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**Principals' Transformational and Transactional Leadership Behavior
and Teachers' Motivation as Perceived by Primary School Teachers of
Jabitehnan District, West Gojjam Zone, Ethiopia**

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Abstract

The purpose of this study was to identify the leadership behaviours teachers find motivating, focusing on transactional and transformational leadership behaviours. It also planned to investigate the contribution of the prevailing transformational and transactional principals' leadership behaviours to teachers' motivation. The research design used was the descriptive survey. The target population of the study was 685 full-cycle primary school teachers of Jabitehnan district of Ethiopia. Stratified sampling techniques were applied to select respondents. Accordingly, 116 sample teachers were selected to fill questionnaires.

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From these, 106 teachers were properly filled and returned the questionnaires. The Principal Leadership Questionnaire of Leithwood & his colleagues, and teacher motivation questionnaire, developed by McNeil (1987) based on Frederick Herzberg's Motivation- Hygiene theory, was partly adapted and used to gather data from participants. The study revealed that teachers preferred more transformational principal's leadership behaviours. The study also identified that principals' transformational and transactional leadership behaviours had significant contribution to the variation ($R^2=0.285$, $F=14.98$, $P<0.05$) in teachers' motivation. The study recommended that principals should exhibit the appropriate leadership behavior that suit teacher motivation.

Keywords: Transformational, Transactional, Leadership behavior, Motivation

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1. Introduction

1.1. Background of the Study

Leadership as a complex process is one of the most examined, but least understood phenomenon on earth (Burns, 1978 as cited in Grossman, S.C. & Valiga, T.M., 2009). Because leadership never happens in isolation, it involves intricate social relationship and mutual influence between leaders and followers (Kets Devries, 2006). Many researchers have focused on attempting to understand the intricacies of leadership because effectiveness in leadership is mainly depend on leader's relationship with followers. Hence, leadership required ability to efficiently influence followers. If it is present, organizations, can grow, prosper, and compete, but in its absence may simply cannot survive. Accordingly, effectiveness among leaders is determined by the effect of leader's behaviours on followers (Kets Devries, 2006).

General agreement exists that leadership involves a social influence process. To clarify the influence process, a number of leadership concepts, models, practices and variables that determine leadership effectiveness have been proposed, and tested since the first quarter of the twentieth century (Hoy and Miskel , 2008). The approaches to the study of leadership have gone through many theories such as the trait perspective, the behavioral theory, the contingency as well as the transactional and the transformational theories.

The trait approach to leadership arose from the "Great Man" theory assumes that leaders are 'born' and 'not made'. Adherents of this theory argue that leaders' possess certain inherited characteristics, or personality traits, which differentiate them from followers. This theory pointed out that leaders possess more qualities of traits than their

followers have (Mullins, 1989).

After the publication of the late Douglas McGregor's classic book '*The Human Side of Enterprise*' in 1960, attention was shifted to '*behavioral theories*'. These theories concentrate on what leaders actually do rather than on their qualities (Bolden, Gosling,, Marturano, and Dennison,2003).

Unlike the trait theory which attempts to describe leadership on the basis of what leaders are, behaviorists seek to explain in terms of what they do and the relationship between leaders behavior and subordinates performance (Hughes et al, 1999). In other words, instead of searching for traits associated to effective leadership, the researchers attempted to identify effective leadership behaviours and their impact on the performance of followers. However, behavioral approaches of leadership fall short in to account situational factors such as task environment, leader position power and maturity level of subordinates for effective leadership performance (Ivancevich and Matteson, 2002).

When the search for the 'best' set of traits or behaviours failed to discover an effective leadership mix and styles for all situations, contingency theories of leadership evolved (Ivancevich & Matteson, 2002). Adherents of contingency theories maintain that there is no one best leadership styles rather leadership effectiveness is contingent up on a match between leadership style and the situation (Hoy and Miskel , 2008).

In 1970s the leadership literatures shifted their attention towards the sight on leadership following James Mac Gregor Burns' (1978) seminal publication '*Leadership*' in which he introduced the concept and characteristics of ' ' transformational leadership''. According to Burns, transformational leadership is a relationship of mutual stimulation and elevation that converts followers in to leaders and may convert leaders in to moral agent (Bolden, Gosling, Marturano, and Dennison, 2003).

