

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

In the past two decades, changes in technology, economy, social, political and cultural aspects of the world have imposed changes on educational systems of both developed and developing countries. What is surprising is the uniformity and rapidity of change that is reshaping the nature of educational institutions' external environments. To this end, educational leaders are bewildered by the rigor of demands and increasing responsibilities that their governments specifically and the public in general have imposed upon them (Lam and Pang, 2003).

Particularly, higher education has experienced considerable change, often as the result of public scrutiny and subsequent critique since the mid-1980s. Kerr (1994) forecasted continuing change that will require educational leaders to be adaptable, and cooperative. In fact, Bennis (1973) identified adaptive capacity as a must for effective leadership. Currently, teachers, students, faculty members, administrators and the general public are concerned about the ability of educational organizations to adapt in the face of new demands (Baldrige & Deal, 1977). In the near future, there will be even greater pressures on colleges and universities to perform and be accountable for performance.

A necessary first condition to deal with the pressure, of course, is to have institutional leaders who understand these problems and are willing to make significant efforts to deal constructively with them (Astin, 1993) and to transform higher education institutions. Higher education institutions indeed, need transformational leaders to shape their future. As Dressel (1981:3) points out, "The future of higher education institutions rest upon their ability to involve individuals who are flexible, willing to look at alternatives, and developing their leadership characteristics".

According to Draughdrill (1988), the essential elements of college or university leadership are a passion for the institution, a commitment to stewardship, a clear but far-reaching vision, and the courage of one's convictions. Leadership is not fundamentally about the attributes a leader has, but about what the leader does in the context of an academic department, research group, or course (Ramsden, 1998). Wilcox and Ebbs (1992) encouraged certain behaviors (creating the vision, empowering others, modeling the way, and acting ethically) from leaders in higher education that appear to energize institutions. This type of leadership is challenging. A single day often requires contemporary college and university presidents' or deans' "attention to traverse back and forth from alumni concerns to developments, from public policy issues to student discipline, and from faculty appointments to curricular reforms all in an endless quest to help provide for his or her institution and to help secure the broadest acceptance of higher education's needs and responsibilities" (Shapiro (1998:23).

As Bennis (2003) points out, leadership in higher education is the capacity to infuse new values and goals into the organization, to provide perspective on events and environments which, if unnoticed, can impose constraints on the institution. Leadership in higher education involves planning, auditing, communicating, relating to outside constituencies, insisting on the highest quality of performance and people, keeping an eye out for forces which may lead to or disable important reforms.

According to Rozeboom (2008: 34) "The connectedness of college or university across departments and divisions of the institutions seems to be a key for leadership, not just for the president or deans, but also for others on the leadership team". The ultimate success of an institution is predicated upon the abilities of its executive level officers to develop staff teams who possess the capacities to initiate those critical interrelationships that lead to cooperative and collaborative educational activities of such impact that a rich experience is assured for all students (Stamatakos, 1991). Bensimon and Neumann (1993), state that the collective practice of team building is essential to the reconstruction of institutional leadership. Enhancing leadership ability among staff in higher education requires universities and colleges to practice, at all levels, the responsibilities of envisioning, enabling, developing and learning.

Shared governance characterizes higher education. Although most of the attention goes to the role of the president or the dean as leader, an effective president or dean realizes that a single

leader is not effective in higher education settings. Complex, team-centered leadership is likely to be more effective than one-person leadership because it demands shared responsibility for thinking as much as it requires shared responsibility for doing (Bensimon & Neumann, 1993). Leadership in higher education, perhaps more than any other institution, is a collective practice. It is the network of key administrators who actually make most of the critical decisions (Baldrige, 1978).

Future leaders of higher education institutions will successfully lead when their beliefs are in harmony with the transformations occurring in our world, when they value change over stability, empowerment over control, collaboration over competition, relationships over things and diversity over uniformity (Rost, 1993). For higher education organizations to thrive and grow in the future, the president or deans and executive level administrators must all contribute in synergistic ways to the leadership of the institution.

To this end, colleges and universities will face different challenges one of which is leadership capacity to lead effectively and efficiently. With the international economy evolving towards a global network organized around the value of knowledge the capacity of people and organization to perform wisely, effectively and efficiently has emerged as critical societal concern. To overcome this challenge, leaders of higher education institutions will need to transform themselves before they set to transform others and the institutions they lead.

The other most difficult challenge of higher education institutions is that they are all forced to transform decision making processes and to radically change past operating assumptions. Processes appropriate for stable environment in which markets were clearly defined, program structures were relatively uniform, and competition was limited are no longer effective in a networked world. As a result, the processes for achieving transformation have evolved. Early efforts of the process focused on the strategic improvement of quality through the improvement of a variety of administrative and instructional processes. On the other hand, current efforts emphasize the creation of more open, honest and comprehensive assessments and the recreation of vision, mission, culture, strategy, decision making processes and outcomes (Hanna, 2003). To this end, colleges and universities need to create new institutional strategies and decision making processes, articulate and adopt these strategies and decision making processes to enable institutions to survive and prosper. In order to be effective and sustainable, these strategies and

processes must be developed in an environment offering openness, intense and honest reflection and opportunities for participation and actions by all members of the academic community.

If higher education institutions have to survive they will need to address each of these broad based strategic challenges (Hanna 2003:26). Addressing these challenges will help transform themselves to meet the demands of an increasingly complex and dynamic environment. Addressing the challenges and creating a context supportive of innovation and experimentation will clearly require committed, passionate, transformational and visionary leadership (Tierney 1999). Such a leadership can help shape higher education institutions in ways that will make them more human, more livable and more ethical.

Effective leadership is usually viewed as an essential ingredient in organizational success during the time of reform. If it is present, organizations can grow and compete but in its absence many cannot survive. According to Sammons (1999:14) “Almost every single study of institutional effectiveness has shown leadership to be a key factor”. Similarly, The Wallace Foundation (2009:1) views leadership as “second only to teaching among institution-based factors in influencing learning”. According to Coopers (1989), nearly 75 % of all organizational change programs fail because leaders do not create the necessary grounds well of support among employees. This is true for academic institutions. In support of this, Fullan (2001:337) also states that “Without good leader who is good at leading improvement, there is no improving institution”. The Wallace Foundation (2009:1) also confirms that ‘there is slim chance of creating and sustaining high quality learning environments without a skilled and committed leader to help shape teaching and learning’.

In spite of the recognition of the importance of leadership for effective implementation of educational reform, “Studies of educational leadership within African context indicate that leaders of educational institutions remained unlocked in a constricting bureaucracy even as there was demand that they be proactive and decisive in their leadership role.” (Brown & Conrad, 2007: 194). According to Oduro (2008: 13) “Findings from a number of studies on quality-related issues in education in Ghana over the last twenty years suggest that the quality of leadership and management in education is generally poor”. In a similar manner, Ngirwa (2006) states that little attention is devoted to issues related to the contribution of leadership and management within a Tanzanian context. Addressing these challenges, requires developing and

strengthening leadership skills at all levels of institutions to overcome the rigidities that very often thwart and inhibit educational innovation and reform in these contexts (UNICEF, 2004).

Ethiopia began to review its educational system comprehensively with the belief that human beings are the best resources for achieving comprehensive economic and social development. During the past few years, education and training system in Ethiopia have undergone both major quantitative and qualitative change. A succession of new policies was designed and implemented, with the Education and Training Policy (1994) being the first major framework for systems reform and transformation. The policy stressed issues of quality and relevance in educational programs and emphasized the linkage of higher education and the country's development. The successive reforms have included curriculum change, efforts to decentralize educational decision making, the expansion of education at all levels of the system and the introduction of education quality improvement programs.

The Education and Training Policy identified area of special attention and action priorities. These areas include the focus on teacher training and overall professional development of teachers and other personnel. With regard to Teacher Training Institutions, the policy states that "Teacher training institutions of all levels will be required to gear their programs towards the appropriate education for which they train teachers" (Article 3.4.9). According to MOE (2003:5) "Teacher Education Institutions exist at the very core of educational development...and should form the vanguard or spearhead of educational initiatives and innovation" not only in the TEIs but also in the education system as a whole. To this end, the policy sets challenges to teacher training institutions to redefine their role and to become active agents of change within their colleges, schools, the community and Ethiopian society (Article 4.2). To meet both public and government expectations, TEIs need to have effective leaders who can make the institutional environment conducive for the teacher-educators and the trainees.

Clearly, the key for successful implementation of educational reform in Ethiopia depends on how different actors such as scholars, policy makers, and other stakeholders perceive the meanings and opportunities of their roles during the reform process to maximize its potential benefit. At the same time, however, leaders of higher education institutions have always been viewed as critical to the success of the reform and can exhibit tremendous influence (Cizek, 1999).

More specifically, the empirical literature on leadership has shown that transformational leadership where “leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978: 20) is positively associated with educational leaders’ effectiveness in implementing reform agenda (Coad and Berry, 1998; Sivanathan and Fekken, 2002). According to Barnett et al. (2001), the challenges that were brought to educational institutions by the idea of reform have been cited as reasons for advocating transformational leadership in educational setting because it was well suited to the challenge of current educational restructuring. Transformational leadership has the potential for building a high level of commitment in teachers to the complex and uncertain nature of the reform agenda and for fostering the capacities teachers need to respond positively to this agenda.

So, the hope is that Kouzes and Posner’s Transformational Leadership Model provides TEI leaders in Oromia Regional State with practical guidance on how to lead, as well as, practical suggestions on how to act during reform agenda. As Barth (1991: 17) points out, Kouzes and Posner’s “the ‘Leadership Challenge Model’ provides educational leaders with the qualities to become good leaders and to improve training institutions”. Effective implementation of reform regarding the training system in the TEIs of Oromia Regional State requires transformational leaders and followers who raise one another to higher levels of motivation and morality, (Burns, 1978, Berry, 1998; Sivanathan and Fekken, 2002). These are leaders who search for opportunities to change the status quo, inspire a shared vision and set a model to foster collaboration, empower employees to pursue a potential future, and recognize the contributions of employees to the overall success of the organization.

Bennis (1984) suggested that leadership is the key to managing change in culture, processes, and strategies. Oliver (2001) suggested that the value of studying leaders and leadership is enhanced by the overwhelming need we have in our society for leadership that will bring about greater effectiveness and improvement. Kouzes and Posner (2002) called for a deeper understanding of leadership because leading is an enterprise and a relationship that revitalizes an organization and brings growth and enrichment to a community. Thus, the focus of this research was to investigate the extent to which the leadership of the TEI of Oromia Regional State were involved in the Kouzes and Posner’s practices of transformational leadership and forwarded possible normative recommendations for further improvement.

## 1.2 Statement of the Problem

As Cameron, (1986) points out administrative behavior is the most powerful predictor of organizational effectiveness in colleges and universities. This finding suggests that an administrator's leadership capacity outweighs considerations of institutional type, institutional culture, governance structure and institutional mission. Collins (2001) pointed out that strong organizations place a greater weight on hiring the right people than on organizational direction. He also noted that leadership capability carries more significance than specific skills, knowledge or work experience.

Within the realm of educational planning, many things are always changing: the structure of the education system, curriculum and textbooks, modes of teaching, methods of teacher training, the amount and type of provisions to institutions such as science laboratories, textbooks, furniture, classroom supplies, and so on. As Lam and Pang, (2003) point out, when countries are seeking to adapt their education systems to the needs of contemporary society, expectations for institutional leaders are changing. Complementing this idea, Pont et al. (2008:3) state that "The role of institutional leaders have changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change, economic globalization and increased migration and mobility".

As Barber (2000:4) points out, 'the difference between success and failure of educational institutions is the quality of its leaders'. Educational institutions which are led by skilled and knowledgeable leaders succeed while others fail. "Educational changes may lead to an improvement if there is effective leadership. They may also lead to a worsening in the quality of an educational system if there is no effective leadership. Sometimes they may result in no impact upon quality in which case major government expenditures on such changes have been wasted" (Pont et al. 2008:26).

As Fullan (2003:9) describes, "Holding educational institutions accountable for their performance depends on having people in educational institutions with the knowledge, skills and judgment to make the improvements that will increase institutional performance". This is because, effective transformation of educational system requires transformational leaders who exercise the practices of transformational leadership (the work that effective leaders do to guide

and support the improvement of institutional transformation and performance). Kouzes and Posner (2002) conclude that leaders are influential through their actions and activities, not rhetoric.

At global level, there were both internally and externally increasing pressure being placed upon colleges and universities to enact institutional reform and restructuring. Over the past few decades, change in the education system had emphasized the importance of effective educational leaders. On the issue of change, Cheng (1997) claims that transformational leadership is critical to meeting educational challenges in a changing environment. Kouzes and Posner's Transformational Leadership Model provides educational leaders with practical guidance on how to lead, as well as, practical suggestions on how to act during reform agenda.

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

In some countries, educational leaders are promoted and assume leadership position without adequate knowledge of leadership theories and practices. In those countries teachers considered effective in the classroom or those politically committed were assigned as managers. However, as Everand and Morris, (1990) point out, 'one should not forget that behavior that succeeded in the classroom was different from that is required to motivate the team'. Moreover, (Fullan, 2001) points that although political commitment is important for leadership effectiveness, without good knowledge and basic skills of leadership, it could be counter-productive.

Researches in the area of educational leadership address a variety of issues and concerns. But, as Kouzes & Posner, (2002: xxviii) point out, "Meeting the leadership challenge is still a personal and a daily challenge for all of us" particularly, with regard to the utilization of best leadership practices in the administration of higher education institutions and assessment of leadership performance. Therefore, countries need to constantly check the extent to which leaders at all level of educational institutions exercise the practices of effective leadership to improve and transform the institutions they lead and device mechanisms for improvement.



The reforms initiated by the Federal MOE have placed leaders of educational institutions at all levels in a highly visible leadership role. Despite this national charge given to institutional leaders “Leadership and management capacities at institutional level still remain weak” (MOE, 2010:22). To this end, what effective leadership practices they lacked needs to be researched in order to identify and plan strategies for improvement. The major role of the TEI leaders was creating favorable environment for the instructors to teach and the trainees to learn. They were expected to inspire or motivate the academic and non-academic staff as well as the trainees to become active agents of change. More importantly, they needed to manage change as leaders.

Leadership in Ethiopian universities had been researched by few scholars (Bekalu, 2009). However, there was a gap with regard to the utilization of best leadership practices in the administration of TEIs in Ethiopia in general and Oromia Regional State in particular. At times, there was no evidence or reported study identifying the degree to which TEI leaders in Oromia Regional State practiced Kouzes and Posner’s Transformational Leadership Model using Leadership Practice Inventory.

Besides, many teacher-educators and administrative staff of the TEIs of Oromia Regional State had been heard of complaining that the working conditions in the TEIs were not conducive for training. The instructors complained that instead of managing change as leaders, the management team was mostly observed trying to manage stability. They were heard talking that their leaders failed to adapt to the new changing Ethiopian educational system. The instructors constantly complained that the leaders failed to facilitate effective implementation of change and to create conducive atmosphere required to ensure the improvement of the quality of training. Despite these complaints, there was scarcity of research that particularly focused on the extent to which the leadership of the TEIs created conducive atmosphere for effective implementation of the change stated in the Education and Training Policy and the subsequent programs. The need to fill this gap initiated the researcher.

Leaders of the TEIs in Oromia Regional State should be qualified educational leaders who had the knowledge and skills of leadership if they were to be effective. With respect to this, the Oromia Region Education Bureau guideline for the TEIs required the Deans to have the qualification of second degree in Educational Planning and Management (OEB, 2004). However, the practical appointment of people currently on leadership positions in most of the Teacher

Education Institutions (TEIs) of Oromia Regional State did not seem to conform to the guideline of the Bureau. With regard to this, how many of the TEI leaders of Oromia Regional State have the qualification required by the REB or the extent to which they have the knowledge and skills needed was not researched. Thus, the extent to which TEI leaders in Oromia Regional State met the professional qualification required by OEB or whether they had the required knowledge base to ensure effective policy implementation in the educational institutions need to be identified. This study was; therefore, designed by the need to fill this gap.

Assessment of leadership effectiveness was not a common practice in TEIs of the Oromia Regional State. To the knowledge of the researcher, there was scarcity of studies on leadership of Teacher Training Institutions in Oromia Regional State. As a result, any failure or weakness observed in the training process was usually attributed to teachers, students or both without considering the extent to which the leaders created conducive working atmosphere for them. The researcher felt that there was scarcity of research, which particularly focused on the extent to which the leaders of the TEIs in Oromia Regional State attempted to influence the academic and non-academic staff and unify their effort so that they meet the government and public expectations. In other words, there was lack of empirical data indicating the extent to which what the leaders do relates with what they speak. Since the status of the practices and challenges of leadership in the TEIs was not investigated and identified, there was lack of data to inform policy makers so that they design mechanisms to enhance the quality of the TEIs' leadership and to make it sustainable. This study was conducted to fill this gap.

The academic and non-academic staffs were heard complaining that the leaders were neither created favorable working condition for them nor facilitated effective implementation of educational reform. This study was therefore, conducted to fill the gap by investigating the extent to which TEI leaders exercised the five best leadership practices of Kouzes and Posner's transformational leadership model associated with increased organizational effectiveness. It was the intention of the researcher to identify the challenges of implementing the practices. By so doing, the researcher attempted to provide policy advice that would consolidate and extend the post productive courses of action and to intercept and terminate existing practices that were shown to be damaging and wasteful. To this effect, the study attempted to answer the following basic questions:

1. To what extent do the leadership team members exercised the five transformational leadership practices to change and transform the TEIs?
2. Which of the five transformational leadership practices are the most and the least exercised by the leadership teams of the TEIs of Oromia Regional State?
3. In which category of Kouzes and Posner's database do the leadership teams of the TEIs fall?
4. To what extent are the teacher educators satisfied with the practices of TEI leadership team members?
5. What is the TEIs leaders' feeling of their involvement in the Kouzes and Posner's practices of transformational leadership?
6. What are the challenges of institutional leadership in TEIs of Oromia Regional State?

### **1.3. Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of the study was to investigate the leadership practices of the TEIs of Oromia Regional State, challenges encountered and provide suggestions for the OEB, TEI leaders and emerging professionals.

