

**PRACTICES AND CHALLENGES IN EXERCISING
TRANSFORMATIONAL LEADERSHIP IN ARSI UNIVERSITY,
ETHIOPIA**

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**Practices and Challenges in Exercising Transformational Leadership in Arsi
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This thesis is submitted in partial fulfillment of the requirement for a degree of Master of Art in Educational Leadership and Management from the directorate of post graduate at Haramaya University. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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DEDICATION

I dedicate this thesis manuscript to my beloved mother Mekiya Adem and my father Ahmed Unsa for their very wish and encouragement in all dimensions of my future career.

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in Oromia Regional state of Arsi Zone in October 10, 1988 G.C. He attended primary school in Diksis State Farm Primary School and high school and Preparatory education at Arboye Senior Secondary School. He then joined Jimma University and earned Bachelor of Art in Educational Planning and Management in 2011 G.C. Since then, he has been served as a principal, expert at Woreda Education office and now working in Arsi University. Finally, in 2017 G.C he joined Haramaya University to pursue his MA postgraduate study in Educational Leadership and Management to diversify his academic qualification to provide holistic service to his country.

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ABBREVIATIONS

CoHS	College of Health Sciences
CoAES	College of Agricultural and Environmental Sciences
CoEBS	College of Education and Behavioral Sciences
CoBE	College of Business and Economics
CSSH	College of Social Sciences and Humanities
HEI	Higher Education Institutions
SPSS	Statistical Package for Social Science
TL	Transformational Leadership
ArU	Arsi University

TABLE OF CONTENTS

STATEMENT OF THE AUTHOR	iv
DEDICATION	v
BIOGRAPHICAL SKETCH OF THE AUTHOR	vi
ACKNOWLEDGEMENTS	vii
ABBREVIATIONS	viii
LIST OF TABLES	xii
ABSTRACT	xiii
1. INTRODUCTION	14
1.1. Background of the Study	14
1.3. Research Questions	6
1.4. Objectives of the Study	6
1.4.1. General objective of the study	6
1.4.2. Specific objectives of the study	6
1.5. Significance of the Study	6
1.6. Delimitation of the study	7
1.7. Limitation of the Study	7
1.8. Operational Definition of Key Terms	7
2. REVIEW OF RELATED LITERATURE	8
2.1. Concept of Leadership	8
2.2. Transformational Leadership and its Practice	9
2.3. Components of Transformational Leadership	11
2.3.1. Idealized Influence	11
2.3.2. Inspirational Motivation	11
2.3.3. Intellectual Stimulation	11
2.3.4. Individualized Consideration	12
2.4. Transformational Leadership in Higher Education	12

Continues...

2.5. Studies in Transformational Leadership	13
2.6. Institutional Vision	14
2.6.1. Communicating About Strategic Vision	15
2.6.2. Participation in Vision Implementation	17
2.7. Transformational Leadership and Vision	18
2.7. Transformational Leadership and Trust	19
2.8. Transformational Leadership and Job Satisfaction	21
2.9. Challenges in practicing Transformational leadership	22
2.10. Strategies in enhancing Transformational leadership Practice	23
3. RESEARCH DESIGN AND METHODOLOGY	25
3.1. Description of the Study Area	25
3.2. Research Design	25
3.3. Sources of Data	26
3.3.1. Primary Sources of Data	26
3.3.2. Secondary Sources of Data	26
3.4. Population, Sample size and Sampling Techniques	26
3.5. Data Collection Instruments	28
3.5.1. Questionnaire	28
3.5.2. Interview	28
3.6. Procedure of the Study	29
3.7. Methods of Data Analysis	29
3.8. Ethical considerations	30
4. RESULTS AND DISCUSSIONS	31
4.1. Background of the Respondents	31
4.2. Practice of Transformational Leadership	33
4.3. Challenges in Exercising Transformational leadership	47
4.4. Strategies to be used to enhance the practice of TL	55
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	61
5.1. Summary	61
5.2. Conclusion	63
5.3. Recommendations	65

Continues...

6. REFERENCES

66

APPENDICES

70

LIST OF TABLES

No	Tables	Page
1.	Table 1:Population, Sample Size and Sampling Techniques	21
2.	Table 2: Respondents' characteristics	33
3.	Table 3: Response of Respondents on the Practice of TL	35
4.	Table 4: Response of Respondents on the Practice of TL	39
5.	Table 5: Practice of TL ,Intellectual stimulation component	43
6.	Table 6:Practice of TL, Individualized consideration Component	46
7.	Table 7a: Challenges in Exercising TL	49
8.	Table 7b: Challenges in Exercising TL	53
9.	Table 8:Strategies to be used to enhance the practice of TL	57

Practices and Challenges in Exercising Transformational Leadership in Arsi University, Ethiopia