Drawing on Burn's framework, Bass (1985) refined and expanded Burns' model of transformational leadership through the investigation of the behavior of leaders in both public and private organizations (Givens, 2008). However, Bass's conceptualization differs from that of Burns, who believed transactional and transformational leadership to be opposite extremes on a continuum, with a leader being one of the two (transactional or transformational) (Bass, 2000). But, in the model proposed by Bass, transformational forms of leadership can enhance transactional form through their effects on follower motivation and creativity. Accordingly, Bass do not viewed transformational and transactional leadership as opposite ends of continuum. Rather, for Bass a leader can display each ranges of behaviours simultaneously.

Bass (1985, 1997 as cited in Bass & Riggio, 2006) conceptualized transformational leadership as a combination of four components: inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence (charisma). Transformational leaders are those that motivate others to go the extra mile; they set more challenging expectations and manage to achieve higher performance. Their followers tend to be more motivated and more committed since leaders empower them and pay attention to their individual needs and desires. Those leaders behave, and act as

role models in ways that motivate and inspire followers (Bass & Riggio, 2006).

The most extensive work on transformational leadership in educational organizations have been done by Leithwood and his associates (1994, Leithwood, Jantzi and Steinbach, 1998 cited in Hoy and Miskel, 2008). Building on the ideas of Burns and Bass, Leithwood (1994) uses the transformational and transactional leadership concepts to formulate his framework for educational setting. Leithwood and his colleagues' model of transformational leadership encompass three main categories of leadership practices namely: setting directions, developing people and redesigning the organization (Leithwood, 2004). Recently, Leithwood & Jantzi,(2005) offered a model centered on four categories of leadership practices by adding *Managing Instructional Program* as a fourth major practice .In broad terms, the first three categories encompass the fundamental principles of transformational leadership. The fourth category accounts for transactional leadership approaches, added as a response to criticisms regarding the model's initial emphasis on solely transformational leadership practices (Goodnow, & Wayman, 2009).

Leithwood and his colleagues' model assumes that the principal shares leadership with teachers and the model is grounded not on controlling or coordinating others, but instead on providing individual support, intellectual stimulation, and personal vision (Stewart, 2006).

Effectiveness among transformational leaders is measured by the effect of the leader behaviours on followers. Subordinates of transformational leaders verbalize feelings of admiration, respect, trust, and appreciation toward these leaders and are motivated to provide extra effort (Bass, 1985; Katz & Kahn, 1978 in Webb, 2007). The reason that leader need to inspire teachers is that highly motivated teachers will be more effective in the class room and lead students towards greater achievement. Moreover, in today's competitive world the role of motivated teachers is indisputable (George & Sabapathy, 2011).

Mustefa, and Othman,(2010) forwarded that worker motivation is very important it explains why the employees do their work. They further summarized that motivation as an essential aspect for teachers to achieve certain performance. Their study recommended that improving teachers' motivation is very important because it can improve their work competency. As a result, the improvement of teachers' motivation will directly influence student's achievement.

Kin, 1991 as cited in Hughes, Ginnett, and Curphy (1999) reaffirmed that the importance of followers motivation as suggested in findings from diverse work groups that most people believe they could give as much as 15 percent or 20 percent more effort at work than they now do with no one, including their own bosses, recognizing any difference. (P.387)

Hoy & Miskel (2008) also proposed the importance of teachers' motivation for effectively achieving education objectives. "When administrators analyze their organizations sometimes they focus on structure to the detriment of the individual. But organization exist to serve human needs as much as to attain organizational goals. To

neglect either the structural or individual element of the school social system is short sighted and incomplete” (P.322)

According to Osterloh, Bruno & Frost, 2001 cited in Eres, F (2011) motivated workers are more dedicated to the organization. They have job satisfaction and as result of this, they work more productively. Alessandro, S et al (2004) argue that highly motivated teachers will be more effective in the classroom and lead students toward greater achievement than unmotivated teachers..

For this reason, managers motivate their employees to use their knowledge and skills towards organizational aims (Linder, 1998 cited in Eres, 2011). Snowden & Gorton (2002, cited in Eres, 2011) also share this assumption that school principal to keep in mind that teachers who do not have job satisfaction and motivation may weaken educational programs.

Literatures and empirical researches revealed that teacher’s motivation to be influenced much more by school management and leadership than any other school related factors. School leadership and management are important factor, which can either enhance or lower teacher’s level of motivation.