#### **1.3.2. Specific Objectives**

The specific objectives of the study were to:

1. examine the extent to which the leadership teams of the TEIs exercise the five transformational leadership practices for effective implementation of change.
2. identify the most and the least exercised transformational leadership practice by the leadership teams of the TEIs.
3. identify where the leaders of the TEIs of Oromia Regional State fall in terms of the five perceived practices of leadership scores in Kouzes and Posner's database
4. explore the teacher-educators' satisfaction with the leadership engagement in the five practices of transformational leadership.
5. identify the leaders' perception of their engagement in the five practices.

6. identify the major factors affecting the implementation of best leadership practices in government TEIs of Oromia Regional State.

#### **1.4. Significance of the Study**

The findings of the study would have the following significance.

1. The finding of the study could provide the Regional Education Bureau (REB) officials with data based information concerning the current leadership practices and challenges of leadership in the TEIs.
2. It would enable the leaders of the TEIs improve their leadership practices and effectively lead the implementation of educational change in their respective TEI. To this end, all the Teacher Educators (TED), the trainees, the non-academic staff, OREB would be benefited from the findings of the study.
3. Above all, well-conceived assessment of the behavior and the act of the members of the TEIs' leadership team would benefit the leadership team members themselves. Such an assessment should be considered as an opportunity to gather the right information about effectiveness of their leadership in their effort to transform the TEIs. The result of the study could provide the TEI leaders feedback about areas of strengths and weaknesses so that they could plan ways to improve their performance. It could also give the leaders an awareness regarding the need to improve their leadership competence throughout their careers to meet the mounting challenges of their jobs.
4. It might also serve as a spring board for the future researchers.
5. It contributes to the general understanding of the leadership practices and challenges of the training institutions.

#### **1.5. Delimitation of the Study**

The focus of the study was the current status of the practices and the challenges of leadership in TEIs of Oromia Regional State. To make the study manageable, it was delimited to six (60%) of sample TEIs selected from the ten TEIs found in the region. It was believed that the six TEIs could be representative of the ten TEIs to reach general conclusion.

Moreover, the study focused on investigating the practices and challenges of institutional leadership team members (management team members and stream heads) in general. Thus, no attempt was made to investigate the teachers' effectiveness as institutional leaders. The study used Kouzes and Posner's transformational leadership model to assess the leaders' practices. In other words, the degree of the leaders' effectiveness was investigated in terms of the five practices. No attempt was made to investigate the leaders' IQ, leadership style, management skill, their personality traits, emotional intelligence and other aspects of leadership.

With regard to the temporal dimension, the study covered the status and challenges of leadership practices in the TEIs during 2012/2013 academic year.

### **1.6. Limitation of the Study**

It is obvious that research work cannot be totally free from limitation. To this end, some limitations were observed in this study. One limitation was that among the Deans of the six sample colleges, one was not willing to respond to the interview. As a result, the study missed additional information which might be useful to support the quantitative data.

### **1.7. Operational Definition of Terms**

The following terms were used by the researcher to connote the following definitions.

**Institutional Leaders** – Leaders of the TEIs in Oromia Regional State

**Leadership team**- The TEI leaders, who are responsible for coordinating the overall activities of their specific TEIs in Oromia Regional State, They include the Dean, Vice Dean, Stream Heads, Human Resource Officer, and Finance Officer.

**Stream Heads**–Educational leaders responsible for coordinating the activities of teacher-educator who train primary school teachers in different academic subjects. The four streams are Natural Sciences (Biology, Chemistry, Physics, and Mathematics), Social Science (History, Geography, Civic and Ethical Education), Languages (Afan Oromo, Amharic and English), and Education Stream (Professional courses)

**TEI Management Team-** The executive college leaders of Oromia Regional State. They include the Dean, Vice Dean, Human Resource Officer, and Finance Officer.

## **1.8. Organization of the Study**

This research paper is organized into five chapters. The first chapter deals with the introductory part which includes background of the study, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of relevant literature pertinent to the research. The third chapter discussed about research methodology. The data collected from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the study and forwards conclusion and recommendation on the findings. Reference and appendix which include questionnaire, interview format, and permission to use the standard tool (LPI) are part of the research document.

## **CHAPTER TWO**

### **REVIEW OF RELEVANT LITERATURE**

#### **2.1. The Concept of Leadership**

According to Kouzes and Posner, (1995), there are over 225 definitions of leadership found in the literature but no one claims the last word on “defining” the term. Each scholar defined leadership in a ways that works best for his/her in his/her work with students, managers, government officials, community organizers, health care providers, and educational administrators.

As defined by Drucker (1985) a leader is someone who has followers and leadership is any behavior that influences the actions and attitudes of followers to achieve certain results (The Australian Leadership Development Centre). Kouzes and Posner, (1995) define leadership as an art of mobilizing other to want to struggle for shared aspirations. USA Army Handbook (1973:1) also defines leadership as “influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization”. Others defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004, Lussier&Achua, 2004, Rauch &Behling, 1984, House et al., 1999 Katz & Kahn, 1978).

#### **2.2. Development of Educational Leadership**

In most developed countries of Europe and America, literacy development in the eighteenth and nineteenth centuries typically occurred through religious education to inculcate their children with cultural and religious values. “Educational leadership” in homes, religious settings, and one room schoolhouses was provided by parents and clergy” (Warren 2010). Working-class youth were trained in the trades which required formal but often non literate apprenticeships or in unskilled jobs that required little or no formal training and the leaders were the novice craftsman.

As Beck and Murphy (1993:83) point out, “Leadership of formal schooling evolved throughout the twentieth century, reflecting societal changes and evolving perspectives on the purposes of schooling”. Activities associated with leadership moved from the province of individual teachers working with small groups of students to formal management of small, medium, and large organizations. The “leader” of the school was the principal-manager, and teachers, however formally educated or experienced, reported to that principal. When schools grew large and required management, the issues were primarily facilities, budget, staffing, and students (Institute for Educational Leadership, 2001).

Organizational structures of the largest schools reflected industrial practices established in the nineteenth century, thus creating the school structures we know today. In this structure one principal (with or without assistants) manages many teachers, and that principal is charged to carry out the dictates of governments that finance the school. Suburban and the few remaining rural schools followed the lead of the largest schools, emulating graded classrooms, subject-centered scheduling, and emphasis on start and end times, bells, and the need to stay at one’s desk for the duration of instruction. Such standardization was seen as a natural by-product of modernization.

The early 1980s initiated the change that has continued through today with the superintendent viewed as chief executive officer, including the roles of professional adviser to the board, leader of reforms, manager of resources and communicator to the public. In the United States, the superintendence, or role of the chief school administrator, has undergone many changes. According to Warren (2010), the superintendence is about 170 years old with four major role changes from the early 19th century through the first half of the 20th century and into the early years of the 21st century. Initially, the superintendent's main function was clerical in nature and focused on assisting the board of education with day-to-day details of running the school.

At the turn of the 20th century, countries began to develop common curriculum for public schools with superintendents fulfilling the role of teacher-scholar or master educator who had added an emphasis on curricular and instructional matters to school operations. In the early 20th century, the Industrial Revolution affected the superintendent's role by shifting the emphasis to expert manager with efficiency in handling non-instructional tasks such as budget, facility, and transportation.



In the latter half of the twentieth century, the Coalition of Essential Schools, a network of progressive educators and parents, continued the traditions of developing critical thinking, collaborative, project-based learning, and community partnerships. These few schools were only available to families of privilege, however, and their individualized, constructivist, and student-centered approaches to teaching and learning have had little influence on the greater schooling enterprise. According to Lagemann (1989), “These progressive schools were often established and led by charismatic leaders who had strong beliefs about school as a place to develop the human mind and spirit”. The purpose of Progressive schooling was to create an educated citizenry that could fully participate in the democratic process. These schools were also incubators for innovative educational leadership structures and instructional leadership.

The term instructional leadership came into currency for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. Maintenance of the status quo was no longer considered acceptable. The principal or school head is commonly thought to be the school leader; however, school leadership may include other persons, such as members of a formal leadership team and other persons who contribute toward the aims of the school (Warren 2010).

Ethiopia has a long and rich history of educational traditions. Indigenous education was offered by all ethnic and linguistic groups and remains an important transmitter of cultural identity from one generation to the next. It aims at installing in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values. Imparted through language and example at home as well as informal lessons and ritual outside the home, indigenous education responds to the concrete problems of local communities.

In addition to traditional education, literacy development was first introduced by religious institutions particularly Christianity and Muslim religions. The teachers and the leaders were monks and sheiks respectively. According to (World Bank, 1988:11), “Christianity has thrived for more than 1500 years. In about the 4th century, the Ethiopian Christian church established a comprehensive system of education that provided Ethiopian cultural, spiritual, literary, scientific, and artistic life”. The church in Ethiopia was able to provide a sophisticated and peculiar type of education that takes as many as 30 years to complete.

The formal school leadership was introduced with the introduction of modern government school. “The first public school to provide a western style education was the Ecole Imperiale Menelik II, which was opened in October 1908 under the guidance and leadership of Hanna Salib and a number of Copt teachers” (Damtew and Altbach 2003). In the following years, the number of modern government and missionary schools increased with increase in the number of students.

At times, as there were no enough educated Ethiopians to run the schools, most of the headmasters were from foreign countries such as the United Kingdom, USA, Canada, Sweden, Egypt and India. These headmasters were considered symbols of modernization, progress and new ideas. The respect they had in the society was very high. Headmasters were so important and respected that they could even gain access to the palace to seek solution from Emperor Menelik II for problem they thought would be difficult to be solved by the Ministry of Education (MOE, 2002). As the number of schools and qualified Ethiopian teachers increased, Ethiopian professionals took over the post from the foreigners. During the reign of Haile Sillasje and Derg, almost all educational leaders at all level of educational system were Ethiopians.

### **2.3. Conceptual Models of Leadership**

Despite the fact that leadership has been a topic of interest since ancient times, it was only around the turn of the 20th century that scientific studies began. As Johnson (2002) points out rigorous study of the leadership phenomenon began with the work of sociologist Max Weber in the early part of this century. The study of leadership which started in the early part of the century can be divided into three stages. Each stage can be characterized by a prominent research strategy and focus of interest. The earliest stage attempted to identify traits of leaders, and the next stage focused on the behavior of leaders. The third stage centered on the fit between leadership style and the situation leaders face (Tirimizi, 2002). However, inconsistent findings and methodological problems resulting in increasing dissatisfaction with trait, behavioral, and contingency based leadership research set the stage for a paradigm shift in leadership research.

As a result of the shift in the research paradigm, the past 25 years have witnessed the emergence of new conceptual models in the field of educational leadership. Two of the foremost models, as

measured by the number of empirical studies, are instructional leadership and transformational leadership (Heck & Hallinger, 1999). In contrast with many earlier leadership models applied to educational administration (e.g. situational leadership, trait theories, contingency theory), these models focus explicitly on the manner in which the educational leadership exercised by administrators and teachers brings about improved educational outcomes (e.g. Leithwood & Jantzi, 1999; Southworth, 2002).

Leadership theories in the new paradigm differ from earlier theories in that they seek to explain extraordinary leadership and performance beyond expectations (Paul et al. 2002). As Barnett et al., (2001) point out, this shift was intensified by the publication of an influential book by Burns (1978) entitled “Leadership” which conceptualized the differences between ordinary (transactional) leaders and extraordinary (transformational) leaders. As a result of this shift in paradigm, different leadership models were developed by different researchers through intensive research on current leadership practices (Kouzes and Posner, 1995, Taylor, 2002, Hallinger 2000, McREL (2003). However, over the past three decades, debates over the most suitable leadership role for leaders of educational institutions have been dominated by two conceptual models: instructional and transformational leadership models (Hallinger 2003).

### **2.3.1. Transformational Leadership Model**

Transformational leadership theory emerged from the political sociology writings of James McGregor Burns and became a well-known topic in psychology, management, sociology, and political science in 1980s. The concept of transformational leadership stimulated researchers’ interest in understanding of the leadership process that goes beyond the dimensions of consideration of subordinates’ feeling and initiating subordinates toward goal accomplishment. Integrated into transformational leadership theory are trait, behavior, and contingency approaches, while incorporating and building upon charismatic and political leadership. As its name implies, transformational leadership motivates individuals to change and promotes followers’ awareness and acceptance of the group’s vision and mission. It involves rallying people behind a dream or vision of something that as yet has been out of reach (Hallinger, 2003).

Transformational leadership was a process in which the leaders took actions to try to increase their followers' awareness of what was right and important. This process was associated with motivating followers to perform "beyond expectation" and encouraging followers to look beyond their own self-interest for the good of the group or organization. As a result, transformational leadership differed from transactional leadership by not only recognizing followers' needs and wants "but by attempting to develop those needs from lower to higher levels of maturity" (Bass and Avolio, 1997:17).

Burns (2003) differentiated between the words transform and change and suggests that transformational leadership has a breadth and depth that fosters metamorphosis as opposed to a simple substitution. Northouse (2007) called transforming leaders social architects for their organizations because their leadership communicates a direction that transforms organizational values and norms. Mannoia (1996) believed that transformational leadership is the result of having a mind like a servant. The joint pursuit of higher values demonstrates the reciprocal theory of leadership.

Five components of transformational leadership have been identified: idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Jung, 1999). Idealized Influence referred to leaders who encouraged followers to share their visions and goals. These leaders had strong personal appeal (Yammarino, 1995) and power to influence over their subordinates by providing clear vision, a strong sense of purpose and perseverance to achieve the most difficult objectives. As a result, this kind of leaders were thoroughly respected, trusted, and admired by their followers. In addition, such leaders normally considered their followers' needs over their own personal needs (Tracey and Himkin, 1998) and were willing to put aside their self-interest for the good of their organizations (Bass and Avolio, 1997). There were two types of idealized influence leadership in a recent theoretical development. That was, idealized influence could exert influence based on a perception in the eye of the beholder (Idealized Influence Attributed) or impact based on the behavior of the leader (Idealized Influence Behavior) such as persistence and determination.

Inspirational Motivation represented the appeal of challenging followers by symbols, and metaphors. In other words, inspirational motivation refers to leaders expressing the importance

and value of desired goals in simple ways and displaying high levels of expectations. These leaders often talked about a vision of the future and expressed confidence and commitment that their goals and visions could be achieved. They also tried to move followers to achieve extraordinary levels of accomplishment by showing high expectations and confidence in the followers. Thus, followers reacted by willingly increasing their efforts to attain the vision (Coad and Berry, 1998). Although charisma and inspirational motivation leadership were often highly correlated, inspirational leadership might or might not overlap with charismatic leadership. It depended on the extent to which followers seek to identify with the leaders (Bass and Avolio, 1993). Inspirational leaders could occur without the need for identification of followers with the leader (Charismatic leaders).

Intellectual Stimulation referred to leaders who challenged their followers' ideas and values for solving problems. Through intellectual stimulation, transformational leaders were able to show their followers new ways of looking at old problems. Such leaders encouraged their followers to use non-traditional thinking to deal with traditional problems and they often listened to followers' ideas even if different from theirs. The message was that "followers should feel free to try out new approaches, and their ideas will not be publicly criticized because they differ from those of the leader" (Coad and Berry, 1998: 166). As a result, the followers were encouraged to question their own beliefs, assumptions, and values for solving current problems from many angles perhaps not previously considered. Therefore, the followers could have capabilities to tackle and solve future problems on their own (Bass and Avolio, 1993) and were more likely to focus on their long-term development (Jung, Bass, and Sosik, 1995).

Individualized Consideration referred to "understanding and sharing in others' concerns and developmental needs and treating each individual uniquely" (Bass and Avolio, 1997: 29). Through individualized consideration, the leaders spent more time teaching and coaching followers and treated followers as individuals rather than just as members of a group. This was because the leaders considered their followers as having different needs, abilities, and aspirations from others. Therefore, the followers, who felt he/she received a leader's special attention, were more likely to work harder to meet their leader's high expectations (Jung et al., 1995). The leaders who exhibited individual consideration normally understood where the further development was needed for their followers. As Bass and Avolio (1996:13) point out:

“Such individualized treatment reflects the leaders’ ability to diagnose their associates’ requirements for further development and the leaders’ ability to design appropriate strategies to satisfy as well as elevate their associates to higher levels of motivation, potential, and performance”.

According to Australian Leadership Development Centre, (2007), transformational leaders are likely to have many of the following six personal characteristics. The first is a deep sense of personal purpose coupled with an unshakable self-confidence in the ability to realize this purpose. The second is a strong desire to take charge and make things happen, without being overly bossy. The third characteristic refers to a strong social presence and superb oral communication skills, often coupled with a reputation of unconventional behavior. The fourth is sensitivity to how people are feeling and an ability to connect well with people at a personal one-on-one level. A willingness to take personal risks and make sacrifices in order to realize their vision is the fifth characteristic required of transformational leaders. The final characteristic refers to an internal locus of control, with a 'what can I do with what I have now' attitude (2007:10).

Based on the previous studies of leadership, Bass (1985) proposed a more expanded and refined version of transformational leadership theory. According to Bass (1985), transformational leaders motivate subordinates to do more than they are originally expected, and accordingly, subordinates’ confidence levels are elevated and needs satisfied. Generally, according to Bass’s transformational leadership model, leaders are required to get involved in basic leadership practices to achieve performance beyond expectation. The practices include, developing a clear and appealing vision, developing a strategy for attaining the vision and articulating and promoting the vision. Besides, they need to act confident and optimistic, express confidence in follower and use early success in small steps to build confidence. Moreover, transformational leaders adapt ideology incrementally to conditions, identify and eliminate cultural disparities. According to Bass, leaders also need to articulate the ideology clearly and persistently, keep actions and decisions consistent with ideology, and use cultural forms to emphasize ideology. Finally, they need to emphasize continuity in socialization of practices, manage the politics of subcultures and develop cultural maintenance leadership at all level.

