement and commitment in TL, no clear communication between leaders and teachers, not frequently encouraging culture and trust between leaders and teachers in staff, insufficient resources, and declaration of responsibility in the school activities and managed schools as poor management. Psychological factors findings were lack of leading a balanced life, lack of controlling your own emotion, being conscious of the others, poorly understanding of their act, stress, thinking and doing, and poor teachers' contributions to enhancing teaching practice and student outcomes are strongly correlated and do not frequently exist. Lastly, the major factors affecting TL practice were negatively affecting individual 3.5 (35%), organizational 3.4 (34%), and psychological 3.1 (31%), respectively.

Related to the strategies to improve the implementation of transformational leadership practice: On these issues of TLP prepare and develop common vision, mission and goals for school with stakeholders, create opportunities for professional discussions among teachers, comfortable environment for students and staffs, that most of the time transformational activities rather than administrative matters, produce a long-lasting competitive advantage, enhancing the output performance, evaluating the practice of transformational leaders in achieving the school goals, involve stakeholders in decision-making to take the responsibility to achieve school goals and inform the school's performance to teachers and top leaders in a report form and got feedback.

5.2. Conclusions

The conclusions drawn under this section are based on the individual research questions raised in chapter one and the analysis and interpretation of data in chapter four. Therefore, based on the major findings of the study, the following conclusions were drawn:

The findings of this study showed that transformational leadership is rarely or not all practiced in schools; Vision, mission, and goals were not developed in collaboration with stakeholders, the teaching and learning process was effective and leaders did not fulfill the standards of the position in the requirements of MOE. The sample schools were not finding the best way to guide their staff and students to achieve better results, and the same motivation was not applied in the study area.

Lack of qualified TL, lack of development themselves teachers and leaders at TL, teachers and leaders lack of necessary knowledge and skills in recent TL, lack of in-service training to develop their profession teachers and leaders, and not enough support for beginner teachers and leaders from the senior teachers and leaders. Rarely encouragement and commitment in TL, no clear communication between leaders and teachers, not frequently encouraging culture and trust between leaders and teachers in staff, insufficient resources, comfortable climate, not continuous and declaration of responsibility in the school activities, and managed schools as poor management. Lack of leading a balanced life, lack of controlling your own emotions, being conscious of the others, poorly understanding their act, stress, thinking and doing, and poor teachers' contributions to enhancing teaching practice and student outcomes are strongly correlated and do not frequently exist. Generally, the major factors affecting TL practice were negatively affecting individually 3.5 (35%), organizationally 3.4 (34%), and psychologically 3.1 (31%), respectively.

Findings on the strategies to improve the implementation of TLP: Prepare and develop common vision, mission and goals for school with stakeholders, create opportunities for professional discussions among teachers, comfortable environment for students and staffs, that most of the time transformational activities rather than administrative matters, establish a productive working relationship with the staff in the school, and involve stakeholders in decision-making to take the responsibility to achieve school goals and inform the school's performance to teachers and top leaders in a report form and got feedback.

5.3. Recommendations

The following recommendations were forwarded by the researcher based on the conclusion: Without successfully implementing transformational leadership, it is difficult to effect desired changes in the educational organizations/schools.

The current status of TLP in the study area were very low practicing. Therefore, it is recommended that EHZ schools and educational sector leaders devote considerable attention to the creation of a strategic plan to enhance their leadership abilities, knowledge, experiences, and training, in order to enhance the efficiency of schools through the effective application of the TL style. The other hand, it suggested that, from the Ministry of Education, up to the woredas education office, encourage together to improve teachers and leader skills through training on how to strengthen or practice transformational leadership in the study area, so that their understanding of the same will improve and exchange good practices of transformational leadership one area to another.

Every secondary school in EHZ was negatively affected by different major factors, such as, individually, organizationally and psychologically. It is greatly recommended that EHZ leaders and teachers focus on clear communication and identify the negative factors to replace the positive factors to develop through teamwork, trust, discussion, and to solve problems that achieve the school/organizational goals effectively. In addition to this, the schools develop strong relationships among stakeholders, improve organizational atmosphere and fulfill resources with the collaboration of schools to top management (wordas to MOE and NGO) as well as other organizations.

Secondary schools have their own strategies to improve the implementation of TLP. Therefore, it suggest that the school leaders, teachers and other staff members in the schools create teamwork, mentoring, clear communication, and increasing resource availability, fill the position with the requirements of each school and take responsibility among stakeholders. Additionally, school leaders were pay attention to the concerns and needs of their followers and act appropriately. It is also recommended that future researchers assess and concentrate on other factors and settings of transformational leadership practice.