Taggart (1989) stated employees join an organization to fulfill their different needs. . Understanding the needs of individual members helps the leader develop programs that involve many enthusiastic, committed and motivated volunteers. Taggart further asserted that motivation comes from within, but a leader can help to create an environment that encourages high energy and motivated members

Prior conducted research showed that there are a variety of factors that affect teacher motivation. But the finding illustrated that the most important factor for the motivation of teachers is the school administration that is the participation of teacher in decision making, the leader behavior in sharing of authority and responsibility, compensation and reward.(Kobacas and Karacosa, 2005 cited in Eres, 2011).

Empirical evidence has been showed that the positive relationship between transformational leadership behavior of principals and teachers’ motivation towards extra effort. For example, Mustefa and Othman, 2010) have pointed out that various characteristics of transformational principal leadership behavior are perceived as important for motivating teachers to work performance.

In this regard, Park and Rainey (2008, cited in Eres, 2011) argued that transformational leadership increases motivation of employees. Similarly, Bass and Riggio (2006) emphasized that transformational leadership stimulate and inspire followers to both achieve extra ordinary outcomes and move followers to grow and develop high levels of follower satisfaction and commitment. They further pointed out that transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. Such leaders set more challenging goals and inspiring followers to commit to a shared vision that stimulate subordinates to high level of motivation (Avolio and Bass 2002).

In sum, previous researchers signified that motivation of teachers has been influence on their work performance and the positive relationship between transformational

leadership behavior of principals and teachers' motivation. However, the difficulty rests on the 'what' of and the 'how' of motivate workers? (Owens, 1998)

Hughes; Ginnett, and Curphy (1999) stated that creating highly motivated and satisfied followers depends, most of all, on understanding others. They further explained that another problem in motivating followers is that leaders, even experienced once, often assume they know what works in motivating others. The belief that one thing can motivate all followers.

Singh (2006) forwarded that most leaders are concerned with assuming employees motivation. However, what leaders believe as motivational factors may not be the preference of the followers. Many scholars have proposed a variety of factors; such as rewards, recognition, the job itself, the need to grow or develop as a motivator.

Freeman and Stoner (1992) put in plain words that unfortunately, the ability to lead and increase motivation in people is not always used properly. In fact, one of the best ways to be a leader is to be a good example for others to follow.

Therefore, previous studies verified that principal leadership behavior and teachers perception to it have consequence on teacher's intensity of motivation and their work performance. Thus, this study was intended to focus on assessing principals' leadership behavior and teachers' motivation among teachers of Jabitehnan district Full-cycle primary schools.

1.2 Statement of the Problem

Teachers are considered to be the most valuable assets of the education sector. In order to valuably utilize that asset their level of motivation should be increased; and principal's leadership behavior is one of the determinant factors which can influence the motivation level of teachers.

Leadership is the process of influencing followers towards the attainment of organization goals. Principals as a school leader can attain educational objectives only by working with teachers. However, not all teachers take interest in fulfilling educational objectives. Principals, thus, need to motivate teachers. Most leaders are concerned with assuming employees motivation. However, what leaders believe as motivational factors may not be the preference of the followers (Singh, 2006) i.e. the ability to lead or increase motivation in followers is not always used properly.

Principals play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers, and vibrant learning environments for children, but existing knowledge on the best ways to develop these effective leaders lacks sufficiency (Davis, Darling-Hammond, Lapointe and Meyerson, 2005).

As briefed in the background of this study, researchers in education generally agree that motivation is a critical determinant of performance in organizations. As Manktelow (2009) noted if the leader wants to build a high performance team, then s/he absolutely has to learn how to motivate team members. Thus, a leader needs to be able to motivate his followers, if he wants to create a productive work environment.

In this regard, Hughes et al (1998) asserted that motivation refers to the forces within a person that affect his/her direction, intensity and persistent of voluntary behavior.

Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistent), and towards a particular goal (direction).

The study conducted by VSO (2008), regarding teacher motivation in four regions (Amhara, Tegray, Oromia and SNNP) of Ethiopia, pointed out that poor management and leadership was one of the three major causes of teacher de-motivation and low morale. This study concluded that if, as many education researches suggest, the quality of an educational system cannot exceed the quality of its teachers, then there is still much work to be done on raising the motivation and morale of teachers in Ethiopia.