Transformational leadership had been used to investigate leadership behavior across a wide variety of organizations such as business institution, military or law enforcement, informational technology, educational setting, and health care industry. In addition, the theory has been widely employed in several countries such as USA, Australia, New Zealand, the Netherlands, Canada, Austria and the U.K. In evaluating leadership performance, Bass and Avolio (1997) proposed the three leadership outcomes that showed how transformational, transactional, and non-leadership related to the success and performance of the target leaders. The main task of Bass' transformational leadership research is the development of the Multifactor Leadership Questionnaire (MLQ) used to identify the transformational, transactional, and laissez-faire leadership styles (Bass, 1985). The MLQ has been revised several times and has been used in nearly 200 research programs, doctoral dissertations, and master thesis around the world (Bass & Avolio, 2000).

Bass identified three leadership outcomes. The first outcome referred to "extra effort" which reflected the extent to which the "rater" exerted effort beyond the ordinary as result of the leadership behavior. The second was "effectiveness" which reflected how effective the "rater" perceived the target leader to be at different levels of the organization. The last outcome was "satisfaction" which reflected how satisfied the "rater" was with the target leader' methods and styles and how satisfied he/she was in general with the leader.

### **2.3.2. Kouzes and Posner's Transformational Leadership Model**

Kouzes and Posner's Exemplary leadership model is the extension of Bass's and Burn's transformational leadership. According to Barnett et al. (2001), Kouzes and Posner's Exemplary or Visionary leadership model has its origins in a research project which they began in 1983. They wanted to know what people did when they were at their "personal best" in leading others. They started with the assumption, however, that they did not have to interview and survey star performers in excellent companies to discover best practices. They assumed that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. From an analysis of the personal-best cases, they developed a model of leadership that consists of what Kouzes and Posner call The Five Practices. These practices are challenging the process, inspiring

shared vision, enabling others to act, modeling the way and encouraging the heart (Kouzes and Posner, 2004).

Based on their research project with successful leaders, for over almost 20 years, Kouzes and Posner suggested that leadership is not a position, but a collection of practices and behaviors. They also concluded that leadership is a compulsory skill that can be learned by everyone. According to their research, more and more people can grab hold of the opportunity to lead others to get extraordinary things done (Kouzes and Posner, 2004).

The research involves asking leaders and followers, questions around what qualities individual leaders believed they needed when they were at their most successful and what qualities those who were being led believed were important when they felt themselves being well led. Analysis of the data revealed an underlying pattern of agreement between leaders and those being led about the leadership behaviors that emerged when people were accomplishing extraordinary things in organizations. These were then codified as the five practices of leadership.

### **2.3.3. Kouzes and Posner's Five Leadership Practices**

According to Kouzes and Posner (1995), when working at their best, leaders challenge the process, inspire shared vision, enable others to act, model the way and encourage the heart. And they did this through committing themselves to particular sets of behavior linked to these values. More importantly Kouzes and Posner argued that these leadership behaviors were an observable and learnable set of practices, available to anyone prepared to spend time developing them. They also stressed that although these qualities were observable, they only manifest themselves when people actually do them. As Kouzes and Posner (1995:9), point out, "These practices serve as guidance for leaders to accomplish their achievements or to get extraordinary things done". The five leadership practices are discussed as follows.

#### **a. Challenging the process**

The researchers found that leaders thrive on and learn from adversity and difficult situations. They are risk takers who regard failure as a useful chance to learn and innovate if not caused by poor performance. Effective leaders are also early adopters of innovation. They seek out things that appear to work and then insist that they are improved. Challenging the process suggests that



leaders shouldn't be content to do 'business as usual'. According to Shoemaker (1999), Kouzes and Posner's (1987) leadership practice of challenging the process includes encouraging others to think and take risk which can be compared to what Bass (1985) called intellectual stimulation. The two leadership commitments required are seeking challenging opportunities to change, grow, innovate, and improve and experimenting, taking risks, and learning from the accompanying mistakes questioning assumptions", promoting "non-traditional thinking.

Kouzes & Posner, (2004) describe the "challenge the process" practice as being the search for opportunities to change the status quo. Leaders look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk taking involves making mistakes and failures they accept the inevitable disappointments as learning opportunities.

For transformational leaders, challenging the process is a way of life. By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system so as to turn these ideas into actions and to get new products, processes, and services adopted. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. Transformational leaders are willing to change the status quo. They experiment and take risks with new approach and for decision making without buck passing. Learning, for them, is a lifelong behavior. In order to succeed, leaders must be prepared to make mistakes because every false step opens the door to a new opportunity. Instead of punishing failure, they encourage it. They learn from their mistakes rather than shift the blame on someone else (Kouzes and Posner, 1995, 2002).

#### **b. Inspiring a shared vision**

The leadership practice of inspiring a shared vision, communicating a common purpose, and the expression of warmth and enthusiasm through charisma is equivalent to Bass' (1985) intellectual stimulation components of vision creating or inspirational leadership, and charisma. Inspiring a vision involves looking at the future with passion in order to make a difference and persuade others to own this vision.

Kouzes and Posner found in their research that people are motivated most not by fear or reward, but by ideas that capture their imagination. Inspiring shared vision is more than having a vision.

It is communicating it effectively so that others take it on board. As Kouzes and Posner (1988) commented, it's easy for someone to concentrate too much on crafting the perfect words for a vision and mission statement, and not enough on communicating it. Great leaders are future orientated and seek to energize others by passion, enthusiasm and emotion. They want to bring people on board with this sense of shared purpose. The two leadership commitments associated with this practice are envisioning an uplifting and ennobling future and enlisting others in a common vision by appealing to their values, interests, hopes and dreams.

Inspiring a shared vision is an important aspect of leadership because leaders are expected to create and communicate organizational direction (Snee&Hoerl, 2004). There are many definitions of vision. According to Kouzes and Posner (1987), vision is an ideal and unique image of the future. Another definition of vision is a mental image of a possible and desirable future state of the organization. The “inspire a shared vision” practice was described as being when followers believe passionately that their leader can make a difference. Leaders envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. Leaders breathe life into their visions and get people to see exciting possibilities for the future (Kouzes& Posner, 2004).

Leadership involves purposes and directions. Leaders need to be involved in frequent envisioning and looking forward. They have both vision and goals. As Bruckner (2003) points out, leaders have to go beyond merely envisioning the future and take action to make a vision a reality because without goals a vision can languish. They need to know the end toward which they are striving. They should also pursue goals with clarity and tenacity and are accountable for their accomplishment (Leithwood&Richl, 2003).

As Bennis (1985:89), suggests “Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create”. Both visionary and transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes and Posner,

1995, 2002). Effective leadership induces awareness and acceptance of common mission and purpose of organization (Krishnan, 2002). Leaders should inspire and motivate as well as focus on the future (Kouzes& Posner, 2000;; Conger, Kanungo&Menon, 2000; Howell & Hall-Merenda, 1999; Judge & Bono, 2000; Feinberg, Ostroff& Burke, 2005). Weymes (2003) suggest managers should understand the power of an inspirational dream and be committed to it.

### **c. Enabling others to act**

Kouzes and Posner state that leaders don't seek to achieve it by all themselves – they achieve results through others. But they do this not by simply repeating the vision mantra – encouragement and exhortation isn't enough. They must feel able to act and then must be supported to put their ideas into action. Collaboration and relationship-based work is central to success. As leaders they will need to be committed to fostering collaboration by promoting co-operative goals and building trust strengthening others by sharing information and power and by increasing their discretion and visibility

Enabling others to act is fostering collaboration and empowerment. Enabling others to act refers to leaders involving others in planning and giving them freedom of choice in the decision-making process. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization. Kouzes& Posner, (2004) describe the “enable others to act” practice as a means of fostering collaboration and building spirited teams. Leaders actively involve others. They understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

### **d. Modeling the way**

Modeling means being prepared to go first, living the behaviors they want others to adopt before asking them to adopt them. Because, people will believe not what they hear leaders say, but what they see their leaders consistently do. This also refers to the leader as an Ethical Role Model. The leader must not only inspire others but also use his office to advance institutional goals rather than personal ones. Great leaders should serve as an example to others. In respect to this they

should be committed to set an example for others by behaving in ways that are consistent with their stated values and to clarify values by finding their voice and affirming shared ideas.

Modeling the way refers specifically to leaders going first. Transformational leaders set an example and build commitment through daily acts that create progress and momentum. They create a program of excellence and then set the example for others to follow. To model the way, leaders need to have a philosophy, a set of high standards by which the organization is measured, a set of principles concerning the way people should be treated and the way goals should be pursued that make the organization unique and distinctive. These leaders show by example that they live by the values they advocate. They believe that the consistency between words and deeds build their credibility as transformational leaders (Kouzes and Posner, 1995, 2002).

The “model the way” practice was described as consisting of the establishment of principles that are concerned with the way people (including constituents, peers, colleagues, and customers) should be treated and the way goals should be followed. Leaders create standards of excellence and then set an example for others to follow. Since the prospect of complex change can overwhelm people and stifle action, leaders set interim goals so that people followers can achieve small “wins” as they work toward larger objectives. Leaders also unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes& Posner, 2004).

#### **e. Encouraging the heart**

Kouzes and Posner established that people act best of all when they are passionate about what they’re doing. Leaders unleash the enthusiasm of their followers with stories and passions of their own. They enjoy celebrating successes even small ones and will tend to tackle difficult projects through recognizing others’ contributions. The leadership commitments associated with these practice are recognizing individual contributions to the success of every project and celebrating team accomplishments regularly.

People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and

recognition to job performance. Exemplary or visionary leaders play a special role in the celebrating of individual or group achievements, because they are the most prominent personality in the organization and serve as role models. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. When leaders encourage their employees through recognition and celebration, they inspire them to perform better (Kouzes and Posner, 1995, 2002).

According to Kouzes& Posner, (2004) the “Encourage the Heart” practice was described as a practice of being able to accomplish extraordinary things in organizations through hard work. In order to keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. Leaders make people feel like heroes.

#### **2.3.4. Bass’s Transformational and Kouzes and Posner’s Exemplary Leadership Models**

Five components of transformational leadership have been identified: idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio, Bass & Jung, 1999; Antonakis, 2001). As Baron and Chen (2007) point out, the concept of Bass’s transformational leadership theory, and Posner and Kouzes’ (1988) visionary or exemplary leadership are similar in that they both proposed that outstanding leaders use five practices to facilitate employees to achieve organizational goals. According to Abu-Tineh, Khasawneh and Al-Omari (2008), Kouzes and Posner’s practices of exemplary leadership model seem to be essential components of the concept of Bass’s transformational leadership.

According to Shoemaker (1999) Kouzes and Posner’s (1987) leadership practice of challenging the process includes encouraging others to think and take risk which can be compared to what Bass (1985) called intellectual stimulation. As stated by Torpman (2004:895) the practice of intellectual stimulation is similar with Bass’s (1985) in that “ Subordinates are encouraged to experiment, challenge existent constraints, by taking risks concerning the organization and subordinates’ positions in them. Both models believe that mistakes are opportunities for learning

instead of causes for blame. Continuous learning is stimulated as well as old values and beliefs are reassessed. The learning aspect is related to the experimenting attitude that is expected from subordinates” (Torpman 2004:896). Similarly, Idealized influence component of Bass’s transformational component was related to Kouzes and Posner’s enabling others to act. Generally, many people described the Kouzes and Posner’s five leadership practices as components of Bass’s transformational model (Shoemaker 1999, Torpman, 2004).

### **2.3.5 The Adaptation of Transformational leadership constructs into the Educational Environment**

The empirical literature on leadership has shown that transformational leadership where “leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20) is positively associated with principals’ and education institution leaders’ effectiveness in implementing reform agenda (Coad and Berry, 1998; Sivanathan and Fekken, 2002). Transformational leadership found a receptive audience in the educational community during the 1990s. Considerable researches were subsequently conducted in education using the transformational leadership model (Hallinger& Heck, 1996 ) and have quite rapidly yielded a knowledge base concerning the application of this leadership model in education (Leithwood et al ., 2000; Silins et al ., 2002).

According to Hallinger, (2003) transformational leadership has been adapted into educational system for the following reasons. Firstly, transformational leadership is often considered a type of shared or distributed leadership. Rather than a single individual, the leader, coordinating and controlling from above, transformational leadership focuses on stimulating change through bottom-up participation. The model explicitly conceptualizes leadership as an organizational entity rather than the property of a single individual, accounting for multiple sources of leadership. Secondly, it seeks to envision and create the future by synthesizing and extending the aspirations of members of the organizational community. Lastly, transformational leadership seeks to generate second-order effects. Transformational leaders increase the capacity of others in the institution to produce first-order effects on learning (Lambert, 1998; Leithwood& Louis, 1999). For example, transformational leaders create a climate in which teachers engage in continuous learning and in which they routinely share their learning with others.

Transformational leaders work with others in the school community to identify personal goals and then link these to the broader organizational goals (Barth, 1990; Lambert, 2002). This approach is believed to increase commitment of the staff that sees the relationship between what they are trying to accomplish and the mission of the institution. These changes are conceived as second-order effects in the sense that the institutional leader is creating the conditions under which others are committed and self-motivated to work towards the improvement of the educational institutions without specific direction from above.

More specifically, Kouzes' and Posner's transformational (Exemplary Leadership Model) has been proved suitable to adapt into educational system for many reasons. As Taylor, (2002) points out, the five practices have been recognized by many researchers as truly representative of highly effective leadership practices. According to Leech, Smith and Green (2011), each of these practices is embedded within the relationships between leaders and followers and could be used as an indicator to examine the behaviors of institutional leaders.

Besides, the model emphasizes leaders learning and continually developing. By identifying their strengths and weaknesses in their leadership practice, it is possible for leaders to identify a relatively small number of areas they need to work on. Through awareness, coaching, practice and feedback, they can quickly make the transition from effective manager to outstanding leader. This is particularly important to foster the necessary capacities required for leaders to lead change and the challenge of current school restructuring (Kouzes and Posner 1988).

More importantly, the challenges that were brought to educational institutions by the idea of reform have been cited as reasons for advocating transformational leadership in educational institutions. As Barnett et al. (2001) points out transformational leadership is well suited to the challenge of current restructuring of educational institution. Advocating the suitability of Kouzes and Posner's model for educational environment, Abu-Tineh, Khasawneh and Al-Omari (2008), also state that transformational leadership has the potential for building a high level of commitment in teachers to the complex and uncertain nature of the school reform agenda and for fostering the capacities teachers need to respond positively to this agenda. Kouzes and Posner's transformational leadership model provides leaders of higher institutions with practical guidance on how to lead, as well as practical suggestions on how to act during reform agenda (Kouzes and Posner, 2002). "The leadership challenge model provides leaders of educational institutions with

qualities to become good leaders and to enable them to improve higher learning institutions” (Barnett et al. 2001:2).

### **2.3.6 The Introduction of Leadership Practice Inventory (LPI)**

The LPI was developed to validate Kouzes’ and Posner’s findings from their Personal-Best Leadership case studies. Their goal was to assess the extent to which the behaviors would predict current and future leadership effectiveness. The research data from literally hundreds of thousands of people consistently shows that leaders who engage in the behaviors measured by the LPI are more effective and successful than those who engage in them less frequently.

Kouzes and Posner wanted to know what people did when they were at their "personal best" in leading others. They started with the assumption, however, that they did not have to interview and survey star performers in excellent companies to discover best practices. They assumed that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. Then, through repeated analysis, they developed a quantitative instrument called the Leadership Practices Inventory (LPI) that would measure the leadership practices they uncovered (Baron and Chen 2007). Since then, the LPI has become the most popular leadership instrument in the world, used by nearly one million leaders worldwide. Repeated analysis of the instrument has proven it to be a reliable and valid measure of a leader's effectiveness. But most important to its creators, the results have also shown that leadership is understandable and learnable (Leech, Smith and Green 2011).

The LPI is a 360-degree assessment instrument. It is a questionnaire with thirty behavioral statements-six for each of the five Practices. Leaders complete the LPI-Self, rating their behavior on the frequency with which they think they engage in each of the thirty behaviors. Observers or subordinates complete the LPI-Observer questionnaire, rating the leaders on the frequency with which they think they engage in each behavior. Respondents can indicate their relationship to the leader and all the observers' feedback is anonymous (Leech, Smith and Green 2011).

The LPI was created by developing a set of statements describing each of the various leadership actions and behaviors. It originally used a ten-point scale ranging from “almost never” (1) to “almost always” (10) to indicate how frequently a leader engages in 30 leadership behaviors, six



behaviors for each of The Five Practices. The ten- point scale was sometimes reduced to five point scale. According to Baron and Chen (2007), “The ranking on one practice does not affect the ranking on any of the others”. Both a Self and Observer form of the LPI have been developed through continuous research. Statements were modified, discarded, or included following lengthy discussions and iterative feedback sessions with respondents and subject matter experts as well as empirical analyses of various sets of behaviorally based statements.

Today, it is one of the most widely used 360-degree leadership assessment instruments available. More than 400,000 leaders and over one million observers have completed it. Since the LPI was first used in 1985, surveys have been analyzed from more than 1.1 million respondents to determine the relationship between The Five Practices and a variety of measurable outcomes. In addition, more than 300 doctoral dissertations and master's theses have used the LPI in their research. Ongoing analysis and refinements of the instrument continue (Baron and Chen 2007).

LPI views leadership practices as transferrable across professional types. What works to inspire people in business settings also works in educational setting (Kouzes& Posner, 2002). According to Kouzes& Posner, (2004), the Leadership Practices Model can be used in many different situations. For example, it can be applied to both middle and senior managers in the private and public sectors, as well as to analyze the behavior of community leaders, student leaders, church leaders, government leaders. It has also been applied to hundreds of cases involving non-managerial positions.

### **2.3.7. Validity and Reliability of LPI**

Any good instrument should have sound psychometric properties, reliability, and validity. In general, an instrument is reliable when it measures what it is supposed to measure. Reliability is a measure of consistency and stability. A measure has reliability when the responses are consistent and stable for each individual who takes the test the test. It's valid when it accurately predicts performance. There are many types of validity but two of the more salient types in constructing performance measures are content and construct validity. Content validity is established by ensuring that the test items under consideration measure all of the dimensions or facets of a given construct such as principal performance. Content validity can be established by

linking the test or other items to a set of standards. Construct validity is determined by the degree to which test items measure a construct which is the element that the item purports (OSL, 2010). Face validity means that the results make sense to people. Predictive validity means that the results are significantly correlated with various performance measures and can be used to make predictions about leadership effectiveness (Chen & Baron, 2007).