ABSTRACT

Gena Ahmed

The purpose of this study was to assess the practices and challenges in exercising transformational leadership in Arsi University. The study also explored the practice, challenges and strategies to be used to enhance the practice of transformational leadership. Descriptive research design along with mixed method was employed. A total of 344 respondents (34 and 310 leaders and staff respectively) were participated in the study. Leaders and staff were selected through purposive and systematic random sampling respectively. Quantitative and qualitative data were collected, through questionnaires, from respondents (both leaders and staff), and an interview from leaders was also part of data collection for the study. Using SPSS version 22, quantitative data were analyzed using descriptive statistics such as frequency, percentage, and inferential statistics chi square while the qualitative data were analyzed using content analysis approach. Finding of the study revealed that the transformational leadership is rarely or not all practiced. Leaders were not inspired towards vision achievement, consider the needs of the staff and not loyal and respect the staff. On the other hand, leaders face such challenges of how to inspire towards vision achievement, enhancing staff job satisfaction and building trust amongst the staff. It was thus concluded that leaders were not involve themselves in inspirational motivation, idealized influence, intellectual stimulation and individual consideration components of transformational leadership. Based on these findings, Arsi university leaders, should have to focus on leadership development, inspiring and vision communication, enhancing staff job satisfaction and performing in a ways that staff build trust towards them.

Key Terms

Transformational leadership, Vision, Trust, Job satisfaction

1. INTRODUCTION

This section of the thesis includes background of the study, statement of the problem, objectives of the study, significance, delimitation, limitation and operational definition of key terms of the study.

1.1. Background of the Study

There has been an explosion of interest in leadership. Each day, stories appear in the newspapers discussing instances of successful leadership, as well as significant failures of leadership (Bass and Riggio, 2006). In the last decade, the focus of leadership research has shifted from traditional models of leadership to a new genre of leadership theories, such as transformational leadership. Transformational leadership has rapidly become the approach of choice for much of the research and application of leadership theory, captured the imagination of scholars, of noted practitioners, and of students of leadership (Bass and Riggio, 2006; Basham, 2012).

Transformational leadership has been linked to outcomes such as leadership effectiveness, satisfaction, innovativeness, quality improvement, and both subjective and objective ratings of performance (Pillai, Schriesheim and Williams, 1999). In addition to that, by no means all writers on higher education leadership support the notion that transformational leadership provides the best model for understanding and developing general principles for leaders in the sector (Bryman, 2012).

Bass and Riggio (2006) explained that this is due to the fact that transformational leadership emphasis on intrinsic motivation and on the positive development of followers, represents a more appealing view of leadership compared to the seemingly “cold,” social exchange process of transactional leadership and provides a better fit for leading today’s complex work groups and organizations, where followers not only seek an inspirational leader to help guide

them through an uncertain environment, but where followers also want to be challenged and to feel empowered, if they are to be loyal, high performers.

A new episode of leadership - transformational leadership communicates strategic vision of the institutions, builds trust among followers and enhances employee job satisfaction towards the achievement of the vision. One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work, lift the spirits of their people and help them to translate the vision into the daily practices of their work (Duignan, 2006). The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the *status quo* and to alter the environment to support being successful.

The empirical literature on leadership worldwide has shown that transformational leadership is positively associated with educational leader effectiveness in communicating strategic vision, building trust among staff and enhancing staff job satisfaction (Bass and Riggio, 2006; Duignan, Bryman, 2012; Pillai, 1999; Harris, 2009; Henok, 2014). Such agenda of internationalization and accreditation of higher education *raison d'être* transformational leadership that looks at the horizon so that to elevate the standard of their higher education institutions.

Study conducted by Basham (2012) in the United States of America emphasized for transformational leadership that set clear directional path of vision and communicate the workable strategy for the overall change of the institutions. The findings of this study found that the university leadership recognizes the critical need for devoting time in providing all stakeholders of their higher education institution with a vision, purpose, and with values that result in a clear and consistent direction. Yadav and Agrawal (2017) in their study discussed that leaders face such challenges of how to inspire followers.

During the past decade, the government of Ethiopia has undergone several changes especially the expansion of higher institution alongside the government gave special emphasis for successful leaders that transform the institutions vision in to reality. According to Ethiopian Education Strategy Center (2013) one of the major challenges in undertaking this massive endeavor has been finding the sort of leadership that can effectively tackle the task of successfully running newly established higher education institutions. Further, some leaders encounter such challenges of articulating and working towards vision achievement making themselves around day to day busy schedules. An expansion of the institutions needs successful transformational university leadership that inspires the staff towards the realistic future. Such leaders 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 (Geleta and kedir, 2017).