The incumbent policy and programs of education demand leaders in education to be visionary, inspired, and strategic to the country aspire to achieve its long-term vision of Ethiopia in to a middle-income country (MOE, 2010). One of the aims of School Improvement Program (SIP) is building the school leadership to be democratic, transparent, accountable, participatory and good governance. To achieve this, SIP includes school leadership as one of the four core domains, and improving leadership behavior is one of the three sub domains of school leadership (MOE, 2007).

School principals have to show model behaviours, communicate values to the school community, inspire vision, and engage teachers in decision making as well as support teachers to perform their occupation effectively and efficiently which corresponds to the contemporary leadership approaches like transformational and instructional (MOE, 2007).

It could be possible that school leaders can augment teacher motivation and teachers find their principal leadership behavior is motivating. Thus, principals would expected to behave in a manner that teacher perceived it motivating to build a high performance team. To this end, principals at any level are required to follow leadership behavior that is preferable by their teachers but this was not frequently observed.

1.3 Objective of the Study

This study was intended to examine the extent of transformational and transactional leadership behaviours exhibited by principals of the study area. The study was also aimed to identify the leadership behaviours teachers find motivating, focusing on transactional and transformational leadership behaviours. It also planned to investigate the contribution of the prevailing transformational and transactional principals' leadership behaviours to teachers' motivation. Therefore, specific objective of this study was the following:

- To examine the extent of transformational and transactional leadership behaviours exhibited by principals
- To identify leadership behavior teachers find motivating.
- To point out the contribution of principal transformational and transactional leadership behaviours to teacher motivation
-

2. Materials and Methods

This study was intended to identify the leadership behaviours teachers find motivating,

focusing on transactional and transformational leadership behaviours and investigate the contribution of the prevailing transformational and transactional principals' leadership behaviours to teachers' motivation.

For that reason, descriptive method of survey research design was used. Survey design was chosen because its significance to assess vital facts about people and their values attributes opinions, motivations and behaviours and simply provides understanding of phenomena. In addition, descriptive method was used to collect data regarding leadership behaviours demonstrated in the schools and teachers choice of leadership behaviours.

2.1. Participants of the Study

The target population of the study was teachers teaching in 33 full cycle primary schools (685,343 males & 342 females) of Jabitehnan district administration. Full cycle schools were selected as a target population in order to include teachers having different educational qualification. These primary schools were arranged in eighteen clusters. Among these eighteen clustered schools eleven schools (that had 116, 70 males & 46 females teachers) were selected. These eleven schools were selected on the basis of distance from the district center 4 schools (of 7 clusters) from remote and 7 schools (of 11 clusters) from near were selected using stratified random sampling method. Eleven teachers, seven males and four females from sample teachers were interviewed.

2.2. Data Gathering Instruments

A. Principal Leadership Behavior Questionnaire

The Principal Leadership Questionnaire (PLQ), developed by Leithwood & his colleagues (Leithwood, & Jantzi, 2005), was adapted and employed.

PLQ consists nine sub variables/factors and 41 Likert-type questions with five response. The response scale of questionnaires was ranging from 1 to 5 point scale, where 5 stand for always, and 1 for never.

B. Teachers Motivation Questionnaire

Teacher Motivation Questionnaire (TMQ) included in this study was to measure the extent of teachers' motivation. The Teacher Motivation Questionnaire was developed by McNeil (1987) based on Frederick Herzberg's Motivation- Hygiene theory, was partly adapted to meet its objective.

C. Interview Instrument

Semi-structured interview questions were developed by the researcher, on the basis of literature review.

2.3. Reliability of the Instrument

In an attempt to ensure that the instruments were readily interpretable for the sample teachers, pilot survey was conducted by the researcher using 30 teachers who had been teaching in neighboring district. The reliability of the instruments Cronbach alpha coefficients were calculated and found 0.84 and 0.78 alpha reliability coefficients for PLQ and TMQ instruments respectively.

2.4. Data Analysis Techniques

In this study, both qualitative and quantitative data analysis techniques were used. To answer the first two research questions one-sample t-test was employed. Multiple regressions were computed to investigate the contribution of the prevailing transformational and transactional principals' leadership behaviours to teachers' motivation. Interview data was analyzed qualitatively.