When Kouzes and Posner were developing the LPI, they conducted a number of tests to determine whether the inventory had sound psychometric properties and the test indicated that the LPI is internally reliable. The six statements pertaining to each leadership practice are highly correlated with one another. Test-retest reliability is high. The scores from one administration of the LPI to another within a short time span (a few months) and without any significant intervening event (such as a leadership training program) are consistent and stable. Moreover, the five scales are generally independent (statistically orthogonal). The five scales corresponding to the five leadership practices don't all measure the same phenomenon. Instead, each measures a different practice, as it should. Their test also proved that, the LPI has both face validity and predictive validity (Leon, 1995).

Generally, LPI has proven quite robust in assessing individuals' leadership behavior and in providing feedback useful for developing and enhancing leadership capabilities. As Leong (1995) points out, LPI is quite powerful in assessing individuals' leadership capacities and in demonstrating that the five practices of exemplary leaders do make a difference at the personal, interpersonal and organizational level.

## **2.4. Assessment of Leadership Effectiveness**

Strong leadership entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people, programs, services, and activities to be implemented to achieve the school's and the institution's vision. Evaluation of leadership effectiveness on regular basis is essential to check the degree of effectiveness to the development and continuing improvement of any organization. Evaluation of leadership effectiveness is particularly crucial to focus efforts on excellence and equity in education. Studies of school leadership across different countries recognized evaluation of

educational leaders as being instrumental in improving leaders' performance and schools and in the overall success of the schools (Day and colleagues 2000, Sammons 1999, Fullan 2001).

#### **2.4.1. The Traditional Assessment of Leadership**

Assessing leaders is not a new practice. However, the traditional leadership assessment followed locally determined, review processes largely for personnel purposes (Portin, Feldman, & Knapp, 2006). Typically, principals established some set of goals through a form and process defined by their district. They then meet annually with a supervisor who determines whether or not their work has been satisfactory. Besides, the assessments were often weakly tied to leadership practices and opportunities for professional growth. Thus, they may or may not focus primarily on the instructional aspects of a leader's performance (The Wallace Foundation, 2009).

The extent to which assessment practices related to what instructional leaders do how and whether they related to accepted leadership theories and what useful data the evaluators had to assess instructional leaders' performance, varied widely. Leadership assessments also varied greatly with respect to how much they focused on the managerial work of schools or on learning outcomes. There was worrying variation in assessment processes as well, and very few had been tested for validity and reliability essentials for achieving basic fairness. There was little constancy in how the assessments were developed, which leadership standards were used, and if the measures were valid and reliable. Moreover, few had a conceptual framework and did not base on how leaders improve student learning, nor had they been validated for their intended uses (Portin, Feldman, & Knapp, 2006). As Goldring et.al (2007:29) point out, "there is little consensus in the field around what should be assessed;" and further ...the content of leadership assessment is 'a mile wide and an inch deep'; many aspects of leadership are assessed, but almost nothing is assessed in depth." Too often, leader assessment is seen as a single high-stakes event - a form to be completed or an interview conducted rather than an ongoing process connected to the goal of professional development and continuous improvement.

#### **2.4.2. A New Direction for Assessing Leaders**

Institutional leaders cannot be only administrators and managers. Particularly, college Deans, university presidents, faculty and department heads can no longer simply be administrators and managers. “They must be transformational leaders focused on transforming institutions, implementing change and improving student achievement. They must be the forces that create collaboration and cohesion around school learning goals and the commitment to achieve those goals.” (National Association of Elementary School Principals, 2008:2). To this end, the following attributes of quality leadership assessment which fall under two critical questions: what should leaders be assessed for and how should they be assessed, emerge as central to setting a new direction for assessing school leaders (The Wallace Foundation 2009).

Assessment should be focused more on actual behaviors and actions, rather than on knowledge or traits. As researchers have noted, measures should emphasize what leaders actually do and the impact of those actions on teaching and learning rather than selected inputs such as a leader’s personality traits or school climate issues (Goldring et. al. 2007, Portin, Feldman, & Knapp, 2006). Effective leader assessment tool, should attempt to narrow its focus on the most potent behaviors that can promote better learning outcomes. A performance assessment system that is able to change behaviors and results must be focused on a narrow and prioritized set of observable behaviors (driver behaviors) that if improved, will have the greatest likelihood of improving the quality of teaching and learning (The Wallace Foundation 2009).

The work of educational institutions requires innovation and reform of systems and practices that have often not served students well. Educational institutions require leaders who can drive change based on a clear, shared vision of what graduates will need to succeed. To do so, a leader needs to understand how best to deploy his personnel resources, the time and the talents of the people he manages to support teaching and learning (Plecki et. al. 2006). Leaders also need to understand how their institution relates to the district, garner the support of their community, and leverage the resources of the community to meet the diverse needs of their students. A powerful leadership assessment process can direct leaders’ attention to these challenges and provide a way to pinpoint where his or her actions are effective or in need of improvement (Wallace Foundation, 2009).

The second attribute is shared authority and responsibility for improving learning. There is growing recognition that it takes more than a single heroic leader to create and sustain schools that are true communities of learning. Leaders retain key institutional leadership roles; however, their work also includes the distributed practice of teams and groups. A critical attribute of educational leaders' assessment should be to identify how effectively individual leaders develop the instructional capacity of others (such as teacher leaders, instructional coaches and content experts) and then create opportunities for sharing authority broadly within their institutions to guide the learning agenda ( Ohio Leadership Advisory Council, 2008).

According to the Connecticut State Board of Education (1998), what effective educational leaders do, can be considered in two directions. "On one hand, they must ensure that the time and energy of institutional personnel are committed to continuous improvement, a goal demanding nothing less than the institutionalization of change. On the other hand, educational leaders are expected by the community to maintain order and stability" (1998:1). Commitment for institutional change encompasses leadership functions associated with the continuous improvement of teaching and learning. Given the ever-changing context of educational institution, the continuous pursuit of excellence in teaching and learning, is ultimately more important than achieving some particular milestone along this endless road. Maintaining order and stability outlines functions which might best be termed managerial. These functions make it possible for institutions to support and sustain the continuous improvement of teaching and learning. Generally, both leadership and managerial functions are essential for effective instructional leadership and both should be the components of leadership assessment tools (Connecticut State Board of Education, 1998).

### **2.4.3. Leadership Assessment Tools**

Based on the different models of leadership different assessment tools were developed and used to assess the strengths and weaknesses of leaders and plan ways for improvement. According to Wallace Foundation (2009) in many fields, assessments are used not only to make important career decisions about salaries or promotions, but to pinpoint areas for individual improvement, shape training and continuing development, and create a culture of learning and continuous improvement throughout those organizations. As Hay Group (2010:6) points out "Successful

organizations don't take chances on leadership effectiveness. They invest in tools that deliver that can help managers, at any level, understand and improve their leadership approach".

Assessment tools provide a platform for organizations to assess and develop their leaders and employees. According to Wallace Foundation (2009:1) "Well-designed assessment processes could be a powerful and constructive way to identify leaders' strengths and weaknesses and encourage them to focus on the actions likeliest to bring about better teaching and learning".

#### **2.4.4. Criteria for Effective Leadership Assessment Tool**

##### **a) Reliable, tested instruments**

Regardless of how leadership assessment is used for high stakes career decisions such as promotions, or for charting an accurate course for professional development, or both, basic questions about fairness and reliability should be addressed. Specifically, assessment should be designed to reach the same or similar conclusions if two or more leaders are evaluated in particular conditions. And it should be valid – meaning, that it actually captures what it intends to. (Portin, Feldman, & Knapp, 2006).

##### **b) Adaptable to different purposes and contexts**

The role of assessment is to provide fair, reliable information for making important decisions affecting individual leaders and the organizations they are part of. Ideally, the assessment process yields information about a leader's strengths and weaknesses that is useful and adaptable to multiple purposes and different contexts.

Assessments are commonly used not only for "summative" purposes such as selection, placement, retention and termination (personnel management functions) but also for "formative" purposes to identify where a leader needs to grow and learn (professional learning functions); or as a way to measure how a larger school or system is progressing on strategic plans (Elliott & Porter, 2007).

## **CHAPTER THREE**

### **DESIGN AND METHODOLOGY**

The main purpose of this study was to assess the status of leadership practices and identify challenges encountered by the TEIs' leadership team in Oromia Regional State. The method of research, source of data, population of the study, sample size, sampling techniques, instruments and procedures of data collection, and method of data analysis utilized to achieve the purpose were stated hereunder.

#### **3.1. Research Approach**

The study employed quantitative method to draw meaningful results from a large body of quantitative data. The method was used because it allows the reporting of summary results in numerical terms with specified degree of confidence. Besides, qualitative method was also used as a support to better investigate the complex realities of the colleges and to obtain the basic information from the leaders regarding the challenges of their TEIs and their perception of the five Kouzes and Posner's leadership practices that could have been drawn through LPI (self) questionnaire which had not been used to minimize possible self-report bias and to better investigate the complex realities of the colleges. In the context of this study, quantitative method refers to data collected from teacher-educators using questionnaire while the qualitative dimension refers to data collected from the college deans through interview.

#### **3.2. Research Design**

The aim of the study was to assess the practices and challenges of leadership in TEIs of Oromia Regional State. In order to describe the practices and the challenges, descriptive survey design was used. This design was selected with the assumption that it would sufficiently describe the current practices and challenges of leadership teams in the Teacher Training Institutions (TEIs) to draw valid general conclusion.

### **3.3. Source of Data and Population of the Study**

Primary data was obtained from teacher-educators, college Deans, Management Team Members, and Stream Heads as they had direct relation with the issue under study. These sources helped the researcher to acquire first-hand information of the situation under the study to draw valid conclusion. According to the information from Oromia Region Education Bureau (OREB, there are ten TEIs in Oromia Regional State. The population of the study was 528 teacher-educators including the Stream Heads and 10 college Deans which was a total population of 538 in the ten TEIs of Oromia Regional State.

### **3.4. Sample Size and Sampling Technique**

Among the 10 TEIs, 6 (60%) TEIs were selected via stratified random sampling technique. There were three strata of TEIs formed based on the number of years they have been training teachers. The first stratum included TEIs which had been training teachers for more than 15 years. These TEIs were Jimma, Asela and Robe. The second stratum included TEIs which had the experience of training teachers from 10 to 15 years. Nekemte, DembiDolo and Metu TEIs were included in this category. The third stratum included recently established TEIs (Sebeta, Ciro, BuleHora, and Shambo). These were TEIs which had less than 10 years training experience. Among the TEIs in the first stratum, Jimma and Asela, among the second stratum, Nekemte and Metu; among the third stratum Sebeta and Shambo were randomly selected using lottery method of simple random sampling techniques. The assumption was that the sample TEIs were adequate enough and the sampling technique was appropriate to obtain data that would be representative of all the TEIs in Oromia Regional State to allow valid general conclusion.

According to the information from each sample TEIs, there were 80, 52, 60, 24, 64 and 48 instructors in Jimma, Metu, Nekemte, Shambu, Asela and Sebeta respectively. In other words, there were 328 teacher-educators and Stream Heads in the six sample TEIs. Among those teacher-educators and Stream Heads, 164 (50%) respondents were selected from the six sample TEIs using proportionate stratified random sampling technique particularly lottery method. Some researchers indicate that 30 % of the total population would be adequate to allow valid general conclusion (Agresti, 1996 Anderson, 1959). Thus, 50 were selected to make the data more valid



to ensure generalizability. First, the technique of sampling proportional to size was used to determine the number of sample respondents from each TEI. Next, the name of teachers in a TEI was written on a piece of paper. Then, the pieces of paper with the names were rolled and drawn to select sample respondents. Consequently, 40, 26, 30, 12, 32 and 24 sample instructors were selected from Jimma, Metu, Nekemte, Shambu, Asela and Sebeta respectively.

Since the College Deans were responsible for overall institutional function and to facilitate the work of teacher-educators and college staff they were purposefully included in the study. It was believed that the information they provide would be highly valuable. Accordingly, interview was conducted with the 5 Deans of the sample Colleges. One college Dean was left out because he was not willing for interview. It was believed that these respondents provide important data concerning the challenges of leadership in the Teacher Training Institutions of Oromia Regional State.

*Table 1: Total Population and Sample Size*

<b>S.N</b>	<b>Types of Respondents</b>	<b>Total population</b>	<b>Sample size</b>	<b>%</b>	<b>Sampling Technique</b>
1	Teacher-educators	328	164	50%	Stratified proportional random sampling
2	College Deans	6	5	83.3%	Purposive sampling
<b>Total</b>		<b>334</b>	<b>169</b>	-	-

### **3.5. Instruments and Procedure of Data Collection**

The study used quantitative data to identify and analyze the status of leadership practices and the challenges of the leadership in the TEIs, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion. Besides, qualitative data were employed as a supplementary to the study with the information gained from semi structured interview made with the college Deans of the sample TEIs and from the open ended questions. The quantitative data were gathered through close-ended questionnaire. Kouzes and Posner's Leadership Practice Inventory (LP-observer) questionnaire was used as a tool for data collection.

Permission was obtained through email from Leadership Challenge Team in San Francisco to use the tool for the purpose of the study (See Appendix 3).

### **3.5.1 Questionnaire**

Questionnaire is commonly used to gather data for descriptive survey. In order to gather appropriate information about current practice and challenges of institutional leadership, questionnaire was used to gather data from sample teacher-educators who were randomly selected from the six TEIs of Oromia Regional State. However, additional four questionnaires were distributed for teacher-educators in each TEI to maximize the return rate and to ensure the required 50% response. To this end, 188 questionnaires were distributed to gather data from the sample teacher educators of the six TEIs. The return rate was 165 (87.77%).

Leadership Practice Inventory (LPI) observer questionnaire based on Kouzes and Posner's Transformational Leadership Model was used for this purpose. There are two versions of LPI (Self and Observer). LPI observer questionnaire was used and LPI self was excluded to minimize potential leaders' self-report bias. The background information section and open-ended questions were added by the researcher to elicit additional comment from the respondents.

The Kouzes and Posner's LPI Observer questionnaire was structured closed ended questionnaire with 5 point Likert scale of thirty items leadership practice. Therefore, it was appropriate not only for the researcher to obtain reliable response from the respondents but also for the respondents to choose one option from the given scales that best align with their views. In addition to this, open-ended questions were included at the end of each leadership practice to give the respondents an opportunity to express their views.

LPI was selected as a data gathering tool mainly for the following reasons. Firstly, transformational leadership had the potential for building a high level of commitment in educational leaders to the complex and uncertain nature of the institutional reform agenda and for fostering the capacities teachers need to respond positively to this agenda (Abu-Tineh, Khasawneh and Al-Omari, 2008). Secondly, transformational leadership was often considered a type of shared or distributed leadership. Rather than a single individual, the leader, coordinating and controlling from above, transformational leadership focused on stimulating change through

bottom-up participation. As Leech, Smith and Green (2011) point out, each of the five Kouzes and Posner's leadership practices is embedded within the relationships between leaders and followers and could be used as an indicator to examine the behaviors of institutional leaders. Transformational leaders work with others in the institution to identify personal goals and then link these to the broader organizational goals (Barth, 1990). Thirdly, "The leadership challenge model provides leaders of educational institutions with qualities to become good leaders and to enable them to improve higher learning institutions" (Barnett et al. 2001:2) because the model seeks to generate second-order effects. Fourthly, the leadership practices were confirmed through research as transferrable across professional types. Research indicated that measurement of the five practices does not vary from industry to industry, profession to profession, community to community and country to country (Kouzes and Posner, 2002). As Kouzes and Posner, (2002) point out, what works to inspire people in business settings also works in educational setting. Thus, the measure has been found widespread appeal across many disciplines (Condon and Clifford, 2010).

LPI is a reliable and valid standardized leadership assessment tool which was proved quite powerful in assessing individuals' leadership capacities and in demonstrating what exemplary leaders do (the five practices) to make a difference at the personal, interpersonal and organizational level (Leong 1995). Different researches were conducted to determine whether the inventory had sound psychometric properties and the tests indicated that the LPI was internally valid and reliable. All the studies revealed an internal reliability ranging from .70 to .91 and test-retest reliability of at least .93 in all five leadership practices (Leech, et.al. 2010). Generally, LPI effectively measured the five practices leaders do exhibit when doing their best (Kouzes and Posner, 1995; Leong 1995; Condon and Clifford, 2010).

### **3.5.2. Interview**

Semi structured interview was set and conducted with five college Deans to obtain additional supplementary data. Semi structured interview was used to ensure flexibility in which new or extension questions could be forwarded during the interview based on the responses of the interviewee. The purpose of the interview was to collect more supplementary opinion, so as to stabilize the responses obtained through questionnaire and to gather additional data. The

interview was conducted in English as researcher believed that the Deans could communicate well in the language and was tape recorded to minimize the loss of information.

The Deans were selected for the interview because they were small in number and their position was important in describing the challenges of leadership in their TEIs. Besides, they knew the actual leadership challenges of each teacher education institutions and could reflect on the everyday challenges they were facing. The Deans were also appropriate individuals to describe the factors that hindered or enhanced the exercising of the practices of leadership in the TEIs. The researcher believed that this would help to obtain the leaders' views regarding the five practices to support the data obtained through questionnaire.

### **3.6. Methods of Data Analysis**

Both quantitative and qualitative data were collected from sample respondents. The quantitative data collected through close ended questionnaires were tallied and tabulated. Then, it was interpreted with the help of frequency and percentage. Mean and standard deviation were also used to measure the degree to which TEI leaders practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI) and to further strengthen the finding obtained with the help of frequency and percentage. The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS). To assure participant confidentiality, results were presented only in aggregate form.

The data were analyzed through the following procedures. Firstly, each of the five leadership practice was analyzed separately. It was believed that plot analysis would be appropriate to convey detailed information about the distribution of the six items questions under each leadership practice. Frequency distribution was displayed for each leadership practice using table and percentage. Secondly, numerical descriptive approach was used to compute the means and standard deviations to convey the average and to summarize the data of the five variables. Accordingly, the finding was analyzed as ( $X < 2.49$  = low practice,  $X > 2.5 < 3.49$  = Moderate,  $X > 3.5 < 4.49$  = Good Practice,  $> 4.5 < 4.75$  = Very Good Practice, 4.75- 5 = Excellent (Abdullah et. al. 2008). Then, the recorded data collected through interview was categorized based on the similarities of responses. This was analyzed qualitatively to supplement the quantitative data.