Finally, this study is conducted on limited variable and the first one to measure the factors affecting TLP in PSS of east Hararghe zone, Oromia Regional state. So it is recommended future research investigation to assess with broader variable and arena.

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APPENDICES

APPENDEX- A

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
Department of Educational Planning and Management
MA in Educational Leadership and Management

Questionnaire to filled by secondary school teachers and leaders (principals, vice-principals and Chairperson of woreda education supervisors).

Dear, respondents

The main objective of this questionnaire is to gather information for a study entitled “**Factors Affecting Transformational Leadership Practice in Public Secondary schools of East Hararghe Zone**”. You are kindly requested to fill in the questionnaire in order to give necessary information on the issue related to the study. The success of this study depends on your honest and genuine responses. All the information will be kept confidential and will be used only for the academic purpose.

General direction

- No need of writing your name
- Give only one answer to each item unless you are requested.
- Give response by putting (√) in the appropriate box against each closed ended items.
- Every response has to be based on your school context

Thank you in advance for your cooperation!

PART I: Personal Information

Direction I: Put a tick (√) mark in the box in front of the given options

1. Name of the school
2. Sex: A. Male B. Female
3. Age: A. 20-25 B. 26-30 C. 31-35 D.36-40 E. 41 and above
4. Level of educational or qualification:
 A. Diploma B. First Degree C. Second Degree D. PhD
5. Total work experience or service year:

- A. ≤ 5 years B. 6-10 C. 11-15 D. 16-20 E. 21 years and above
6. Current position: A. Teacher B. Principal C. Vice principal
D. Chairperson of woreda education supervision
7. Area of specialization or field of study: A. EdPM B. Social Sciences
C. Natural sciences D. Others

PART II: Issues related with the current status of transformational leadership Practice.

Direction II: Read the following items and put a tick (\checkmark) mark under your choice. Choice to show your level of agreement/disagreement for the given five rating scale below where: 5 = strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN), 2 = Disagree (DA), 1 = Strongly Disagree (SDA).

No.	Statements/Items	Scale				
		5	4	3	2	1
1.	Transformational leadership is practiced a good manner in the school.					
2.	Vision, mission and goals for the school are developed in collaboration with stakeholders.					
3.	The teaching-learning process is effective in the school.					
4.	The school is effective in transformational leadership and fulfills the standards of the position the requirements of Ministry of Education.					
5.	Effective school transformational leaders struggle to find the best way to guide their staff and students to achieve better result.					
6.	Transformational leadership to allow greater freedom to be creative, forward thinking, innovative to solve challenges.					
7.	School leaders motivate employees/teachers in the school.					

PART III: Issues related with the major factors affecting transformational leadership Practice.

Direction III: Read the following items and put a tick (\checkmark) mark under your choice. Choice to show your level of agreement/disagreement for the given five rating scale below where: 5 = strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN), 2 = Disagree (DA), 1 = Strongly Disagree (SDA).

No.	Statements/Items	Scale				
		5	4	3	2	1
A.	Individual factors					
a1.	Lack of qualified Transformational leaders in the area of education.					
a2.	Lack of cooperation of teachers.					
a3.	Lack of development themselves as transformational leader.					
a4.	Lack of balancing individual and collective needs.					
a5.	Lack of necessary knowledge and skill in recent transformational leadership theories.					
a6.	Lack of in-service training to develop professional skills.					
a7.	Lack of support from senior teachers/ leaders to beginners' staff.					
B.	Organizational factors					
b1.	Not enough encouragement and commitment by Transformational leadership to perform the school activities.					
b2.	Poor communication with staff, school committee and top Management.					
b3.	Lack of encouraging culture of trust between school leaders and teaching staff.					
b4.	Shortage of resources (human, financial, and material).					
b5.	Lack of creation of comfortable climate in the school.					
b6.	Poor declaration of responsibility in the school activities.					
b7.	Managed school regulations at poor management of school regulations.					
C.	Psychological factors					
c1.	Students/staff disciplinary problems					
c2.	Lack of leading a balanced life.					
c3.	Lack of controlling your own emotion being conscious of the others.					
c4.	Poorly understand of their act, stress, thinking and doing.					
c5.	Lack of good attitude towards transformational leadership.					
C6.	Lack of motivation a person who has good performance from poor performance in the school.					
C7.	Poor teachers' contributions to enhancing teaching practice and student out comes are strong correlated.					