2. Results and Discussions

3.1. Respondents' Background Information

The questionnaires were distributed to 116 teachers. Of these, 106 respondents were correctly filled and returned; 10 questionnaires were not used for analysis. Six questionnaires were not returned and 4 respondents were not filled properly.

Figure 1 Demographic Data of Participant Teachers (N=106)

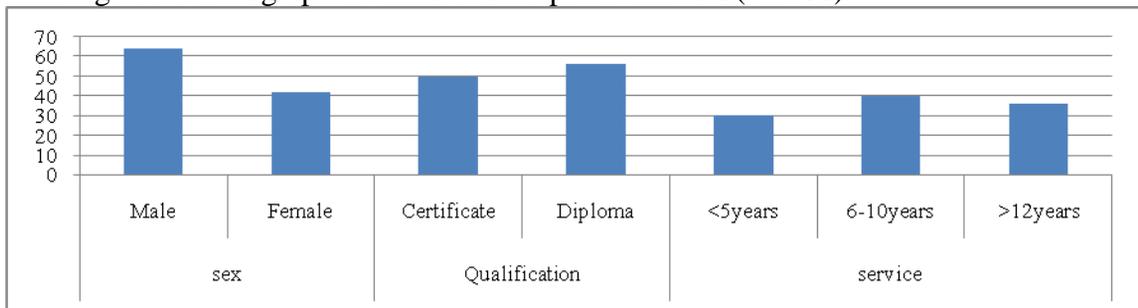


Figure 1 indicates that 42 (39.6%) of respondents were females, 64 (60.4%) were males. With regard to participants qualification, 50(47.2%) were certificates, 56(52.8%) were diploma holders. In terms of teaching experience, 30(28.3%) participants had 5 years and below, 40(37.7%) between 6-11 years, and the remaining participants, 36(34%) were teachers who had 12 years and above.

3.2. Exhibited Principal Leadership Behaviours

To investigate the level of transformational-transactional leadership behaviours dominantly exhibited by principals' one sample t-test was computed.

As illustrated in the above table 1, principals display different leadership behaviours in different amounts. Principals of the study area exhibited vision, modeling, goals, individual consideration, intellectual stimulation, and culture dimensions of transformational leadership behaviours below the expected mean ($M=3:00$). On the other hand, they demonstrate managing instruction dimension of transactional behavior above the expected mean. The results were statistically significant ($p<0.05$). However, there is no statistically significant difference between the observed and expected means of structure and high performance expectation dimensions of transformational leadership behaviours exhibited by principals ($p>0.05$).

The result of this study is similar to some extent with Eres, (2011) findings that participants gave their perceptions that principals rarely display transformational

leadership behaviours. According to teachers view in the findings of Eres, (2011) the highest mean score observed in intellectual stimulation (M=2.52, SD=1.09). On the hand, the lowest mean score registered on the dimension of high performance expectation (M=1.90, SD=1.13).

Table 1 One Sample t-test of Demonstrated Principal Leadership Behavior Subscales.

Variables	Expected Mean = 3.00						
	N	Mean	Std.Deviation	Std.Error Mean	df	t-value	Mean difference
Vision	106	2.62	0.54	0.05	105	-7.06*	-0.38
Modeling	106	2.50	0.73	0.07	105	-6.93*	-0.50
Goals	106	2.62	0.53	0.05	105	-7.30*	-0.38
Individual consideration	106	2.67	0.52	0.05	105	-6.39*	-0.33
Intellectual Stimulation	106	2.70	0.74	0.07	105	-4.15*	-0.30
High Performance Expectation	106	2.97	0.82	0.08	105	0.27	-0.03
Structure	106	3.01	0.98	0.09	105	0.19	0.01
Culture	106	2.81	0.77	0.07	105	-2.50*	-0.20
Managing Instruction	106	3.20	0.92	0.09	105	2.23*	0.20

*P<0.05

Note: Vision=Vision Identification
Modeling= Modeling Best Practices
Structure

Goals= Acceptance of group Goals
Structure= Builds Collaborative
Culture = Strengthens School Culture

The result of the present study inconsistent with Eres, (2011) findings that the highest

mean score is observed in building collaborative structure (M=3.01) and the lowest mean score is shown in modeling best practice (M=2.50) dimensions of transformational principals leadership behaviours.