### **3.7. Ethical Considerations**

In the process of the study, the following ethical issues were seriously considered. Firstly, all the respondents were provided with information regarding the objectives of the study and ethical issues related to the study ahead of data collection activities. Secondly, the provision of information was totally dependent on the willingness of the respondents. The interviewees were told not to give information they did not want to and the teacher educators were informed not to write their names on the question papers. Moreover, the respondents were told that all the information they provide would be strictly confidential. Thus, any information which might affect the personality and security of the respondents was not included in relation to their names. Besides, no attempt was made to obtain data in a cunning way. The Deans also read the interview protocol before they responded to the interview questions (See Appendix 2). Results were also presented only in an aggregate form to assure confidentiality.

# **CHAPTER FOUR**

## **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

The purpose of this research was to investigate the current leadership practices of the leadership teams of the TEIs in Oromia Regional State. Quantitative data were obtained through survey research questionnaire distributed to teacher educators selected from six TEIs in Oromia Regional State. The data was collected from a total of 164 (50%) of teacher-educators from the sample TEIs. To ensure the 50% return, a total of 188 copies of survey questionnaires were distributed to teachers-educators. The return rate was 165 (87.77%) of which 1 (0.53%) was discarded because it was incomplete. Then, 164 (87.2%) of the questionnaires returned were usable and consequently used for analysis.

The completed and returned LPI-Observer instruments were evaluated by assessing the ratings each teacher- trainer assigned his/her leadership team on each of the 30 statements. Each statement had a five-point Likert scale. A higher value represented greater use of a leadership behavior, i.e. (1) rarely, (2) once in a while, (3) sometimes, (4) fairly often, (5), almost always. Each teacher-educator's ratings were tabulated to determine a total rating for each of the five leadership practices. Ratings could range from six through 30 on each of the five leadership practices. The Leadership Practices Inventory-Observer questionnaires were completed by each participating teacher-educator and the five leadership practices were obtained by dividing the instrument statements into five major leadership practices: (1) Challenging the Process, (2) Inspiring a Shared Vision, (3) Enabling Others to Act, (4) Modeling the Way, and (5) Encouraging the Heart.

The chapter consists of two major sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

## 4.1 Demographic Characteristics of Respondents

The sample respondents were asked to indicate their sex, age, year of experience and level of qualification.

*Table 2: Age and Sex of the Respondents*

Age Category	Sex		
	Male	Female	Total
18-22	1	-	1 (.6%)
23-27	18	3	21 (12.8%)
28-32	36	3	39 (23.8%)
33-37	38		38 (23.2%)
38-42	20	2	22 (13.4%)
42 and Above	43	-	43 (26.23%)
<b>Grand Total</b>	<b>156</b>	<b>8</b>	<b>164 (100%)</b>

The analysis of the demographic information indicated that the majority of sample teacher respondents 156 (95.12%) were male whereas only 8 (4.88%) were female. This data indicated the degree of the scarcity of female teacher-trainers in the TEIs of Oromia Regional State. Thus, based on this demographic data, it could be concluded that the TEIs in Oromia Regional State were male dominated institutions. It also suggested the need to hire more female teacher-trainers to balance the number of female and male teacher educators in the years to come.

With regard to the age category, 43 (26.23%) were in the category of 42 and above, 22 (13.4%) were in 38-42 and 38 (23.8%) were in 33-37 age category. It also indicated that 39 (23.8%) were in 28-32 age category. As indicated in the above table, 103 (62.8%) of the respondents were above 33 years of age. Thus, it could be concluded that the respondents could generally have rich experience. This conclusion could also conquer with the number of years the respondents had served. The demographic information regarding the service years showed that most respondents had served for more than eleven years as teacher trainers.

**Table 3: Respondents' Year of Experience and Level of Qualification**

Teaching Experience	Level of Qualification			
	Diploma	First Degree	Master's Degree	Total
1-5 years	11	2	-	13
6-10 years	2	36	4	42
11-15 years	-	23	13	36
16-20 years	-	7	16	23
21-25 years	-	5	25	30
26-30 years	-	8	3	11
31 and above years	-	-	9	9
<b>Total</b>	<b>13</b>	<b>81</b>	<b>70</b>	<b>164</b>

The data in table two indicates that 13 (7.92%) taught for less than five years while forty-two (25.6%) had 6-10 years teaching experience. Of all the respondents 36 (22%) teachers served from 11-15 years as teachers as well as teacher trainers. The data generally indicated that 109 (66.46%) of sample teacher trainers had served for more than eleven years and also had rich experience as teacher-trainers.

As can be seen from table four, in terms of qualification, there were three categories of teachers in the TEIs: diploma, first degree and master's degree. The respondents in the first category 13 (7.93%) teachers with diploma qualification were those who serve as technicians in different streams and were regarded as academic support staff. Those with BA/BSc and above were full time trainers and were regarded as instructors. As indicated in the above table, there were 81 (49.39%) teachers with first degree and 70 (42.68%) with second degree qualifications. This signified that among the instructors, 81(53.64%) had first degree while 70 (46.36%) had second degree qualifications. Thus, it could be concluded that the profile of the teachers was good if not excellent. Generally, the demographic information regarding qualifications and work experience indicated that, most of the teachers in the TEIs had adequate experience and level of qualification to transform the institutions and to deal with many of the problems facing the institutions on daily basis if they were empowered.



Demographic information related with TEI Deans was also obtained during the interview. With regard to the gender demographic information for the five College Deans, all (100%) were male and there was no female college Dean. This demographic information strengthened the demographic data obtained from the teacher trainers through questionnaire signifying the extent to which the TEIs in Oromia Regional State were male dominated institutions. The demographic data also indicated that the five College Deans interviewed had been qualified at master’s level in different fields of specialization. Among the five TEI Deans interviewed, one was qualified in Educational Leadership while the others were qualified in curriculum, psychology, mathematics, and geography. The analysis of the data regarding educational qualification showed that although high emphasis was given to level qualification, less attention was given to field of specialization in the appointment of the leaders.

***Table 4: The College Deans’ years of experience***

<b>Experience in current position</b>	<b>Frequency</b>	<b>Percentage</b>
0-5 years	2	40
6-10 years	3	60
10 years and Above	-	-
<b>Total</b>	<b>5</b>	<b>100</b>

The options for the numbers of years in present position included, “0-5” years, “6-10”, and “10” or above “10” years. Among the five Deans interviewed, 2 (40%) served in the present position from 1-5 years, whereas 3 (60%) served from 6-10 years. None of the interviewees served for more than ten years as a Dean. The demographic information regarding the position in power was significant for two main purposes. The few years served (0-5) indicated the leaders’ turnover rate and the position longevity (6-10) might indicate either the leaders’ love for the work or a desire to remain in the position. Moreover, since leadership position was assumed through mere appointment rather than election on the basis of merit and field of specialization or expertise in the area, those who remained on power for more than six years might tended to be transactional because, to remain in office they might have retained their power as persons in the eyes of those

who appointed them as opposed to leaders elected in terms of merit/ expertise in the area, who must retain their power as persons in the eyes of their constituents (Bass and Riggio, 2006).

#### **4.2. Presentation, Analysis and Interpretation of Research Questions**

With the first research question, the researcher asked **“To what extent do the leadership team members exercise the five practices of Kouzes and Posner’s transformational leadership to change and transform the TEIs?”** The five practices of leadership scores were obtained for each study participant by adding together the scores of six behaviors related to each practice (i.e., the 30 behaviors on the survey were grouped according to practice with six behaviors for each one of the five practices).

Teacher-trainers in six sample TEIs of Oromia Regional State responded to each of the 30 behaviors according to a five -point Likert scale. A higher value indicated more frequent use of the leadership behavior associated with the practice and the low value indicated rare use of the behaviors. The leadership scores for the five variables were obtained for each study participant by adding together the scores of six behaviors related to each practice (variable). The maximum possible score on each of the five practices was thirty (six behaviors with a maximum of five points each item). The minimum possible score on each of the five practices was six (six behaviors with a minimum of one point each item).

Then, the data from 164 teacher-educators (Observers) were entered into SPSS for quantitative analysis. Frequency count and percentage were used to investigate the extent to which the TEI leaders were engaged in the five practices as perceived by teacher-educators. Means and standard deviation were used to measure the degree to which TEI leaders practice Kouzes and Posner’s Transformational Leadership Model as measured by Leadership Practices Inventory (LPI). Each variable is dealt with hereunder.

#### 4.2.1. Challenging the Process

**Table 5: Frequency counts and percentage on challenging the process**

Leadership Behavior	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	27	16.46	27	16.46	41	25	41	25	28	17.08
2. Seek out challenging opportunities that test their own skills and abilities	36	21.95	38	23.2	38	23.2	32	19.5	20	12.2
3. Challenge us to try out new and innovative ways to do our work.	31	18.9	40	24.4	42	25.6	36	21.95	15	9.15
4. Search outside the formal boundaries of our institution for innovative ways to improve what we do.	55	33.54	30	18.29	31	18.9	29	17.68	19	11.59
5. Experiment and take risks, even when there is a chance of failure.	56	34.15	26	15.85	36	21.95	29	17.68	17	10.37
6. Ask “What can we learn?” when things don’t go as expected	39	23.78	27	16.46	48	29.27	32	19.51	18	10.98

**1= Rarely 2= Once in a while 3= Sometimes 4= Fairly Often 5= Almost Always**

**F= Frequency**

As can be seen from the frequency counts majority of the respondents rated their leaders’ engagement in all the six behaviors related to the leadership practice ‘Challenging the Process’ from rarely to sometimes. The table indicates that 95 (57.9%), 112 (68.4%), 113 (68.9%), 116 (70.73%), 118(71.95%), 114(69.5%) rated the leaders’ engagement in the leadership behaviors number 1, 2 3, 4, 5 and 6 respectively from rarely to sometimes. It also shows that considerable number of respondents perceived the leaders as hardly engaged in the behaviors. Particularly, the response by 55(33.54%) indicated that the leaders rarely search outside the formal boundaries of their institution for innovative ways to improve what they do. In a similar manner, 56(34.15)

teacher educators rated their leaders as rarely experiment and take risk. This signified that most of the teacher-educators perceived the TEIs Leadership Team as practicing the leadership practice “Challenging the Process” from rarely to sometimes.

The researcher presented the TEI leadership teams’ mean Leadership Practices Inventory ratings for each behavior related with “Challenging the Process” ranked from highest to lowest within each practice as well as their corresponding standard deviations. Accordingly, table 6 shows the means and standard deviations for the six behaviors related to Kouzes and Posner’s leadership practice Challenging the Process.

**Table 6: Mean and corresponding Standard Deviation Regarding “Challenging the Process”**

<b>Leadership Behavior</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. Make certain that they set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	3.10	1.33
2. The college leaders challenge us to try out new and innovative ways to do our work.	2.80	1.26
3. The college leaders ask “What can we learn?” when things don’t go as expected	2.80	1.31
4. Seek out challenging opportunities that test their own skills and abilities	2.80	1.32
5. Search outside the formal boundaries of our institution for innovative ways to improve what we do.	2.54	1.40
6. Experiment and take risks, even when there is a chance of failure.	2.44	1.34

When the six statements were ranked in order from the highest to the lowest mean score (Table 6), behavior number 1 (the leaders make certain that they set achievable goals, make concrete plans and establish measurable milestones for the projects and programs that we work on) was rated relatively the highest mean (3.10) while the lowest ranked was leadership behavior 6 (Experiment and take risks, even when there is a chance of failure) with mean score 2.44. As can be seen from the table, the means scores for the five behaviors related with “Challenging the Process” were between 2.5 and 3.49. This corresponds with data obtained by the frequency count given earlier. Thus, one could conclude that the TEI leaders of Oromia Regional State

moderately exercise the leadership practice “Challenging the Process”. As Johnson 1995 points out, the leaders’ failure to highly engage in this leadership practice may cost the institutions in terms of performance as it could be an obstacle to the efforts both the academic and non-academic staff should make to achieve extraordinary outcomes (Kouzes and Posner 1987).

It is also interesting to note that the mean for statement 6 (experiment and take risks, even when there is a chance of failure) was less than 2.5 which indicated that the TEI leaders’ engagement in this practice was below moderate. Besides, all of the means for the behaviors related to the leadership practice challenging the Process were within 1.3 standard deviation of each other, signifying equal degree of agreement among the respondents regarding leaders’ engagement in the five practices while there was more agreement regarding statement 2 (the college leaders challenge us to try out new and innovative ways to do our work).

The data generally show that the leaders were not highly engaged in the practices of “Challenging the Process” which implied that they were unable to make a difference, think “outside the box” and experiment with new ideas without fear of discipline or blame for making a mistake. As Kouzes and Posner (1987) point out, extraordinary outcomes are achieved by highly challenging the process. When challenging the process, leaders make every effort to support, sustain, maintain, and promote support. Leaders that do not use this leadership practice should participate in leadership development programs regarding these practices in order to achieve extraordinary outcomes (Katherine. 2010).

The qualitative data gathered from the respondents through open ended questions also indicated that the leaders hardly challenge the status quo. Most of the teacher-educators stated that the leaders lacked vision and concrete plan to change the institutions. They described the leaders as focusing on routine activities which could be performed by workers at lower level. The respondents stated that “the TEI leaders neither take risk and experiment new and innovative ideas nor give the staff freedom to experiment even when there is a chance of success”. They also described the leadership team as lacking vision and concrete plan. Most of the teacher-educators stated that their leaders fail to take responsibility leaving most of the solutions for the problems facing the TEIs to the Regional Education Bureau. Significant number of teacher educators commented that the leaders expected the academic staff to be free from mistakes.

The data obtained during the interview with the TEI Deans also confirmed that the leaders were highly engaged in routine activities. They expressed that there was no time and courage to think for innovation as most of their time was consumed by working on routine day to day activities. One of the Colleges' Deans, for instance, stated that:

*... There should be time for leaders to think for innovation and taking risk is also there. But I do not think there is much time for me to think for innovation. Most of the time I work on routine activities. So, I do not think there is much time for innovative areas.*

*Interview # college 2 (December, 3, 2012)*

Another interviewee explained that when leaders generally need to take risk and why it was difficult to take risk as a leader he stated as follows:

*When rules and regulations are not in consistent with what we need to do to change and innovate, there is time to break rules. That is a time to take risk. But in our case, sometimes taking risk is very difficult. You need some support from other bodies from Education Bureaus, from Board of the College or other administrators concerned. If there is a shared vision among those and if there is an understanding, it is possible to take risk. But sometimes if you take risk, you may be at risk by yourself.*

*Interview #College5 December 30, 2012*

The above excerpt from an interview showed that the leaders recognized the value of risk taking. But, they also felt the danger of taking risk unless there is support from external authorities. The response to the interview indicated that the TEI leaders refrained from taking risk for fear of these external authorities. Based on this interview response, it could be possible to conclude

that, in spite of the decentralization introduced in Ethiopian education system, administrative structure in Oromia Regional State seemed to be highly centralized.

Almost all the TEI Deans interviewed believed in the need to take risk but only one gave example of the risk he took for the good of his institution. In spite of their failure to take risk, the leaders' views regarding the importance of seeking challenging opportunities to change, grow, innovate, and improve and experimenting, taking risks and learning from the accompanying mistakes, questioning assumptions, promoting "non-traditional thinking" was encouraging.

Generally, the quantitative and qualitative data obtained from both the teachers and Deans indicated that leaders did not make adequate effort to maintain, sustain and promote support through the leadership practice of "challenging the process". The leaders' less engagement in the practice of challenging the process was a major obstacle for the improvement in institutional performance and quality training. Because the leaders were not very well engaged in the practice of challenging the process, they fail to stimulate change in the TEIs by analyzing the institutions' need for change. They were also unable to isolate and eliminate structures and routines that work against change. Moreover, they failed to create a shared vision and sense of urgency, implant plans and structures that enable change, and foster open communication among the staffs (Sosik and Dionne 1997).

#### **4.2.2. Inspiring a Shared Vision**

The frequency counts and percentage for the leadership behaviors related to leadership practice "Inspiring a Shared Vision" was analyzed in a similar way. Table 7 shows the frequency count and the percentage.

**Table 7: Frequency counts and percentage on inspiring a shared vision**

Leadership Behavior	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Talk about future trends that will influence how our work gets done.	32	20.	28	17.0	36	22.0	40	24.0	28	17.0
2. Show us how our long-term interests can be realized by enlisting in a common vision.	39	23.8	27	16.5	42	25.6	34	20.7	22	13.4
3. Appeal to us to share an exciting dream of the future.	52	32.00	21	13.00	34	21.00	33	20.00	24	14.0
4. Speak with genuine conviction about the higher meaning and purpose of our work.	34	20.73	29	17.68	39	23.78	30	18.30	32	19.51
5. Paint the “big picture” of what we aspire to accomplish.	35	21.34	35	21.34	41	25	32	19.51	21	12.81
6. Describe a compelling image of what our future could be like.	33	20.12	34	20.73	45	27.44	34	20.73	18	10.98

*1= Rarely 2= Once in a while 3=Sometimes 4= Fairly Often 5= Almost Always*

The frequency counts for the behaviors related leadership practice ‘Inspiring a Shared Vision’ indicated that considerable number of respondents rated their leaders as rarely engaged in the six behaviors. Particularly, 52(32%) of teacher-educators rated that the leaders did not appeal to them to share an exciting dream of the future. The table above also indicates that 96 (59%), 108 (65.9%), 107 (65.24%), 102 (62.19%), 111 (67.68%), 112 (68.29%) rated the leaders as being engaged in the leadership behaviors 1, 2, 3, 4, 5 and 6 from rarely to sometimes. As indicated in the table, great majority of the respondents rated their leaders as inadequately engaged in the practice of “Inspiring a Shared Vision”.

The TEI leadership teams’ mean Leadership Practices Inventory ratings for each behavior ranked from highest to lowest within the practice of “Inspiring a Shared Vision” as well as their corresponding standard deviations were also considered. The behaviors related to Kouzes and



Posner’s leadership practice of “Inspiring a Shared Vision” were grouped together and the sample means and standard deviations are presented in Table 8.