According to Smyth(2005) one of the more recent and more fervent last category seems without leadership of the kind we've been calling for, it is hard to see how we can shape a more desirable future for this nation or the world. In its purest form, it is the ability to guide and direct those within a given organization, focusing on one clear, directed vision through the application of the components of transformational leadership(Huse, 2003).Demand for the transformation of higher institutions cannot easily be achieved, need transformational leadership that communicates the universities strategic vision, build trust among staff and enhances staff job satisfaction towards this end. Thus, the focus of this study is to investigate the practice and challenges in exercising transformational leadership-to what extent the Universities leadership practice transformational leadership, challenges and what strategies to be used to enhance the practice of transformational leadership in Arsi University.

1.2.Statement of the Problem

Higher education leadership(HEL) has become a concern for many researchers in this rhetoric macrocosm of global competition. Global pressure demands a move from traditional to transformational leadership. Argia and Ismail (2013) supported that transformational leadership has increasingly become associated with individuals at different levels within an organization. These and other sources support that without effective higher institutions

leadership, it is difficult to achieve higher institutions strategic vision. Demand for internationalization and accreditation of higher institutions placed pressure up on higher education institutions in effectively achieving their vision. Such compelling agenda calls for transformational leadership that debate about the strategic vision implementation through building trust from the followers thereby enhancing staff job satisfaction.

Since its inception, research has demonstrated the utility of transformational leadership for increasing organizational satisfaction, commitment, and effectiveness ,as well as the increased understanding of the dynamics of transformational leadership (Bass, 2000). Hukpati(2009) Confirmed that transformational leaders are change agents who have a vision for the organization in order to effect change and have widespread and significant implications for educators and the educational system. Transformational leadership has become a very popular model generating a great deal of discussion and research. Perhaps the reason that the model of transformational leadership has received so much attention from scholars and practitioners is that it represents the changing nature of effective leadership as we now see it and know it in businesses, government, and social movements (Bass and Riggio, 2006). They added that leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision.

The reforms initiated by the Federal Ministry of Education (MoE) have placed leaders of educational institutions at all levels in a highly visible leadership role (Keiradin and Abeya, 2017). However, higher educational leadership seems those only maintaining the status quo than changing the old system and coping for global competition. Conversely, stressing transformational leadership Mujkić et al., (2014) forwarded that transformational leadership is different from others exactly because of the tendency to change the *status quo* articulating to followers the problems in the current system, while exposing a convincing and strong vision of the organization's new appearance and function.

Transformational leadership communicates the shared vision in a way that the staff understands it for the betterment of the institutions. Arsi University leaders seem that they were not effectively inspired the staff with the university's strategic vision-not well inspire with and working towards the roadmap that the university is striving for. From the observation, it seems that the staffs were not built trust towards the university's leadership. Further, it seems that the staffs were not satisfied with the university's leadership which erodes the commitment of the staff to perform beyond the expectation. It seems that some leaders face such challenges of maintaining status quo than moving for new model of leadership. In addition to that, leadership face challenges of envisioning the staff with the bright future and translating it in to daily practices. Leaders find themselves challenges in making self-sacrifices and put the needs of the mission or organization above their materialistic self-interests.

On the other hand, MOE also calls for transformational leadership that creates internationally recognized Ethiopian higher institutions. Accordingly, Arsi University was envisioned to be among the leading university in East Africa and recognized in the world by 2033. Though such clear vision is there, there is a view that the university leadership fails to communicate the strategic vision of the university to its staff. Additionally, there is a view that the leadership could not build the trust from their respective followers and not attempt at creating satisfied staff with the leadership. However, Bernard and Riggio (2006) emphasized that transformational leadership at all levels in a firm should be encouraged because it can make a big difference in the firm's performance if it is nurtured at any level, not just at the top level of leadership.

Empirical research investigation in relation to transformational leadership in higher education in Ethiopia is very rare. Since such a gap is there, it is difficult to inform higher education leadership specifically such of **Arsi University** to review through the practice of their leadership. So, this study will be conducted to fill such gaps.

1.3. Research Questions

The study was aimed at answering the following basic research questions.

1. How often Arsi University leaders practice transformational leadership?
2. What are the challenges of leaders in exercising transformational leadership in Arsi University?
3. What alternative strategies employed to enhance the practice of transformational leadership in Arsi University?

1.4. Objectives of the Study

1.4.1. General objective of the study

The general objective of this study was to examine practices and challenges in exercising transformational leadership in Arsi University.

1.4.2. Specific objectives of the study

The specific objectives of this study were to:-

1. Examine how often Arsi University leadership practices transformational leadership.
2. Identify the challenges in exercising transformational leadership in Arsi University.
3. Investigate what alternative strategies are employed to enhance the practice of transformational leadership in Arsi University.

1.5. Significance of the Study

The result of the study may provide feedback for Arsi University's leadership on practices and challenges of transformational leadership and it might help them to review their leadership practices. To date, there are no empirical evidence investigated the practices and challenges in exercising transformational leadership in Arsi University. So, this study will provide for further research exploration of transformational leadership in Arsi University. Moreover, it may give insight for education sector and non-

governmental organizations on how to enhance and overcome the challenges pertaining to the practice of transformational leadership.