Table 2 One Sample t-test for the Value of Demonstrated Principal Leadership Behaviours.

Variables	Expected Mean = 3.00						
	N	Mean	Std. Deviation	Std. Error Mean	df	t-value	Mean difference
Transformational demonstrated	106	2.74	0.38	0.02	105	-6.80*	-0.26
Transactional demonstrated	106	3.20	0.92	0.09	105	2.23*	0.20

*P<0.05

As depicted in table 2, the mean value of demonstrated transformational leadership behavior (M=2.74, SD=0.38) is significantly less than the expected mean (M=3:00) at $p<0.05$. However, the mean value of demonstrated transactional principals leadership behaviours (M=3.20, SD=0.92) significantly exceeds the expected mean (M=3:00) at $p<0.05$. These results show that principals display managing the instructional/transactional behavior more frequently than transformational behaviours.

The result of this study is related with Eres, (2011) findings that principals display transformational leadership behavior less than the expectation of school teachers. The total average mean score of transformational dimensions was low (M=2.31). Eres findings differs from the present study that the mean score of the present study is a little bit greater (M=2.74).

Similar study conducted by Huber, (2010) using 140 principals and 261 sample teachers revealed that principals spend too much time in managing activities such as curriculum development, planning, and the like, and too little time as educational leader. Consistent with the present study Huber's finding pointed out that principals and teachers perceived school management issues taken up the most time of principals.

This result of the study is incompatible with the existed review of Bass (1988 cite in Stewart, 2006) that an optimum leader is would practice the transformational components more frequently and the management component less frequently.

The interview result also reveals that principals devoted in routine practices than inspiring and achieving long term vision and objectives. Analogous to this idea one

teacher states: “There is little effort is made by my principal in inspiring us to reach ambitious goals, create and put in to practice clear vision of the school.”

Similarly, other teacher expresses his views as follows:” my principal appreciate teachers who make two provisional teaching aids than one permanent. Quality and long-lasting work has no place in my school.”

Regarding teacher’s participation in decisions one teacher states:

Most of the time school decisions reached before meeting had taking place. My principals invite teachers for staff meeting, but they gave little value for teacher view. We entering in to meeting room to listening or fearing not to be blamed/punished.

In sum, interview results also showed that except the management of instructions, the practices of transformational leadership behavior exhibited by principals were near to the ground. As expressed by interviewees, even the management dimension of leadership behavior dominantly exhibited by their principals required improvement. Specifically, teachers’ instructional works had been improved if mutual agreements to be reached between them and their principals regarding instructional and assessment practices with open discussions.

Therefore, the result of this study indicates that principals display transformational leadership behavior to a lesser intensity than management dimension.

3.3. Preferred Principal’ Leadership Behavior

Teachers might preferred transformational or/and managing instructional program/transactional principal leadership behavior. To determine the extent of leadership behaviours preferred by teachers’ one sample t-test was calculated.

Table 3 Leadership Behavior Subscales Preferred by Teachers

Sub-scale	N	Mean	Std. Deviation	Std. Error Mean
Vision	106	4.21	0.75	0.07
Modeling	106	4.19	0.96	0.09
Goals	106	4.23	0.78	0.07
Individualized support	106	3.97	0.80	0.07
Intellectual stimulation	106	4.12	0.93	0.09
High performance expectation	106	3.40	0.86	0.07
Structure	106	4.13	0.81	0.07
Culture	106	4.39	0.73	0.07
Managing instruction	106	3.59	0.59	0.07

As shown in table 3 the highest mean score is registered in strengthen culture (M=4.39, SD=0.73), and the lowest in high performance expectation subscales (M=3.40, SD=0.86).

The descriptive statistics result in table 3 shows that teacher of preferred different subscales of principals’ leadership behavior in different extent. Teachers’ preferred

culture dimension of transformational leadership behavior as a highest motivator, while, creating high performance expectation as a least motivator based on means scores. The study also showed that teachers prefer goals, vision, modeling, structure and intellectual stimulation dimensions as high motivators than high performance expectation and managing instructional program.

The result of the study indicated that teachers in the study area opt principals who facilitates effective communication among staff, communicates school vision to staff and students, and distributes leadership broadly among staff.

Table 4 Paired Sample t-tests for the Values of Preferred Principal' Leadership Behaviours.