**Table 8: Mean rating for Behaviors related to “Inspiring a Shared Vision”**

<b>Leadership Behavior</b>	<b>Mean</b>	<b>SD</b>
1. Talk about future trends that will influence how our work gets done.	3.03	1.40
2. Speak with genuine conviction about the higher meaning and purpose of our work.	2.97	1.40
3. Show us how our long-term interests can be realized by enlisting in a common vision.	2.84	1.34
4. Describe a compelling image of what our future could be like.	2.83	1.30
5. Paint the “big picture” of what we aspire to accomplish.	2.84	1.32
6. Appeal to us to share an exciting dream of the future.	2.71	1.45

The means for the behaviors related with the leadership practice of “Inspiring a Shared Vision” indicated that leadership behavior 1 (talk about future trends that will influence how our work gets done) was ranked the highest practiced with mean score of 3.03. The second ranked statement with the mean score of 2.97 was behavior number 2 which reads as “Speak with genuine conviction about the higher meaning and purpose of our work”. The lowest ranked behavior was behavior 6 which is stated as “Appeal to us to share an exciting dream of the future” with the mean score of 2.71. The above table also showed that the means for the six behaviors were between 2.5 to 3.49 signifying that the TEI leaders were averagely engaged in the practice of inspiring a shared vision. In fact, the similarity of the standard deviations for the behaviors revealed that there was more disagreement among the respondents on the least ranked behaviors than the others while there was more agreement regarding behavior 4 which reads as “Describe a compelling image of what our future could be like”. It is also interesting to note that the standard deviations for the leadership behaviors 1 and 2 were almost the same signifying similar degree of disagreement among the teacher-educators. Moreover, the standard deviation for the lowest behavior (6) was slightly higher than that of the highest ranked behaviors. This indicated that there was less agreement among the respondents regarding the highest ranked behavior than the lowest ranked behavior (Appeal to us to share an exciting dream of the future).

Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus. To achieve extraordinary outcome leaders need to effectively articulate the vision. The TEI leaders' failure to highly engage in the practice of "Inspiring a Shared Vision" implied that they were unable to utilize charismatic leadership strategies and communication skills to sell the vision to the entire institutions.

The teacher trainers also responded to the open ended question by writing comments on the space provided next to the close-ended questions related with the leadership practice of "Inspiring a Shared Vision". They commented that decisions are always made by the top leaders and communication was top-down. Many respondents stated that the leaders did not want to listen to their views. One of the teacher educators commented that "They lead by the rule. They pass hot potatoes from the top to us through command". The other wrote "They are not leaders; they are commanders". These comments indicated the leaders' failure to enlist the academic and non-academic staff in the pursuit of their vision. One respondent wrote "We do not know what is happening in the TEI" while many of them criticized the leaders for lack of transparency. Other respondent described the situation in his TEIs as confusing.

During the interview process, the TEI Deans were asked to describe the extent to which they inspire a shared vision among the teacher trainers. In their response to this question, the leaders expressed that there were attempts to inspire a shared vision but did not think their attempts were enough to bring about the change required. One of the college Deans described the extent to which he was being engaged in the leadership practice of "Inspiring a Shared Vision" as follows.

*I try of course, but I do not think I did much of the time on these areas.*

*I have teaching and other leadership activities to perform. I am trying to inspire a shared vision, but I do not think it is enough.*

*Interview # college 2 (December, 3, 2012)*

It could be interesting to note that the interviewees failed to consider this practice as an important leadership practice. Given the leaders' lack of the knowledge of transformational leadership theories, their less engagement in the practice of "Inspiring a Shared Vision" could be justified.

But most of the teacher respondents commented that they were confused about what was going on in their institutions. Thus, based on the quantitative and qualitative data, one could conclude that the extent to which the leaders of the TEIs engaged in the leadership practice of “Inspiring a Shared Vision” was not encouraging. It seems that they lacked either the vision or skills of inspiring the vision. As some teacher respondents indicated “they lack concrete plan to change and improve their institutions”.

Leaders determine success and failure criteria, organizational values (Schein, 1985) and the organization’s vision. Many aspects of the organization such as commitment, performance, cohesion and satisfaction are influenced by the vision communicated by the leader (Nanus, 1992, Conger, 1990). An accepted vision that creates a common purpose is motivational (Tichy&Devanna, 1996). A compelling vision positively affects followers when they are uncertain about the future (Waldman et al., 2001). Therefore, the leaders’ moderate engagement in this leadership practice could have negatively affected the teacher educators’ and non-academic staff’s commitment, performance, satisfaction, and motivation as well as cohesion.

#### **4.2.3. Model the Way**

The third leadership practice, “Modeling the Way” was also analyzed in a similar way with that of “challenging the process and inspiring a share vision. To this end, the frequency count, the mean and the corresponding standard deviation for each behavior under the leadership practice were analyzed. Table 9 shows the frequency counts and percentage.

**Table 9: Frequency counts and percentages score for Leadership Model the Way**

Leadership Behavior	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Follows through on promises and commitments that they make.	30	18.29	21	12.8	54	32.93	40	24.39	19	11.59
2. Spends time and energy making certain that we adhere to the principles and standards we have agreed on.	30	18.29	14	8.54	54	32.93	36	21.95	30	18.29
3. Sets a personal example of what he expects of us.	30	18.29	27	16.46	51	31.1	38	23.17	18	10.98
4. Builds consensus around a common set of values for running our organization/ institution.	26	15.85	29	17.7	35	21.34	41	25	33	20.12
5. Asks for feedback on how his actions affect other people/our performance.	42	25.61	34	20.73	37	22.56	32	19.51	19	11.59
6. Clear about its philosophy of leadership.	53	32.32	26	15.85	30	18.29	32	19.51	23	14.02

**1= Rarely 2= Once in a while 3= Sometimes 4= Fairly Often 5= Almost Always**

The frequency counts for the leadership behaviors related to the practice of ‘Modeling the Way’ indicated that 30 (18.29%) teacher-educators rated the leaders rarely follow through on promises and commitments that they make, spend time and energy making certain that they adhere to the principles and standards they have agreed on and set a personal example of what they expects of them. Moreover, 42 (25.61%) response indicated that the TEI leaders rarely ask for feedback on how their action affect other people performance while 53 (32.32%) rated that the leaders were not clear about their philosophy of leadership. The table above shows that the majority 105 (64%), 98 (59.76%), 108 (65.9%), 113 (68.9%), 113 (68.9) and 109 (66.46%) respondents rated their leaders as engaged in the behavior number 1, 2, 3, 4, 5 and 6 respectively. The frequency count for the leadership behaviors related with the practice “Modeling the Way” generally showed that the majority of the respondents rated the leaders’ engagement in the practice in the low category.

The researcher was also interested in the TEI leadership teams' mean Leadership Practices Inventory ratings for each behavior ranked from highest to lowest within the practice of "Model the Way" as well as their corresponding standard deviations. The behaviors related to Kouzes and Posner's leadership practice of "Model the Way" were grouped together and the sample means and standard deviations are presented in Table 10.

**Table 10: Mean and Standard Deviations for Behaviors Related to Leadership Practice "Model the Way"**

<b>Leadership Behavior</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. Builds consensus around a common set of values for running our organization/ institution.	3.20	1.35
2. Spends time and energy making certain that we adhere to the principles and standards we have agreed on.	3.20	1.30
3. Follows through on promises and commitments that they make.	3.01	1.24
4. Sets a personal example of what he expects of us.	2.93	1.24
5. Asks for feedback on how his actions affect other people/our performance.	2.73	1.33
6. Clear about their philosophy of leadership.	2.70	1.44

Leadership behavior number 1 (Builds consensus around a common set of values for running our organization/ institution) and behavior 2 (Spends time and energy making certain that we adhere to the principles) held the highest mean score (3.20) for Modeling the Way. The behavior with the lowest mean score (2.70) was behavior number 6 (Clear about their philosophy of leadership" while the next lower behaviorwith mean score of 2.73 was behavior 5 (Asks for feedback on how his actions affect other people/our performance). In spite of the differences, the means for all behaviors related with "Modeling the Way" fall between 2.5 and 3.49 which indicated that the leaders were moderately engaged in the six behaviors. The data also indicated that standard deviations for behaviors 3 and 4 were lower than the means for the other behaviors. This signified that there were more agreement among the respondents regarding behaviors 3and 4 than the remaining behaviors. It was also interesting to note that the standard deviation for the

least ranked behavior was greater than the others indicating more disagreement among the respondents than the remaining five behaviors.

Besides the close-ended questions, the respondents were also given opportunity to forward additional information on the space provided next to each leadership practice. In their written comments, most of the teacher-educators described the leaders as undemocratic, bosses or commanders. They stated that the leaders lack commitment and their own leadership philosophy. One respondent wrote, “*Leadership philosophy does not give them sense. They have personal interest not leadership philosophy*”.

During the interview with the Deans of the six TEIs, the leaders were asked if they lived by the values they advocate their followers should live. To this interview question, most of the interviewees responded that they attempted to do so but did not think as adequately as required. One of the interviewees stated that:

*Sometimes you advocate some values and you live by those values. Probably, you expect others to take something from you. But, sometimes, you observe people acting contrary to your expectation.*

*Interview # college 2 (December, 3, 2012)*

This interviewee recognized the importance of the leadership practice of “Modeling the Way” but; claimed that he lived by the values he expected others should live. He felt that his followers were not living by the values he expected them to live. This indicated that the leader failed to build consensus around a common set of values for running their institution. He also failed to spend time and energy making certain that the followers adhered to the principles and standards they have agreed up on. Despite all the comments, it should be noted that this was relatively the high rated leadership practice by the teacher-educators.

#### 4.2.4. Enabling Others to Act

The fourth leadership practice “Enabling Others to Act” was analyzed in a similar way. Table 11 shows frequency counts and Percentages of specific behaviors on Kouzes and Posner’s Leadership Practice from the LPI-Observer completed by teacher trainers.

**Table 11: Frequency Counts and Percentages for “Enabling Others to Act”**

Leadership Behavior	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Treat all of us with dignity and respect.	38	23.17	22	13.41	41	25	27	16.46	36	21.95
Give us a great deal of freedom and choice in deciding how to do our work.	42	25.60	25	15.24	29	17.7	35	21.34	33	20.12
Develop cooperative relationships among the people they work with.	35	21.34	33	20.12	35	21.34	21	12.8	40	24.39
Actively listen to diverse points of view	36	21.95	33	20.12	34	20.73	29	17.7	32	19.5
Support the decisions that we make on our own.	36	21.95	31	18.9	43	26.23	25	15.24	29	17.68
Ensure that we grow in our jobs by learning new skills and developing ourselves.	38	23.17	29	17.68	35	21.34	34	20.73	28	17.07

*1= Rarely 2= Once in a while 3= Sometimes 4= Fairly Often 5= Almost Always*

The frequency count for the leadership behaviors related to “Enabling Others to Act” indicated that the number of respondent who rated the leaders as rarely engaged in the six behaviors ranged from 35 (21.34%) to 42 (25.60%). This shows that significant number of teacher-educators perceived that their leaders were rarely engaged in the six behaviors related to the leadership practice “Enabling Others to Act”. As shown in the above table, majority of the teacher educators 101 (61.59%), 96 (59%), 103 (62.8%), 103 (62.8%), 110 (67.07%) and 102 (62.2%) rated their leaders engagement in leadership behaviors 1, 2, 3, 4, 5 and 6 from rarely to sometimes respectively.

Mean Leadership Practices Inventory ratings for each behavior ranked from the highest to the lowest within the practice as well as their corresponding standard deviations were also

considered to clearly identify the degree of the leaders’ engagement in the six behaviors related to the leadership practice “Enabling Others to Act” in a ranked order. The means and their corresponding standard deviation for the leadership behaviors related to Kouzes and Posner’s leadership practice of “Enabling Others to Act” were grouped together in table 12 for analysis.

**Table 12: Means and Standard Deviations for behaviors Related to Leadership**

**Practice “Enabling Others to Act”**

<b>Leadership Behavior</b>	<b>Mean</b>	<b>SD</b>
1. Treat all of us with dignity and respect.	3.03	1.44
2. Develop cooperative relationships among the people they work with.	3.03	1.50
3. Give us a great deal of freedom and choice in deciding how to do our work.	3.00	1.50
4. Actively listen to diverse points of view	2.90	1.42
5. Ensure that we grow in our jobs by learning new skills and developing ourselves.	2.90	1.41
6. Support the decisions that we make on our own	2.89	1.40

The two highest means for the leadership practice of “Enabling Others to Act” were leadership behavior 1 (Treat all of us with dignity and respect) and behavior number 2 (Develop cooperative relationships among the people they work with) with equal mean score of 3.03. On the other hand, the leadership behaviors with the least mean score (2.89) was leadership behavior 6 (Support the decisions that we make on our own). Besides, the mean scores for the six behaviors fall between 2.5 to 3.9 signifying that the leaders were moderately engaged in the practice of “Enabling Others to Act. Moreover, the standard deviations for all the behaviors were high implying that there was high level of disagreement among the respondents regarding the behaviors related with the leadership practice. But, the table also shows that as the mean for the behaviors in a rank order decrease, the standard deviation also decreases which implies that there was better agreement among the respondents regarding the least ranked behaviors than the highest ranked behaviors. The analysis of means scores and standard deviations generally showed that moderate practice of “Enabling Others to Act” by the leaders of the TEIs of Oromia Regional State was observed as perceived by the respondents. Thus, failure to enable and



motivate the staff members could be an indicator for the TEI leaders' inability to build the capacity of the staffs and reinforce the team spirit needed for extraordinary achievement by organizing on-job training, cheering about key values, making ceremonies public, being personally involved and creating social support rituals (Kouzes& Posner, 2002).

While reacting to the open ended items, some respondents described their leaders as partial. Majority of them stated that the leaders did not give them opportunity to change and develop. Significant number of respondents commented that there was no cooperation among the staff and the leadership team, between the staff of different stream as well as the staff of the same stream. They generally commented that there was no tradition of enabling others to act. The data obtained through interview indicated that the TEI leaders hesitated to share power because they thought that the followers lacked the capacity to perform as effectively as possible. They did not believe in the staffs' ability to perform by their own particularly the non-academic staff. One college Dean commented the following:

*In the case of non-academic staff, in those areas in just implementing innovative ideas, it is somewhat difficult for them to understand. Because, they lack the ability or the capacity to understand and implement new and innovative ideas. Thus, we share most of their activities.*

*Interview # college 4 (December, 30, 2012)*

“Enabling Others to Act” engenders the development of cooperative goals through empowerment and trust building. Thus, TEI leaders were asked to describe the role of the academic and non-academic staff in planning and implementing the major activities of their TEIs. Their response to this question was the same. With regard to the plan for academic staff, planning starts at departments (streams) level. Plans at these levels are sent to the office of the Training Process Owner. The Training Process Owner organizes these plans and sends to the Deans' Office. In similar manner, the administrative staff workers plan activities at grass-root level and send their plan to the process owner concerned (Human Resource or Finance and Administrative) Process Owner. These Process Owners organize the plans and send to the Dean.

The Dean organizes these plans as a college plan and presents for final discussion. The following is taken from the response by one of the Deans.

*Commonly, our planning activities come from bottom to up. Teachers plan at stream level. Then, it comes to Training Process Owner. When the Training Process Owner finalizes the training plan at that level, administrative workers have two processes: Human Resource Process Owner and Finance and Administrative Process Owner. Those two process owners plan their activities with their workers there and finalize and then come up to the college. Then, we discuss on those plan activities, amend and revise. Finally, we present to the whole staff.*

*Interview # college 3 (December, 4, 2012)*

While the planning process in the TEIs attempted to involve the academic and non-academic staffs, success in implementing the major activities of the plans is predicated upon the leader's ability to appropriately match the capabilities of an organization's human capital with the demands of the tasks. Otherwise, institutional plans might emphasize routine activities while ignoring major tasks that ensure change and innovation. Moreover, organizational structures should be constructed to encourage group action, which requires the sharing of information, resources and ideas. These structures provide opportunities for members of the organization to embrace positive interdependence and collegiality (Covey, 1989). Additionally, leaders must learn to exercise facilitating behaviors and become well accomplished in the areas of group dynamics and team building.

Success in this leadership practice depends on the extent to which the leaders not only inspire the followers but support both the academic and non-academic staff to do more than originally expected. To this effect, leaders need to create mechanism for the staff to learn and develop their capacity to perform more than originally expected. Institutional activities planned with staff members who lack the capacity required tend to emphasize routine tasks while ignoring innovative activities. The following excerpt from an interview indicated lack of capacity to perform as institutional concern.

*In the case of non-academic staff, in those areas in just implementing innovative ideas, it is somewhat difficult for them to understand. Because, they lack the ability or the capacity to understand and implement new and innovative ideas.*

*Interview # college 4(December, 30, 2012)*

The above excerpt from an interview confirmed that the TEI leaders; particularly the Human Resource Teams, failed to plan learning and development policies, which were tailored to improve the capacity of the administrative staff to achieve the institutional objectives. They failed to have learning and development policies that particularly focus on identified areas of concern. Then, training programs could be organized to capacitate the works so that they would be able to work more than originally expected.

By sharing power the leader creates a feeling of influence and ownership in organizational success. As Sergiovanni, (1994) points out, leaders may create a sense of covenant by cultivating followers' capacities to be successful. This sense of covenant increases the followers' commitment to organizational goals and loyalty to the leader.

#### **4.2.5. Encouraging the Heart**

The final leadership practice analyzed was "Encouraging the Heart". The following table shows frequency counts and percentages of specific Scores on Kouzes and Posner's Leadership Practice "Encouraging the Heart" from the LPI-Observer Completed by Teacher Trainers.