1.6. Delimitation of the study

The study mainly focuses on investigating the practices and challenges in exercising transformational leadership in Arsi University. The budget and time constraint restricted the researcher to focus only on Arsi university among other Ethiopian higher education. The researcher was selected sample from Directors, Colleges Deans', team leaders, Department heads and staff of Arsi University. Furthermore, the study is focused on leaderships' practice of transformational leadership in inspiring towards vision achievement, enhancing staff satisfaction and building trust amongst the staff. In addition, challenges and strategies in exercising transformational leadership were investigated.

1.7. Limitation of the Study

It is obvious that research work cannot totally free from limitations. Some limitations were also observed in this study. The research has been conducted only on one university. This is one limitation of the university. Again, the study has been not included top officials such as president and vice presidents as part of the study.

1.8. Operational Definition of Key Terms

Challenges are factors that contest the practice of transformational leadership in Arsi University

Leaders in this study includes Deans, Directors, Team leaders and Department Heads working in Arsi University

Practice refers to the extent in which transformational leadership is exhibited

Staff in this study refers to both permanent academic and administrative employee working in Arsi University

Strategic vision in this study refers to 2033 vision of Arsi University

Transformational Leadership is a leadership style that influences the staff to perform beyond expectation for the achievement of organizational vision.

2. REVIEW OF RELATED LITERATURE

The focus of this unit was to review literatures that are relevant to the topic “Practice and challenges in exercising Transformational leadership in Arsi University”. From the very beginning leadership concept has been discussed. Again such concepts of transformational leadership, transformational leadership and its practice ,components of transformational leadership, studies in transformational leadership, institutional vision, transformational leadership and trust ,transformational leadership, transformational and job satisfaction were briefly presented. Finally, challenges in exercising transformational leadership and strategies to be used to enhance the practice of transformational leadership were presented.

2.1. Concept of Leadership

Different scholars defined leadership in which their definitions focus on influencing the subordinate towards goal achievement. Gonzales and Marion (2014) forwarded that leadership is influencing a group to achieve a goal; thus, leadership is about change as well as influence and leadership is goal focused: it has an end in sight that advances the needs of the organization or the group. Yukl (2010) further explained that leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. He further elaborated that the definition includes efforts not only to influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges.

There has been great interest, even fascination, in leaders and the subject of leadership in recent years(Smyth,2005).Perhaps the most widely shared understanding among contemporary theorists that leadership is primarily a relationship between leaders and followers (Morrill,2007).The conditions of leadership in the late twentieth century has changed dramatically. To be effective, leaders need to understand the subtle but wrenching shift that has occurred in the leadership landscape (Zand, 1997).Since the mid-1990s, leadership has become the key concept in work concerned with developing

policy and practice in educational systems and organizations (Bennett ,Megan and Marion.,2003).

The interest in the subject of leadership in higher education institutions (HEI) has been increasing over the last decades. Leadership as a concept on its own has evolved, due to the changes in demographics, globalization, technology and work practices. The problem is that the universe is an ever-changing system. From the external world, we receive signals suggesting the need for change—the need to grow beyond our routines and move to a higher level of personal complexity (Crosby and Bryson, 2005).

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work, lift the spirits of their people and help them to translate the vision into the daily practices of their work and in this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction (Duignan, 2006).

Leadership topic in HEI has been lately raising issues like job satisfaction is commonly understood as a set of emotions, feelings or attitudes toward one's working environment-employee job satisfaction is a sense which is desirable in most of the organizations and valued by the staff(Hukpati, 2009). A lot of researchers agree that satisfied university staff can contribute to organizational effectiveness, and motivation of staff can trigger better results in student performance, the development of strong organizational culture, better image of the institution and even higher numbers of talented students and faculty members(Siddique *et al.*, 2011; Webb, 2009) cited by (Hukpati,2009) .Where ideas from leadership theory and research are drawn upon within higher educational research, there is a tendency to emphasize concepts associated with the new leadership approach such as transformational leadership or vision(Bryman,2012).

2.2. Transformational Leadership and its Practice

The 21st century world is troubled by deep-rooted problems that require not simply improvement but more expansive, deeper-reaching responses that are transformational in

purpose, process and outcome (Skerritt, *et al.* 2015). The critical spirit of leadership leads naturally to the notion of transformation-leadership is and must be oriented toward social change; change which is transformative in degree (Smyth, 2005). He added that without leadership of the kind we've been calling for, it is hard to see how we can shape a more desirable future for this nation or the world. Studies of successful and unsuccessful organizational transformation have emphasized the decisive role of leadership in these situations and have given rise to the concept of transformational leadership, which is also termed visionary leadership, strategic leadership or charismatic leadership (Hersey *et al.*, 2013).

Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity (Bass and Riggio, 2006). In addition, they explained that transformational leaders help followers grow and develop into leaders by responding to individual followers' needs, by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. The extent to which a leader is transformational, is measured first, in terms of his/her influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected – these outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity (Harris, 2009)

Leaders must engage followers such that there is mutual commitment to the shared purpose of building the best of organizations. Transformational leadership is the ability of an individual to envision a new social condition and to communicate this vision to followers. The leader here both inspires and transforms individual followers so that they to develop a new level of concern about their human condition and, sometimes, the condition of humanity at large (Smyth, 2005). Transformational leaders challenge their subordinates' thinking, show personal interest in their development, inspire them to

higher levels of achievement, and represent a magnetic source of attraction (Morrill,2007).Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass and Riggio, 2006).

2.3. Components of Transformational Leadership

Four components of transformational leadership were discussed by different scholars especially such as Burns, Avolio and Bass. These components characterize and explain the behavior of transformational leadership. The following four components were explained by Bass and Riggio (2006):-

2.3.1. Idealized Influence

Transformational leaders behave in ways that allow them to serve as role models for their followers. The leaders are admired, respected and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. In addition, leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct.

2.3.2. Inspirational Motivation

Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision.

2.3.3. Intellectual Stimulation

Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are

encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas.

2.3.4. Individualized Consideration

Transformational leaders pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences (e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure). A two-way exchange in communication is encouraged, and "management by walking around" workspaces is practiced. Interactions with followers are personalized (e.g., the leader remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee). The individually considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on.

2.4. Transformational Leadership in Higher Education

Not only has research on transformational leadership examined a number of potential outcomes, it has also been conducted in a number of research contexts, including education. Nonetheless, it has only recently begun to attract research attention specifically in the sub-context of higher education (Tomsett, 2017). Obviously, much of the literature on leadership is as applicable to higher education as it is to the private sector, although effective leadership within such a dynamic environment can be very challenging (smith, 2006).

Transformational leadership in higher education focus on vision achievement. Transformational leaders are very different as they encourage others to have high expectations or goals and they are there to motivate others in helping them to reach their personal targets (Gedminiene and Kaminskiene, 2016). Transformational leadership is the current focus of concepts relating to organizational leadership, concepts based on vision statements that provide the directional path for an organization. Through the inspirational motivation the leader influence the follower towards vision achievement. Since there the caliber in higher education transformational leadership motivates and enhances the employee job satisfaction towards such achievement. Transformational leadership leads in ways that the staffs build trust towards leaders.

2.5. Studies in Transformational Leadership

Where ideas from leadership theory and research are drawn upon within higher educational research, there is a tendency to emphasize concepts associated with the new leadership approach such as transformational leadership or vision (Bryman, 2012). Indeed, a recent meta-analysis by Balwant (2016) shows the proliferation of studies of transformational leadership in HE settings over the last two decades; of the 22 studies in Balwant's review of works from 1997-present (including unpublished works such as doctoral theses) 14 were published in the last five years cited by Tomsett, 2017.

Different findings showed that transformational leadership is positively correlated with vision achievement. Study conducted by Basham (2012) on Americas' Universities showed that University presidents recognize the critical need for devoting time in providing all stakeholders of their higher education institution with a vision, purpose, and with values that result in a clear and consistent direction. Again in this study it is founded that University presidents recognize that establishing an environment of excellence in the performance of their institution for higher education inspires trust in their leadership as well as energizes the complete organization including faculty, staff, and students.

Several studies showed that transformational leadership increase organization efficiency through cultivating the morale of the staff. Transformational leaders tend to exhibit an individual success, high expectations, and acknowledgment, as well as design, preferred behaviors (Abouraiia and Othman, 2017). If the individual opinion can be changed in order to get a higher level of satisfaction, it can reflect on the effective organizational level. That is why transformational leaders cultivate their own capabilities in changing opinions of their employees about the work they do, through inspiration and intellectual stimulation.

Transformational leadership enhances staff job satisfaction through individualized considerations in which leaders pay attention to each follower's needs and wants by mentoring, supporting, encouraging and coaching followers to use their competence. Study conducted by Ali (2016) in Malaysian Universities confirmed the four components of transformational leaderships positively correlated with staff job satisfaction. Again study conducted by Munir *et al.*, (2012) confirmed the same.

Though such practice of transformational leadership is there, different studies founded challenges while practicing transformational leadership. Yadav and Agrawa (2017) founded that leaders face such challenges among others of how to inspire, thinking big picture, and dynamics of the globe.