Variables	Paired difference			t	Df	Sig.(2.tail ed)
	Mean	Std. Deviation	Std. Error Mean			
Transformational preferred versus Managing the instruction preferred	0.57	0.64	0.06	9.19	105	0.000

P<0.05

The result in table 4 articulated that there is significant mean score difference between principals transformational leadership preferred and managing instructional/transactional behavior preferred (t=9.19, df=109, p=0.000) at alpha level of P<0.05. The mean and paired sample test result indicated that teachers preferred more transformational leadership behaviours of principals than managing the instruction behavior.

There is literatures support that leaders must consider followers perceptions towards leadership. Align with this, Jantzi & Leithwood (1996, cited in Mees, 2008) forwarded that individuals who perceive a person as a leader are more likely to become followers and therefore allow them to be influenced by his leadership. They further asserted that leaders could find themselves without followers, making them unable to accomplish anything, if they do not take into account the perceptions of followers. Followers are influenced not only by their own perception of the leader, but also by the perception of the leader as held by other organizational members (Meindl, 1995 as quoted in Mees, 2008). As to Barnett & McCormick (2004, cited in Mees, 2008) knowing the importance of the perceptions of organizational members as individuals and collectively means leaders must interact in positive ways so followers work toward reaching organizational goals.

The finding of this study showed that teachers perceived that most of the leadership dimensions of transformational would bring their motivation if their principals frequently display them.

3.4. Contribution of Principal Leadership Behaviour to Teacher Motivation

To investigate whether principal transformational and transactional leadership behaviours predict teacher motivation, regression was used.

The proportion of values that can be explained by the combined effect of principal leadership behaviours (vision, modeling, goals, individualized support, intellectual stimulation, high performance expectation, structure, culture and managing the instruction) on teachers' motivation was explored using multiple regressions.

As can be observed in table 5, all variables (vision, modeling, goals, individual consideration, intellectual stimulation, performance expectation, structure, culture & managing the instruction leadership behavior) were entered in to the linear regression equation and they jointly explained 28.5% of the variance in teachers motivation ($R^2=0.285$, $F=14.98$, $P<0.05$). As the results showed 71.5% of the variation in teacher motivation contributed by other factors that were not considered in this study.

Table 5 Regression Coefficients and Coefficient of Determination of the Variables on Teacher Motivation.

Leadership Behaviours	Un standardized Coefficients		Standardized Coefficients	t	Sig.	R ²	Adjusted R ²	F-Value
	b	Std. Error	Beta					
(constant)	0.044	0.673		0.065	0.948 0.042	0.285	0.218	14.98
Vision	0.305	0.148	0.204	2.066				
Modelling	-0.203	0.119	-0.164	-1.710	0.090			
Goals	0.111	0.210	0.065	0.529	0.598			
Individual support	0.564	0.144	0.372	3.926	0.000			
Intellectual stimulation	-0.161	0.154	-0.131	-1.040	0.301			
Performance Expectation	-0.027	0.125	-0.024	-0.214	0.831			
Structure	-0.005	0.114	-0.006	-0.046	0.963			
Culture	0.289	0.110	0.247	2.621	0.010			
Managing Instruction	0.048	0.088	0.050	0.549	0.584			

* $p < 0.05$

a. Predictors: vision, modeling, goals, individual support, intellectual stimulation, performance expectation, structure, culture & managing the instruction leadership behaviours

Previously, Webb (2007) has found that the linear combination of all nine transformational dimensions (sub scales) account for a significant percent (63%) of the variance in worker motivation. However, the greatest correlation ($b=0.35$) to the variance in employees motivation was explained by attributed charisma in Webb's study.

As there are many variables in the model that did not significantly explain teachers' motivation, a stepwise regressions analysis was utilized to identify the proportion of variance in the dependent variable, teacher motivation. As the results are illustrated in table 7, teacher motivation was significantly and strongly influenced by the leadership behavior dimensions individual support ($\beta = 0.372$, $t=3.92$, $p < 0.05$), vision ($\beta=0.204$, $t=2.06$, $p < 0.05$), and culture ($\beta = 0.247$, $t=2.62$, $p < 0.05$). The other variables had no significant contributions to the variance in teacher motivation.