**Table 13: Frequency counts and percentages of Leadership Practice “Encouraging the Heart”.(N= 164)**

Leadership Behavior	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Give us lots of appreciation and support for our contributions.	39	23.78	33	20.12	42	25.61	32	19.51	18	10.96
2.Praise us for a job well done	53	32.32	34	20.73	32	19.51	34	20.73	11	6.71
3.Find ways to celebrate accomplishments	40	24.39	41	25	41	25	26	15.85	16	9.76
4. Publicly recognize the college staffs who exemplify commitment to shared values.	52	31.71	35	21.34	35	21.34	21	12.8	21	12.8
5. Make it a point to let us know about their confidence in our abilities.	39	23.78	39	23.78	32	19.51	35	21.34	19	11.59
6. Make sure that we are creatively rewarded for our contributions to the success of our projects.	53	32.32	37	22.56	27	16.46	29	17.68	18	10.96

**1= Rarely 2= Once in a while 3=Sometimes 4= Fairly Often 5= Almost Always (A. A**

As indicated in the above table, significant number of teacher-educators rated that the TEI leaders rarely exercise the five behaviors related to the leadership practice “Encouraging the Heart”. For example, 53 (32.32%) respondents rated that their leaders rarely praise them for the job well done and rarely make sure that the teacher-educators are creatively rewarded for their contribution to the success of their project. Similarly, 52 (31.71%) respondents rated that the leaders rarely recognize the college staffs who exemplify commitment to shared values. The frequency count for the leadership practice of “Encouraging the Heart” Generally, the frequency count revealed that 114 (69.51%), 119 (72.56%), 122 (74.39%), 122 (74.39%), 110 (67.07%) and 117 (71.34%) respondents rated the leaders as exercising the leadership behaviors number 1, 2, 3, 4, 5 and 6 from rarely to sometimes respectively. As can be seen from the frequency counts, the leadership practice of “Encouraging the Heart” was ranked least by many teacher educators. Mean leadership practice inventory rating for each behavior indicated the same result. See the following table.

**Table 14: Mean Leadership Behaviors for the Practice of “Encouraging the Heart”.**

<b>Leadership Behavior</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. Give us lots of appreciation and support for our contributions.	2.74	1.31
2. Make it a point to let us know about their confidence in our abilities.	2.73	1.34
3. Find ways to celebrate accomplishments	2.62	1.30
4. Make sure that we are creatively rewarded for our contributions to the success of our projects.	2.53	1.40
5. Publicly recognize the college staffs who exemplify commitment to shared values.	2.52	1.40
6. Praise us for a job well done	2.50	1.32

The table above indicated that the mean scores for the six behaviors 1, 2, 3, 4, 5 and 6 were between 2.5 to 2.74 which indicated that the TEI leaders’ were moderately engaged in the leadership practice of “Encouraging the Heart”. The table also showed that behavior 1 (Give us lots of appreciation and support for our contributions) with mean score of 2.74 was the highest ranked while behavior 6 (Praise us for a job well done) with the mean score (2.50) the least ranked behavior. Note also that this leadership behavior was the least ranked of the 30 LPI behaviors. This data strengthened the finding obtained through the frequency count presented earlier. Thus, both data signaled that the TEI leaders of Oromia Regional State were moderately engaged in the practice of “Encouraging the Heart”. It is also interesting to note that the five behaviors (1, 2, 4, 5, and 6) fall within similar standard deviations indicating similar level of agreement among the respondents perception of the TEI leaders’ engagement in the practice of (Encouraging the Heart). The data indicated that there was more agreement among the respondents regarding leadership behavior 3 (Find ways to celebrate accomplishments) than the other behaviors related to the practice.

Both the frequency count and the mean indicated that the TEI leaders were not highly engaged in the practice of “Encouraging the Heart” which means that they were unable to increase employee motivation and perceived organizational support. Teachers and trainees have a strong need to be

continually motivated to improve their performance and achievement. In this era of high stakes testing and accountability, teaching has become an increasingly stressful profession (Bennis 2000). Therefore, by being engaged in the practice of “Encouraging the Heart, the TEI leaders need to promote and support the successes of the members of their learning communities. Such genuine care provides people with the spirit to overcome insurmountable obstacles. Once again, it is essential for the TEI leaders to develop strategies through which individual and organizational successes are celebrated (Leech, 2010).

The qualitative data obtained through open-ended question also indicated the leaders’ failure to exercise the leadership practice of “Encouraging the Heart”. The following were some of the comments by the teachers-educators.

- “The leaders neither encourage best performance nor discourage least performance”.
- “The concept of encouraging the heart is totally unfamiliar”.
- They even do not know who have done well and who have not done well”.

The Deans interviewed believed in the importance of encouraging the heart by recognizing individual contribution and celebrating team accomplishment. But, they also felt that there was a gap in terms of actual practice. The following excerpt was taken from an interview with one college Dean.

*It is very important and I am doing this. As a group or as individual people contribute something to my TEI. I appreciate them and I thank them. In the case of celebration of accomplishments, I feel there is still a gap. I believe it is important although we are not doing enough.*

*Interview # college 4 (December, 30, 2012)*

The frequency counts for the five leadership practices were analyzed separately to highlight individuality and differences. But, there were also some similarities among the responses of the TEI teacher-educators concerning the leaders’ various leadership practices. The frequency rating on the five leadership practices (Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act and Encouraging the Heart) indicated that the majority of the

teacher-educators rated their leaders from rarely to sometimes. The mean score for the five practices also fell between 2.5 to 3.49 signaling that the leaders were moderately engaged in all the leadership practices. Moreover, majority of the respondents rated six to eighteen while less number of the Observer-respondents rated from nineteen to thirty on all the leadership practices. This indicated that, although the degree varied from one practice to the other, the leaders' engagement in all the practices was not encouraging.

With research question two, the researcher asked, “**Which of the five transformational leadership practices were highest and least exercised by the leadership teams**”? Teacher-educators in the six sample TEIs of Oromia Regional State responded to each of the 30 statements according to a five-point Likert scale (a higher value indicated more frequent use of the leadership behavior associated with the statement). Thus, the maximum possible score on each of the five practices was 30 (six statements with a maximum of five points each). The minimum possible score on each of the five practices was six (six statements with a minimum of one point each). Group means were, then, calculated for each of the five practices from the overall scale for each variable.

***Table 15: Rank-Ordered Leadership Practices by Means and Corresponding Standard***

*Deviations(N= 164)*

<b>Leadership Variable</b>	<b>Mean</b>	<b>S. D</b>
Enabling Others to Act	17.73	7.70
Modeling the Way	17.70	6.55
Inspiring a Shared Vision	17.22	7.30
Challenging the Process	16.40	6.85
Encouraging the Heart	15.63	7.20

The rank-ordered leadership practices by means and corresponding standard deviations of sampled teacher educators in the TEIs of Oromia Regional State indicated that the three leadership practices (Enabling Others to Act, Modeling the Way and Inspiring a Shared

Vision) were the relatively better practiced leadership behaviors. The mean for the leadership practice of “Enabling Others to Act” was 17.73 with the corresponding standard deviation 7.70. This indicated that there was less agreement among the respondents. The mean for “Modeling the Way” was 17.70 and the mean for “Inspiring a Shared Vision” was 17.22. Their corresponding standard deviations were, 6.55 and 7.30 respectively. On the other hand, the least engaged in leadership practice was “Encouraging the Heart” with a mean score of 15.63 with corresponding standard deviation 7.20 followed by “Challenging the Process” with the mean score of (16.40) and corresponding standard deviation 6.85.

The findings of the study generally indicated that the Leadership Teams were moderately engaged in all the five practices of transformational leadership. However, when relatively considered, “Enabling Others to Act” and “Modeling the Way” were the two high ranked leadership practices while “Encouraging the Heart” and “Challenging the Process” were the two least exercised. . The frequency score indicated that 105 (64.03%) teachers rated the leaders as engaged in the leadership practice of “Encouraging the Heart” from rarely to sometimes. Similarly, 59.73% of the respondents rated their leaders as engaged in the practice “Challenging the Process” from rarely to sometimes.

Kouzes and Posner (1987) argue that leaders must highly demonstrate at least some of the five key ‘practices’ to be successful. The researchers also indicated that specific practices and their characteristics can vary according to different situations, but at some point successful leaders will need to access them all if they have to achieve extraordinary outcome. Thus, it could be concluded that since the TEI leaders did not highly demonstrate even some of the five key practices it would be impossible for them to be effective.

In their response to open-ended questions, the teacher-educators commented that the leaders blame the academic and non-academic staff for the failure of the institutions instead of taking risk for themselves. They also stressed that the leaders were not capable of creating something new nor allowed others to be innovative.

The third research question attempted to identify if the leaders in TEIs of Oromia Regional State were in high, moderate or low category in relation to the leaders in Kouzes and Posner’s database. The research question asked was, **”In which category were the sample leaders**



**selected from the TEIs of Oromia Regional State in terms of the five perceived practices of leadership scores when compared with leadership scores in Kouzes and Posner’s database?”**

Kouzes and Posner and their associates have administered the Leadership Practices Inventory to managers and non-managers across a variety of organizations, disciplines and demographic backgrounds. The scores from these instruments have been compiled in a normative database. Although the attempt to compare the mean scores for the sample leaders of the TEIs in Oromia Regional State with that of Kouzes and Posner’s data base might sound unwise, the two were compared to further understand the status of leadership in TEIs of Oromia Regional State. The mean scores for the sampled TEI leaders of Oromia Regional State and the mean scores for the leaders in Kouzes and Posner’s database and the means differences are presented in Table 16.

***Table 16: The mean scores and the Differences for the TEI Leaders and leaders in Kouzes and Posner’s database***

<b>Leadership Variable</b>	<b>Mean score for Sample TEI leaders</b>	<b>Mean Score of Data Base</b>	<b>Difference</b>
Challenging the Process	32.80	43.90	-11.10
Inspiring a Shared Vision	34.44	40.60	-6.16
Modeling the Way	35.40	47	-11.60
Enabling Others to Act	35.46	48.70	-13.24
Encouraging the Heart	31.26	43.80	-12.54

As indicated in the table above, the mean scores for the TEI leaders of Oromia Regional State were much below the leaders in Kouzes and Posner’s data base. The means differences were all negative -11.10, -6.16, -11.60, -13.24, -12.54, for challenging the process, inspiring a Shared Vision, Modeling the Way, Enabling Others to Act, and Encouraging the Heart respectively.

According to Kouzes and Posner (2002), researchers indicated that a high percentile level (dependent upon means) is one of 70 and above. A score between percentile ranks 31 and 69 is considered moderate and low scores are at or below the 30th percentile. The LPI specific score

for TEI leaders for each practice was first changed into 60 to calculate the mean out of 60 since Kouzes and Posner's data base used ten point Likert Scale. Then, the mean scores for Sample TEI leaders were compared with that of Kouzes and Posner's data base.

The data indicated that the leaders of the TEIs in Oromia Regional State were in the low category on the five leadership practices. For the TEI leaders, the mean score on Challenging the Process (32.80) fell at percentile rank five (i.e., the TEI leaders in Oromia Regional State scored 5 % below all the people who have taken the Leadership Practices Inventory and reported to Kouzes and Posner data base. The mean score on "Inspiring a Shared Vision" (34.44) fell at percentile rank 12 below the database. The leadership practice "Enabling Others to Act" reflected a mean score of 35.46 and a corresponding percentile rank of 2.5 below the database. "Modeling the Way" had a mean score of 35.40 with a percentile rank of 6 below the database. The mean score on Encouraging the Heart (31.26) corresponded with a percentile rank of 5 below all the leaders in Kouzes and Posner's database. This data indicated that all the mean scores for leaders of the TEIs in Oromia Regional State fell below 30% on Kouzes and Posner's database which showed that on all leadership practices, the TEI leaders were very much below the leaders who have taken the Leadership Practices Inventory and reported the scores to Kouzes and Posner's database.

Given the leaders' lack of adequate knowledge about transformational leadership theory in general and Kouzes and Posner's five leadership practices in particular, the finding could be justified and comparing the status of the leadership practices of the TEIs in Oromia Regional State with that of the leaders in developed countries might seem unfair. However, given the country's effort to change and transform its education system and its economy, the finding could be very much disturbing.

The fourth question asked by the researcher was **"To what extent were the teacher educators satisfied with the practices of TEI leadership team members?"** This question was answered by summarizing the teacher-educators' perception for each leadership practice. The following table shows summary of the teacher-educators' satisfaction with the practices of TEI Leadership Team.

**Table 17: The Teacher-educators' Perception of TEI Leadership Team**

Practice	1	2	3	4	5	Total %
	%	%	%	%	%	
Modeling the Way	20.12	15.75	27.54	22.26	14.33	100
Inspiring a Shared Vision	22.56	17.78	24.19	21.04	14.43	100
Challenging the Process	25.30	19.41	23.88	19.92	11.48	100
Enabling Others to Act	22.15	17.99	22.26	17.38	20.22	100
Encouraging the Heart	27.95	22.46	21.14	17.99	10.47	100

**Note. 1 = Hardly satisfied, 2 = Fairly Satisfied, 3 = Moderately Satisfied, 4 = highly satisfied 5 = Very Highly satisfied**

The above table shows that 20.12% of the teacher-educators were hardly satisfied with the leader's engagement in the "Modeling the Way" practice while 15.75% were fairly satisfied, 27.54% moderately satisfied, 22.26% highly satisfied and 14.33 very highly satisfied. With regard to the leadership practice "Inspiring a Shared Vision" 22.56%, 17.78%, 24.19%, 21.04%, 14.43% and 40.55 % respondents' were satisfied hardly, fairly, moderately, highly and very highly respectively. The table also indicated that 25.30% of the respondents were hardly satisfied, 19.41% were fairly satisfied, 23.88% respondents' were moderately satisfied, 19.92% were highly satisfied and 11.48% were very highly satisfied with their leaders' practice of challenging the process. Regarding the leadership practice "Enabling Others to Act" 22.15%, 17.99%, 22.26%, 17.38% and 20.22% of the respondents were satisfied hardly, fairly, moderately, highly and very highly respectively. Finally, 27.95% were hardly 22.46% were fairly satisfied, 21.14% were moderately satisfied, 17.99% were highly satisfied, and 10.47% were very highly satisfied with the leaders' engagement in "Encouraging the Heart".

It was interesting to note that 71.55% of the respondents' satisfaction was moderate or less than moderate with the leaders' engagement in the practice of "Encouraging the Heart" while 68.59% were moderately or less than moderately satisfied with "Challenging the Process. The summary of aggregate data for the five leadership practices indicated that 23.62% were hardly satisfied, 18.68% were fairly satisfied, 23.80% were moderately satisfied, 19.72% were highly satisfied and 14.19% were very highly satisfied with the leaders' engagement in the five practices of

Kouzes and Posner's transformational leadership. The study generally indicated that 66.096 % of the respondents were moderately satisfied with the TEI leaders' engagement in the practices of Kouzes and Posner's transformational leadership.

The fifth research question asked **“What was the TEIs leaders' feeling of their involvement in Kouzes and Posner's practices of transformational leadership?”** The qualitative data obtained through interview with the college Deans were analyzed to determine if the leaders differ in their feelings related to the utilization of Kouzes and Posner's practices of leadership. The college Deans interviewed fully understood the importance of the leadership practice “Challenging the Process” but indicated that the attempt made to be engaged in the practice in this environment was low for their perceived individual reasons. One College Dean stated that:

*In our case, sometimes taking risk is very difficult for us. Because you need some support from some other bodies such as from the Bureaus, from the Board and the local administrative bodies. If there is a shared vision among all these and if there is an understanding it is possible to take that risk. But, sometimes if you take risk, you may be at risk.. So, in that case, it is difficult to take risk in this situation.*

*Interview # college 4 (December, 30, 2012)*

The analysis of the interview data generally implied that the leader recognized the importance of taking risk. But, practically they lacked confidence to take any risk for fear of external stakeholders to whom they were accountable. This might indicate the leaders' lack of courage or the extent to which the structure was centralized at top level. Another respondent also stated why leaders of the TEI in Oromia Regional State were not engaged in the practice of challenging the process as follows:

*There should be time for leaders to think for innovation and taking risk is also there. But I do not think there is much time for leaders to think for innovation. Most of the time, we work on routine activities.*

*Interview # college 2(December, 4, 2012)*

The above excerpts from qualitative data indicated that the TEI leaders were not engaged in the practice of challenging the status quo due time shortage. They did not get the time because they highly focused on routine activities which implied the leaders' incapability to empower others to perform the routine activities so that they could get time to focus on innovative ideas. It should also be noted that the leadership practice of "Challenging the Process" was the second least exercised practice as perceived by the teacher educators.

Goleman, Boyatzis, and McKee (2002) said that change begins when emotionally intelligent leaders actively question the emotional reality and cultural norms and align followers with an ideal vision for the organization. Heifetz and Linsky (2002) describe inspiring a shared vision as getting a balcony perspective and helping those on the floor below understand that perspective. Buckingham (2005) described the effective leader as one who sifts through many employee missions to arrive at one vivid picture of the future that can be shared and realized. Powell (1997), states that effective leaders create a climate in which people are encouraged to think ahead and are rewarded for better performance.

The quantitative data obtained from teacher-educators indicated that "Encouraging the Heart" was the least exercised leadership practice. As opposed to the teachers-educators' response, almost all the leaders interviewed indicated that they were more engaged in the practice of "Encouraging the Heart" better than the other four practices. The following excerpt was taken from interview response by a leader.

*Definitely we celebrate our achievement. Whether the change brought by an individual or individuals to our college is small or big it gradually brings a drastic change, but we cannot reward all. We reward few individuals. When individuals bring change to our college, we celebrate our achievement and provide a kind of positive reward. This is one of the common customs of our college*

*Interview # college 1(November, 27, 2012)*

Another interviewee provided similar information regarding the use of the leadership practice. The following transcript was quoted from the interview with the leader:

*Encouraging the heart is very important. As much as possible I am recognizing individuals. If individuals, as individual and as a group contribute something to my TEI, then I appreciate them and I thank them. But in the case of celebration, still I am on the way. I believe it is important. But still I did not do that. So, we will do that in the future.*

*Interview # college 4(December, 30, 2012)*

As opposed to the analysis of quantitative data, the analysis of the interview with TEI leaders indicated that the leaders were engaged in the practice of “Encouraging the Heart”. It should be noted that “Encouraging the Heart” was the least ranked leadership practice by the teacher respondents. With regard to this, there was sharp contrast of idea among the leaders and the followers. The leaders perceived as engaged in the practice of “Encouraging the Heart” while the teacher-educators ranked the practice the least with the mean score 15.63 as engaged in by the leaders. This sharp difference might indicate the leaders’ lack of “Idealized Influence Attributed” which could exert influence based on a perception in the eye of the beholder (Bass and Avolio, 2006).