2.6. Institutional Vision

Over the past decade, researchers and practitioners have placed great emphasis on the importance of having an organizational vision. Creating such a vision, however, is often easier said than done (Riggio *et al.*, 2008). When claims are made about levels of attainment, it should be clear how the institution will substantiate them and the basic idea of vision is not esoteric or fanciful but is the soul of strategy and of leadership (Morrill, 2007). Where as strategic leaders are responsible for predicting many things about the external market, environment, and customer priorities, vision requires a different type of prediction: one that paints a vivid portrait of the organization's ideal

future state—such corporate leaders as Jack Welch, George Merck, and Bill Gates have all been praised for succeeding in creating and disseminating a vision that effectively charts the direction of their companies, but vision creation is not always a task completed by executive leaders; many companies are beginning to understand the importance of involving followers in the process of vision creation, dissemination, and implementation (Riggio *et al.*, 2008). Linking vision to practice seems to be a vital component in the relationship of the leader and followers—drawing people beyond their daily tasks and routines and engaging them in helping to shape a desired future, facilitates the creation of a more meaningful and inspiring workplace (Duginan, 2006).

2.6.1. Communicating About Strategic Vision

Most theories of leadership give a central place to the importance of communication in order to engage and motivate constituents. Transformational leadership played vital role in doing so. It will become apparent that to serve a process of strategic leadership, communication must meet a series of tests. Both during and at the conclusion of a strategy process, communication will show itself to be characterized by (Morril, 2007):

- **Reciprocity:** Most of the values and strategies developed in the process come from the campus community itself and are given back to it, perhaps in new forms, in the final vision and goals of the plan.
- **Participation:** There are ample opportunities for people to be heard and for genuine give-and-take in the development of the strategy.
- **Urgency:** Effective communication gains attention, shows that strategy matters and summons effort and commitment to succeed in the face of obstacles.
- **Learning:** In an effective strategy process, everyone learns about the institution and how it really works, as well as about the challenges it faces in the environment
- **Narrative:** The strategy uses the story and the narrative voice to embody the institution's identity, capture its spirit, resolve conflicts, and create a sense of connection between the past and the future.
- **Validation:** Invitations to experts on and off campus to speak and write about the plan can both clarify and verify its claims.

- **Motivation:** Leadership is always about motivation and inspiration, and communication is one of the primary vehicles through which it is achieved.
- **Repetition:** The periodic and consistent communication of the key messages of the strategy in a variety of contexts is a necessity.

Because followers are integrally involved in moving the organization toward future state, it can be argued that the importance of followers in the creation and realization of vision is equal to, if not greater than, the importance of strategic leaders (Riggio *et al.*, 2008). However, leadership overlooked communicating the vision of the organization ignoring the fact that a leader's success is often dependent on the effectiveness of his or her followers. Leadership who communicates the strategic vision of the institutions' creates staff that understands where their organization is striving for.

Most organization post their vision on posters, publish it on website, on the other hand they fail communicating it for the followers down side. With a newly crafted vision in hand, many leaders will simply post it on a wall, design a placard, or unveil it in the company newsletter without thinking about whether these media will impact followers in the manner they had intended (Riggio *et al.*, 2008). They stressed that leaders should take great care in the methods they use to circulate the vision, as weaker methods may communicate weaker importance. Likewise, leaders should ward off the temptation to simply cascade the vision from the upper to the lower levels of the organization.

Here are some specific suggestions for engaging followers in communicating the vision (Riggio *et al.*, 2008).

- **Build a coalition.** Identify those individuals who are behind the vision and enlist their efforts in socializing the vision with other organization members. Encourage conversation around the vision, what it means for the organization, and what it means for the individual.

- **Do it yourself.** Leaders must also directly communicate the vision to organization members through both formal and informal conversation. The leader must be the first and most dedicated champion of the organization's future state.
- **Find the holes.** Manage the message as it travels through the different parts of the organization by having followers update you on how the message is being received by organization members. These updates will also help ensure that the message has not been distorted, misdirected, or misinterpreted by employees.
- **Walk the talk.** Merely communicating the vision is not enough to rally people behind its message. Leaders should embody the vision in everything they do. The vision should come to life through the leader's behaviors and decisions, as well as through all initiatives put forth by the leader. Leaders who demonstrate vision-consistent behaviors will encourage followers at all levels to do the same. To this end, leaders will create an organization that lives its vision, rather than one that simply has a vision.

2.6.2. Participation in Vision Implementation

There is little consensus in the academic literature on the best way to implement a vision or on the exact leader and follower behaviors that are required to do so (Riggio *et al.*, 2008). A vision that truly enlists and inspires others wells up from their deep needs and aspirations-often, as we shall see, the way to achieve such a vision is by working with and through the people for whom it is intended (Crosby and Bryson, 2005).

Here are some suggestions for involving followers in creating an implementation strategy (Riggio *et al.*, 2008):-

- **Use the coalition.** Leaders should utilize the knowledge and understanding of the group that was active in socializing the vision for evaluation of the implementation strategy. This group can aid in the process of ensuring that the strategy is aligned with followers' shared understanding of the vision.
- **Recruit change agents.** Encourage coalition members and other followers to champion the implementation effort. Change agents can be involved in leading informational sessions, conducting interviews with key stakeholders, or surveying the organization for readiness to receive the implementation.