As shown in Table 6, when all the variables were entered into the stepwise regression equation, individualized support was found to be the variable that relatively accounted for the highest predictor of teacher motivation. This variable explained 12.6% of the total variance in teacher motivation. This was statistically significant ($\beta=0.355$, $t = 3.87$, $P < 0.05$). Vision was the next best predictor that was entered to the regression equation. Its inclusion raised the coefficient of determination by 7.6%, which is statistically significant ($\beta=0.281$, $t=3.14$, $P < 0.05$). Strengthening school culture was the third contributor of teachers motivation and raised the coefficient of determination by 4.1%, which is statistically significant ($\beta=0.204$, $t=2.34$, $P < 0.05$). Modeling was the fourth predictor of teachers motivation ($\beta=-0.184$, $t=-2.01$, $P < 0.05$), and had a smaller effect which was negative. Thus, modeling behavior has counterproductive effect on teacher's motivation based on this study finding.

Similar to the regression results obtained in this study, Webb, (2007) found that individual consideration ($\beta=0.18$) had contribution for the variation in teachers motivation. However, Webb's findings identified that attributed charisma as the greatest significant contributor of teachers' motivation. Webb's result differs from the present study that enormous amount of variation in teachers' motivation was explained by individualized support dimension of transformational leadership behavior

Previous literatures proposed that vision building potentially offers the greatest capacity to influence teachers' motivation because the vision provides personal goals for the teacher, as well as a desire to see a change in the future (Eyal & Roth, 2010). Accordingly, goals must be clear and concrete and include short- and long-term objectives (Geijsel et al., 2003), so that they will motivate and inspire followers to

sacrifice their own interests for the sake of the organization (Barnett and McCormick, 2003).

Table 6 Results of Stepwise Regressions on the Regression of Leadership Behaviours on Teacher Motivation

Model	Leadership Behaviours	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²	Adjusted R ²	R ² change
		B	Std. Error	Beta					
1	Individual support	0.538	0.139	0.355	3.871	0.000	0.126	0.118	0.126
2	Individual support Vision	0.458	0.136	0.302	3.375	0.001	0.202	0.187	0.076
		0.420	0.134	0.281	3.140	0.002			
3	Individual support Vision Culture	0.451	0.133	0.298	3.392	0.001	0.243	0.221	0.041
		0.374	0.133	0.250	2.822	0.006			
		0.239	0.102	0.204	2.343	0.021			
4	Individual support Vision Culture Modelling	0.533	0.140	0.365	3.937	0.000	0.272	0.244	0.029
		0.341	0.132	0.228	2.593	0.011			
		0.250	0.101	0.215	2.492	0.014			
		-	0.113	-0.184	-	0.046			
		0.227			2.016				

*p<0.05

The study revealed that there was modest or no significant relationship in terms of prediction between other leadership behavior dimensions (goals, high performance expectation, structure, intellectual stimulation and managing the instruction) and teachers' motivation.

The results of this study indicated principals who make show respect for staff and concern about their needs and feelings, share power and responsibilities, develop and articulate goals, and inspire others with a vision to reach for ambitious goals can make variation in teachers' motivation.

Consistent with the present study, in their study of visions, relationships and teacher

motivation, Barnett and McCormick (2003) reiterated that vision sharing could arouse teachers to be more committed and motivated to their job.

In this context, reviews of studies on transformational leadership pointed out that its major influence on teachers' extent of motivation occurred when the principal developed a clear vision, framed school goals including high academic goals, and gained staff consensus on desired outcomes (Leithwood et al., 1999). More specifically, transformational leadership dimensions (e.g. vision building, individualized consideration) were found to directly influence teachers' amount of motivation (Leithwood and Jantzi, 2005), which in turn affected students' achievements and learning (Leithwood and Jantzi, 2005).

3. Conclusion

This study identified that those principals of the study area exhibited the transformational leadership behaviours below the expected. However, full cycle primary school principals demonstrated the transactional behavior above the expected mean. Furthermore, findings indicate that principals demonstrated more of transactional leadership behaviours than transformational.

The results of this study revealed that the mean score difference was significant between demonstrated and preferred transformation and transactional principals' leadership behaviours. Teachers preferred transformational leadership dimensions more, but principal dominantly exhibited management/transactional leadership behaviours.

This study also concluded that principals' transformational-transactional leadership behaviours, specifically, individualized consideration, vision identification, and strengthen school culture, had significant contribution for teachers' motivation. However, modeling dimension had counter effect on teachers' motivation.

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