Enabling others to act engenders the development of cooperative goals through empowerment, sharing power and trust building. Success in this practice is predicated upon the leader’s ability to appropriately match the capabilities of an organization’s human capital with the demands of the tasks. By sharing power the leader creates a feeling of influence and ownership in organizational success. With regard to this leadership practice, almost all the leaders responded that the planning process in their TEIs involve all the staffs. But they also stressed that some of the non-academic staff lacked the capacity required to accomplish their tasks.

*It is good to empower people. Specially, in the case of academic staff, there is no problem. Because they can easily understand everything and do but in the case of non-academic staff, we are doing half of what they should do because sometimes if you empower them, they lack the knowledge and cannot properly do and they also need control.*

*Interview # college 3 (December, 30, 2012)*

Inspiring a shared vision (the image of the future that provides focus for all activities), requires the leader to communicate this vision in such a way as to motivate the followers to work toward its achievement. The leaders interviewed stated that although they communicate the vision and try to motivate their followers, some people were resistant and were not motivated.

*To reach your vision or goal, sometimes you take yourself as example and you try others to follow you but if I look at what we are doing in the college sometimes not all the people are inspired. Some people resist new ideas and may even organize others to resist. This is a common problem.*

*Interview # college 3(December 30, 2012)*

Generally, the interview data indicated that the leaders believed they were not well involved in the practice of “Challenging the Process”. Although they believed in the importance of being engaged in this practice they were not courageous to take risk for fear of top managers and time constraint due to high focus on routine activities. With regard to the practice of “Encouraging the Heart”, they responded that they were engaged in it. Thus, although there was an agreement between the leaders and the teacher educators on low engagement in “Challenging the Process” by the leadership team, the two groups of respondents had opposing views regarding the use of the leadership practice of “Encouraging the Heart”. While the teacher educators ranked the leaders’ engagement in “Encouraging the Heart” as lowest, the interview with the leaders

showed that the leadership practice of “Encouraging the Heart” formed an essential part of their leadership practice. However, it could be concluded that perception in the eyes of the beholders is highly important than that of the leaders because leadership is a relationship between the leader and the followers and is based on the followers’ perception. Thus, it should be noted that the teacher-educators’ perception of the leaders is more significant than that of the leaders.

The final research question was **“What were the challenges of institutional leadership in TEIs of Oromia Regional State?”** The research question was answered on the basis of the quantitative data as well as the interview conducted with the Deans of the sample colleges. As a result of the analysis of the quantitative and qualitative data, the following leadership challenges were identified.

**a) The leaders’ failure to effectively lead change and innovation:** The analysis of the quantitative data indicated that the TEI leaders were moderately engaged in the five leadership practices. According to the analysis of the frequency count 89 (59.74 %) respondents rated the leaders’ engagement in the practice of “Challenging the Process”. Moreover, challenging the process was the second least rated leadership practices (16.52). This indicated that the leaders failed to create conducive organizational climate required to bringing about change within the institutions. They were unable to be innovative, willing to take risks, and challenge assumptions about the way things have always been done. Because they were not well engaged in this leadership practice, it may cost the TEIs in terms of performance. According to Kouzes and Posner (1995), extra ordinary things are done if leaders challenge the process.

Leaders’ incapability to inspire a shared vision negatively influenced many aspects of the organization such as commitment, performance and satisfaction because an accepted vision that creates a common purpose is motivational (Tichy&Devanna, 1996). Vision can influence commitment, performance (Nanus, 1992), and cohesion (Conger, 1990). Lack of a compelling vision negatively affects followers when they are uncertain about the future (Waldman et al., 2001). Therefore, the leaders’ rare engagement in this leadership practice could negatively affect the teacher educators’ and the non-academic staff’s commitment, performance, satisfaction, and motivation.



The study indicated that the leaders lacked positive outlook and hopefulness required for building the capacity of their employees and encouraging them to act as required. By having a positive outlook and being hopeful, leaders help people achieve even more than they thought they were able to achieve (Seligman, 1990). This positive outlook and hopefulness are followed by celebrations of accomplishments. Through their research Kouzes and Posner (2002) found that encouragement increases the chance that people will actually achieve higher levels of performance.

Leadership is a relationship between the leader and the followers and is based on the followers' perception. The study indicated that the teacher-educators' perception of the leaders was generally low. In other words, their perceived organizational support was also low because the leadership practice of enabling others to act was rated moderate by the respondents. As a result, the teacher educators did not feel obligated to be committed and engaged in behaviors that further the goals of the institutions (Bennis, 1999).

In terms of the change the Federal MOE aims to achieve, the leaders' less engagement in the five practices should be a serious concern for both the government and the training institutions. The TEI leaders' high focus on routine activities was an indicator for their incapability to create a powerful and compelling vision which could transform routine drudgery into energy that is collective and focused (Bennis, 1999). It indicated that they were unable to isolate and eliminate structures and routines that work against change. They failed to create a shared vision and sense of urgency, implant plans and structures that enable change, and foster open communication.

**b) Lack of Professional Support for TEI Leadership Teams:**Decentralization and the devolution of responsibilities and ownership of initiatives to communities and educational institutions at federal level have encouraged a commitment to capacity building at the level of Regional State and institutions in attempts to promote effective quality provision. Although government-directed reforms have placed the TEI leaders in highly visible leadership roles, the institutions still lack the capacity required to effectively implement the change in the training process. Most of the leaders interviewed stated that they were hardly provided professional support to improve the leadership capacity and to ensure successful implementation of change.

The following excerpt was taken from interview with a leader:

*To improve the capacity of educational leaders, the follow up of the bureau and refreshment courses and support of the top management, the board, the bureau and the like is very much important. Lack of support from the top management starting from Bureau, shortage of material and human resources are the major challenges. Sometimes, some staffmembers are resistant. Breaking the resistance is challenging. And in solving these basic Challenges the support of the bureau and the board is very important. But, sometimes, you do not get that support.*

*Interview #college 5(December, 23, 2012)*

**c) System Structure:** The TEI leaders were unable to be innovative, willing to take risks, and challenge assumptions about the way things have always been done because power and responsibilities was highly centralized. Instead of finding solution for problems facing their institutions, they tended to seek solution from OREB. As a result, the system became highly bureaucratic which often caused impractical and inflexible administrative situations.

These structural characteristics tended to create decision paralysis in which TEI leadership team members were fearful of taking the initiative without the explicit order from REB (Hallinger 1994). In other words, leadership activities in TEIs of Oromia Region were highly prescriptive and, thus, the institutional leaders were expected to follow the directives as mandated by the REB. Consequently, leaders in the training institutions have acted as agents of stability, rather than as agents of change. In a similar manner, the role of academic and non-academic staff had been framed as that of order takers within the educational bureaucracy (Tyack & Cuban 1995). Initiative had seldom been valued or expected. Instead, the TEI leaders had been attempting to maintain cultural continuity inside the system bureaucracy (Cuban, 1988; Fullan& Hargreaves, 1991).

**d) The leaders' incapability to use various approaches in securing and utilizing resources to secure competitive advantage:**Resources are critical to the success of an organization. The shortage of one type not only impedes the implementation of various parts of the overall plan but also causes under or non- utilization of complementary resources. The data gathered through

interview with the TEI leaders indicated that the entire six sample TEIs were facing serious shortage of human and material resources:

*Resource challenges are there. Education needs resources. It needs human resource, material resource and the like. Commonly material resource is a common problem in TEIs. Those are facilities like laboratory equipment, libraries and the like. I do not think so that they are enough. When we specially come to the Summer Program by now we are just taking more than 5000 teachers. Providing resource for all the trainees is very challenging.*

*Interview # college 2(December, 3, 2012)*

Similarly, another leader interviewee stated shortage of material resource as major challenge of the TEIs. His response was presented as follows:

*The other challenge is resource challenge or shortage of facilities such as laboratory and laboratory equipment, classrooms and other training resources particularly for teaching subjects like aesthetics, physical education and music.*

*Interview # college 1(November, 27, 2012)*

The two excerpts from the interview with leaders of the TEI in Oromia Regional State indicated not only acute shortage of resources, but also leaders' lack of firm understanding of their institutions' resource needs and their incapability to frequently use various approaches in securing and utilizing resources to secure competitive advantage. The leaders' responses to the interview indicated their failure to use different strategies such as developing a shared vision and collaborative relationship with external or internal providers to tackle the resource shortage and to strengthen their reform strategies. Although, budget allocated by the government could be the main source of financial resource for the TEIs. However, the TEI leaders failed not only to understand that fund from one source could be inadequate but also to design strategies of securing

additional budget. Thus, the major challenge of the TEIs could be the leaders' incapability to secure the resources required rather than scarcity of resource.

## CHAPTER FIVE

### SUMMAR, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

Pont et al. (2008:3) state“The role of institutional leaders have changed radically as countries transform their education systems to prepare young people to function in today’s world of rapid technological change. The empirical literature on leadership has shown that transformational leadership where “leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978: 20) is positively associated with educational leaders’ effectiveness in implementing reform agenda (Coad and Berry, 1998;Sivanathan and Fekken, 2002).

With regard to Ethiopian education system, the reforms initiated by the Federal MOE, has charged leaders of educational institutions at all levels with huge responsibility. To this end, the challenges that were brought to TEIs by the idea of reform required the use of transformational leadership in the setting of teacher training institutions because it was well suited to the challenge of current educational restructuring (Barnett et al. 2001).

Cognizant of the need to have effective leadership for effective policy implementation, the Federal MOE has placed leaders of Teacher Training Institutions in a highly visible leadership role not only to change and transform their institutions but also to support the transformation of the education system as a whole. Despite the national charge given to the leaders, “leadership and management capacities at institutional level still remain weak” (MOE, 2010:22). Therefore, the main purpose of this study was to assess the practices and challenges of leadership in TEIs of OromiaRegional State. In order to address this purpose, basic research questions related to the practices of leadership, the degree of the leaders’ engagement in the practices of effective leadership, teachers’ satisfaction with the leaders’ practices and the challenges of leadership were raised.

To this effect, the study was conducted in six government TEIs selected via stratified random sampling technique including TEIs of all ages with the intention of making the samples more

representative. Then 164 teacher-educators were selected using lottery method of simple random sampling techniques and were made to fill the questionnaires. Purposive sampling was used to select the six Deans of the sample TEIs for the interview.

. The data collected from the close ended questionnaire were analyzed and interpreted using frequency, percentage, mean and standard deviation. SPSS was used to analyze the quantitative data. The data gathered through interview were analyzed qualitatively using narration. Based on the analysis of the data, the study came up with the following findings:

- ❖ The frequency rating on the five leadership practices (Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act and Encouraging the Heart) indicated that the majority of the teacher-educators rated their leaders as engaged in the practices from rarely to sometimes. The mean score for the five practices also fell between 2.5 to 3.49 signaling that the leaders were moderately engaged in all the leadership practices. This indicated that, although the degree varied from one practice to the other, the leaders' engagement in all the practices was not encouraging.
- ❖ The data obtained through frequency scores were also supported by interview with leaders and comments from the respondents through open ended questions. The data revealed that the leaders' engagement in all the leadership practices was generally moderate.
- ❖ Although the mean scores indicated that the TEI leaders were moderately engaged in all the five leadership practices, the two leadership practices "Encouraging the Heart" and "Challenging the Process" were the least practiced with mean scores (15.63) and (16.40) respectively. On the other hand, the leadership practices "Enabling Others to Act" and "Modeling the Way" with the mean score 17.73 and 17.70 respectively were relatively exercised better than the others. When the thirty behaviors were ranked from highest to lowest, five of the ten low ranked statements were those related with the practice of "Encouraging the Heart" while two were related to "Challenging the Process". These statements were the following:
  - Experiment and take risks, even when there is a chance of failure (2.44).
  - Praise us for a job well done (2.50).

- Publicly recognize the college staffs who exemplify commitment to shared values. (2.52)
  - Make sure that we are creatively rewarded for our contributions to the success of our projects (2.53).
  - Search outside the formal boundaries of our institution for innovative ways to improve what we do (2.54)
  - Find ways to celebrate accomplishments (2.62)
- 
- ❖ The mean scores for Sample TEI leaders were compared with that of Kouzes and Posner's data base. The data indicated that all the mean scores for the leaders of the TEIs in Oromia Regional State fell below 30% on Kouzes and Posner's data base which showed that all the scores for the TEI leaders were very much lower than that of the leaders who had taken the Leadership Practice Inventory and reported to the Kouzes and Posner data base).
  - ❖ The summary of aggregate data for the five leadership practices indicated that 23.62% were hardly satisfied, 18.68% were fairly satisfied, 23.80% were moderately satisfied, 19.72% were highly satisfied and 14.19% were very highly satisfied with the leaders' engagement in the five practices of Kouzes and Posner's transformational leadership. The study generally indicated that 66.10 % of the respondents' satisfaction with the TEI leaders' engagement in the practices of Kouzes and Posner's transformational leadership was moderate or less than moderate.
  - ❖ The study revealed that the leaders' failure to effectively engage in the five practices resulted in incapability to deal with the challenges of educational institutions brought about by the idea of reform by exercising the practices of transformational leadership. As Kouzes and Posner (1995) point out extraordinary things are done by challenging the process and encouraging the heart. TEI leaders' failed to challenge a status quo and encourage the heart to enable the institutions achieve extraordinary outcome.
  - ❖ The TEIs lacked capable human resource particularly the non-academic staff. The leaders failed to support and enable those staff members learn and develop their capacity and perform as effectively as possible. It also indicated that the managers' failure to

search for additional source of fund or material resources to support the regular budget from the Regional Government.

## **5.2. Conclusions**

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

1. The findings of the study revealed that the TEI leaders failed to challenge the process as a basis to increase employee motivation and perceived organizational support. They were unable to create the opportunity for the teacher educators to make a difference, think “outside the box”, and experiment with new ideas without fear of discipline or blame for making a mistake. As a result, the working atmosphere was not conducive for the teacher-educators to try new ideas and ways of doing things.
2. The findings showed that the TEI leaders lacked the courage required to take risk which means they failed to identify ineffective policies and procedures and experiment with new and improved ones. Kouzes and Posner (1995) asserted that although the vision was cooperatively developed with all stakeholders, the leader must articulate it and provide focus. The finding; however, indicated that the leaders failed to utilize charismatic leadership strategies and communication skills to sell their vision to the entire institutions and to successfully lead their institutions. Failure to do so could hinder the achievement of organizational goal.
3. The study showed that the leaders failed to have clear vision of the future of their institutions and to communicate their vision in a way that motivates the followers to work towards its achievement. They were unable to indicate the staff the future dreams and goals of their institutions by communicating the vision and rewarding performance. The leaders’ failure to communicate the vision, in turn, resulted in failure to positively influence many aspects of the institutions such as commitment, performance, staff satisfaction and cohesion.
4. In this era of high stakes testing and accountability, teaching has become an increasingly stressful profession (Bennis 2000). Such stressful time require leaders who promote and



support the successes of the members of their learning communities. The TEI leaders failed to give such genuine care which helps to provide the academic and non-academic staff with the spirit to overcome insurmountable obstacles.

5. The study indicated that the leaders of the TEIs in Oromia Regional State were moderately engaged in all the five practices of Kouzes and Posner's transformational model. Kouzes and Posner (1995) state that the leadership behaviors were observable and only emerge when people were accomplishing extraordinary things in organizations. They also stressed that leaders must highly demonstrate at least some of the five key 'practices' to be successful. .Therefore, the leaders' low engagement in the five practices could be one major factor which negatively affects effective accomplishment of institutional goals if not the only one. It should be noted that there could also be external factors which could affect organizational effectiveness.
6. The TEI leaders' lack of the behaviors of transformational leadership handicapped their effort to deal with the challenges of current restructuring (BPR) of educational institutions. The data signified that the leaders failed to build high level of commitment in teacher-educators and supporting staff to perform in the complex and uncertain nature of the institutional reform agenda and to foster the capacities teacher-educators need to respond positively to this agenda.
7. The leaders lack the creativity required to deal with resource scarcity and the ability to implement appropriate strategy to manage human resource. The study indicated that leaders of the TEI in Oromia Regional State failed to identify their institutions' resource needs and frequently use various approaches in securing and utilizing resources to secure competitive advantage. Instead of trying to identify the potential donors and design strategies to raise fund as well as material resources, they were highly dependent on government budget.

### **5.3. Recommendation**

Based upon the findings and the conclusions drawn from the study, the following informative recommendations were made:

1. Oromia Education Bureau (OEB) is advised to plan and invest resources in the leadership development of all managers and leadership team members in the TEIs of the region. The Bureau and theboards of the colleges can use this study as the impetus for a professional development plan. The plan should be focused on the utilization of best leadership practices that directly influence institutional effectiveness relative to the administration of teacher training institutions.
2. The leaders need to recognize that without effective leadership, good strategic plans, annual plans and budget plans are unthinkable. They also need to understand that effective and efficient implementation of plan also requires effective leadership. Therefore, significant attention needs to be given to leadership development plan. Thus, the TEI leaders are advised to develop a leadership development plan paying attention to their own leadership development so that they improve their leadership skills to influence their institutions. Such a plan would include particular attention to the leadership practices outlined in this study.
3. Coordinated and comprehensive leadership development models and training needs to be conducted to propel the TEIs toward their mission by elevating the leadership. To this end, Jimma University and other universities in Ethiopia might need to design a leadership training course that particularly focuses on the practices of leadership and the use of assessment resources such as Kouzes and Posner's Leadership Practices Inventory (LPI) and other instruments for leadership evaluation and development as a basis for continuous leadership development.
4. Additional leadership practices study where the data can be disaggregated might be necessary in order to look at each individual TEI. The researcher used the parameters of this study to analyze data only in aggregate form. But there might be devil in individual cases that would be helpful to understand. Such a study would require a different

methodology. Perhaps a qualitative study would help researchers find particular themes although such a study may require more risk to the participants as they would be identifiable.

5. This study needs to be replicated at some time in the future to determine if the leadership practices are affected by employee or leaders' turnover or change with the leaders' level of leadership training and experience.

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