- **Build in feedback loops.** Create a forum for change agents to communicate organizational readiness or issues surrounding resistance. Work with followers to address issues that might stifle the implementation effort.
- **Monitor the results.** Ensure that the implementation effort is achieving desirable results. Talk with followers about whether the strategy has achieved the desired objectives and, if it has not, engage followers in a discussion on how to improve the effectiveness of implementation.

2.7. Transformational Leadership and Vision

In its very central core transformational leadership emphasize on inspiring followers towards the achievement of organizational vision. Among the components of transformational leadership inspirational motivation, the leader behaves in a ways that inspire the followers towards the vision achievement. Bass and Riggio (2006) in their book entitled transformational leadership discussed that leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision. Visionary leaders create and communicate meaning about historical events, current reality, group mission, and prospects for the future.

Scholars considered transformational leadership as visionary that effectively focus on vision achievement. Studies of successful and unsuccessful organizational transformation have emphasized the decisive role of leadership in these situation and have given rise to the concept of transformational leadership ,which is also termed visionary leadership, strategic leadership or charismatic leadership(Hersey *et al* . ,2013).Visionary leaders can motivate others to appeal to their higher and sometimes unrealistic ideals-translate their dreams into reality by articulating the vision, explaining the vision to others, and developing the vision to achieve the desired goals (Ward, 2002). Visionary leadership offer compelling vision that weaves together a hopeful understanding of a public problem and the most promising solutions, shapes the meaning of public problems and inspires commitment to proposed solutions and describe a future that is full of immediacy and promise (Crosby and Bryson, 2005).

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 (Keiradin and Abeya, 2017). Inspirational leaders may reframe opportunities so that the environment is transformed from a situation of threat into a situation of opportunity— the leaders can show how the followers' behavior can contribute to fulfillment of those purposes, values, and meanings (Bass and Riggio, 2006).

One of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work— lift the spirits of their people and help them to translate the vision into the daily practices of their work and in this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction (Duignan, 2006). Transformational leadership facilitates the environment for the vision achievement. When the circumstances are right, humans can turn their images of the future into reality by committing skill, imagination, resolve, and resources to the task (Morrill, 2007).

2.7. Transformational Leadership and Trust

Interpersonal trust is a psychological state comprising the intention to accept vulnerability to the actions of another party based upon the expectation that the other will perform a particular action important to you, irrespective of the ability to monitor or control that other party (Six, 2005). In addition, the trust is considered as the willingness of the one party to do the other party work with the acceptance of responsibility and in the positive manner (Uddin, 2013). Trust is a dynamic, interpersonal link between people, with unique implications for the workplace. Trust is defined as an expectation or belief that one can rely on another person's actions and words and that the person has good intentions to carry out their promises. Trust is most meaningful in situations in which one party is at risk or vulnerable to another party (Bligh, 2017)

In a team with a high level of trust and spirit, each member knows he or she can rely on the others to fulfill their roles competently and reliably, verbal and nonverbal cues are easily deciphered, and productivity amazes observers and even the members (Crosby and Bryson, 2005). Thus, it is very unlikely that a leader who is not trusted by his or her followers can successfully achieve commitment to a vision because a lack of confidence in the leader will reduce the appeal of the vision (Pillai *et al.*, 1999).

The meaningful role of trust in transformational leadership has long been recognized as well. Bass's model of transformational leadership argued that this leadership style is effective in part through its facilitation of follower trust. Transformational leaders intellectually stimulate their followers to rethink problems and take risks. Thus, if transformational leadership wishes to motivate their followers to take risks and chart new territories, they may have to set a personal example in order to win the trust of their followers (Pillai *et al.*, 1999). Riggio *et al.*, (2008) supported that leaders who espouse a vision that is shared by the entire organization are perceived by followers as being more trustworthy and dynamic, and as having more expertise than those leaders who fail to articulate a vision. Thus, transformational leaders may be able to build mutual trust by developing a common vision that group members can collectively identify with and pursue with the objective of creating joint products (Pillai *et al.*, 1999).

Some research suggests that the relationship between transformational leadership and performance is dependent on both followers' trust in the leader and value congruence (Bligh, 2017). For example, in a study of Research and Development teams, consulting team members when making decisions, communicating a collective vision, and sharing common values with the leader predicted 67 % of employees' ratings of trust in their leaders. Transformational leadership is based on true trust, commendation, acknowledgment and encouragement on all the levels of influence which is evident in the trust the leader has in the capabilities of his followers (Mujkic *et al.*, 2014). Transformational leaders gain follower trust by maintaining their integrity and

dedication, by being fair in their treatment of followers, and by demonstrating their faith in followers by empowering them.