PART IV: Issues related with the strategies to improve the implementation of transformational leadership.

Direction IV: Read the following items and put a tick (√) mark under your choice. Choice to show your level of agreement/disagreement for the given five rating scale below where: 5 = strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN), 2 = Disagree (DA), 1 = Strongly Disagree (SDA).

No.	Statements/Items	Scale				
		5	4	3	2	1
1.	Prepare and develop common vision, mission and goals for school with stakeholders.					
2.	Create opportunities for professional discussions among teachers.					
3.	Focus on the needs of comfortable environment for students and staffs.					
4.	Most of the time transformational activities rather than administrative matters.					
5.	Establish a productive working relationship with the staff.					
6.	To produce a long lasting competitive advantage, enhancing the output performance of the school.					
7.	Evaluating the effectiveness of transformational Leader in achieving school goals.					
8.	To involve stakeholders in decision making to take the responsibility to achieve school goals.					
9.	Leaders inform the school's performance to teachers and top leaders in a report form.					

Thank you!

APPENDEX-B
HARAMAYA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
Department of Educational Planning and Management
MA in Educational Leadership and Management

Structure interview to be conducted with Chairperson of PTSA members.

Dear, Interviewers

The main objective of this interview is to collect relevant data to the study regarding as “**factors affecting transformational leadership practice in public secondary schools of East Hararghe Zone**”. Your responses are vital for the success of the study.

Therefore, your sincerity in responding to the question is great important and your responses to the interview will be keep confidential.

Thank you for your cooperation!

PART I. Personal information

1. Sex _____
2. Age _____
3. Level of Education _____
4. Total service in year _____

PART II: Give your response to the question in short and be precise.

1. What information do you have about transformational leadership? Have you heard about it? (yes/No)
2. What extent is transformational leadership practiced? (Low, Medium or High)
3. What are the major problems/factors that affect transformational leadership practice in the school? (Individually, Organizationally and Psychologically)
4. The school have strategies to applying to improve the implementation of transformational leadership in the school? (yes/No).

APPENDEX-C

YUNIVARSIITII HARAMAYA

KOOLEEJII BARNOOTAA FI SAAYINSIIWWAN AMALEEFFANNA

Kutaa Karoora Fi Hoggansa Barnootaa

Digrii 2ffaa Hoggansaa fi Bulchinsa Barnootaa Keessati.

Caasaa af-gaaffii dura ta'aa miseensota gamtaa maati barsiisotaa fi barattoaa waliin gaggeeffamuu.

Kabajamtoota, Af-gaaffattoota

Kaayyoon af-gaaffii kanaa inni guddaan “**Dhimmoota shaakala hoggansa jijjiiramaa manneen barnootaa sadarkaa lammaffaa mootummaa Zoonii Harargee Bahaa keessatti dhiibbaa geessisan**” ilaalchisee ragaalee qorannichaaf barbaachisan walitti qabuudha. Milkaa'ina qorannichaatiif deebii ati kennitu baay'ee barbaachisaa dha. Kanaafuu, iftoominaan gaaffichaaf deebii kennuun kee barbaachisummaa guddaa waan qabuuf gaaffii fi deebiin kennitu iccitii ta'ee kan eegamu ta'a.

Tumsa keessaniif galatoomaa!

KUTAA I. Odeeffannoo dhuunfaa

1. Saala _____
2. Umurii _____
3. Sadarkaa Barnootaa _____
4. Tajaajila waliigalaa waggaa _____

KUTAA II: Gaaffiilee gaafatamteef deebii gabaabumatti kenni.

1. Waa'ee hoggansa jijjiiramaa odeeffannoo qabdu? Eeyyee/ lakki
2. Waa'ee kana dhageessaniittu yoo ta'ee sadarkaa akkamii irra jira? Gadii aanaa/giddu-galeessa/ Ol aanaa
3. Hoggansi jijjiiramaa hangam hojjeta? (gadi-aanaa, giddu-galeessa yokiin ol'aanaa)
4. Rakkooleen yokiin wantoonni gurguddoon shaakala hoggansa jijjiiramaa mana barumsichaa irratti dhiibbaa geessisan maali? (Dhunfaa, Jaarmiyaa fi Xiin-sammuutiin)
5. Hoggansi jijjiiramaa mana barumsaa fooyyessuuf tooftaaleen adda addaa hojiirra oolu? (Eeyyee/Lakki)