In general, there is a positive relationship between transformational leadership and trust. Study conducted by Uddin(2013) showed that the results of the transformational leadership and trust on leader proved to be significant and positively related-the trust on leader makes the employees to perform far better than they perform without having trust on the leader. He added that the main reason behind it is the transformational leadership makes the employees to work in the friendly environment, the task are designed very clearly and the targets are defined. This helps the employees to work effectively and accept the challenges.

2.8. Transformational Leadership and Job Satisfaction

Transformational leadership is a new leadership paradigm that encompasses the intuitive and emotional nature of people by placing emphasis on interpersonal relationships (Ward, 2002).

Several empirical studies showed that there is positive correlation between transformational and staff job satisfaction. Transformational leadership is a process of inspiring change and empowering followers to improve themselves and the organization. Transformational leaders help people search for satisfaction and to understand the need for organizational change (Sung *et al.*, 2004).

If the individual opinion can be changed in order to get a higher level of satisfaction, it can reflect on the effective organizational level. That is why transformational leaders cultivate their own capabilities in changing opinions of their employees about the work they do, through inspiration and intellectual stimulation. On the basis of scientific observation of Mathieu &Zajac (1990) job satisfaction is in correlation with commitment to work, which makes it reasonable to expect that the effect of transformational leadership on the employee satisfaction is considered from the point of view of commitment to work(quoted in Mujkic *et al.*,2014)

Not mere financial instrument satisfy and motivate the organization members, now a days, most of the institutions are split—shift from traditional autocratic style to transformational style since staff members are not merely viewing financial advantages yet they likewise demand assistance and support from their administration (Abouraia and Othman 2017). In leadership, Burns characterizes transforming leadership in primarily moral terms— involves the leader’s ability to summon followers to a higher level of ethical understanding and commitment, the capacity, for example, to move the group or the society to the more elevated concerns of justice and equality, rather than just the satisfaction of material wants and needs(Morril, 2007).

2.9. Challenges in practicing Transformational leadership

The challenges facing higher education leaders are arguably among the most daunting anywhere. Presidents, provosts, deans and others in leadership roles in colleges and universities have to take account of national challenges, local and institutional goals and priorities, and a diverse and often seemingly irreconcilable array of stakeholder expectations, as well as the demands and wishes of bright and independent colleagues(Delener, n.d.).

Educational leaders are challenged to engage with their staff in ways that take the whole group forward, rather than plugging gaps and responding primarily to perceived emergencies. Communicating the strategic purpose to everyone is vital in drawing together staff at all levels. Clear purpose, inspirational communication, and an appeal to agreed values and belief systems, will point clearly to the road forward. A major problem identified by a number of leaders in the study was finding the time to reflect on and communicate a vision in the face of busy schedules (Duignan, 2006).

Study conducted by Yadav and Agrawal (2017) on challenges face by leaders founded among others that leaders face such challenges of inspiring the followers with the realistic future, face such paradox of influence and authority and face thinking big picture systematically . Again some leaders focus on control model than influencing and motivating towards vision achievement. Study conducted by Duignan(2006) showed that

the challenge to lead in a time of change is a difficult one, because it often requires a shift from a hierarchical world model to an inclusive, transformational leadership model and some educational leaders in this study acknowledged that they still used a control model more than an inclusive model because they have not shifted their mindset to the new paradigm in which they now live.

Again the level that the staff satisfied with leadership affects the organization future state. Study conducted by Munir *et al.*,(2012) indicated for the fact that that transformational leadership and job satisfaction are two important elements in creating a healthy organization. Again it is a challenge for organization if not the leaders were not built the trust amongst the staff. Research carried out by Shurland (2016) founded that subordinates considered trust as the foundation for building excellent leader-follower relationships which in turn affects respect, loyalty and consideration. Additionally, the research conducted by Mulatu (2015) was found that failure of the university leadership to build trust among followers is the major challenges of university leadership in exercising transformational leadership.

2.10. Strategies in enhancing Transformational leadership Practice

Because of the dynamic environment, the vision, mission, and core values of many higher education institutions are fluid and under continuous challenge. Therefore, today's leaders must be skilled in not only motivating change, but also eloquently articulating it for diverse audiences (Delener, n.d.). Mulatu(2015) in his study recommended that leaders should have to build trust among the staff , primarily focus on developing people through empowering them and should focus on strategic issues instead of wasting time in changing and re-changing structures. A major challenge for educational leaders is to translate the vision into everyday practices. A good start is to create more purposeful and inspiring workplaces built on trust, transparency and open communications. Basham(2012) concluded in his study the critical need for devoting time in providing all stakeholders of their higher education institution with a vision, purpose, and with values that result in a clear and consistent direction.

Several studies showed that transformational leadership increase organization efficiency through cultivating the morale of the staff. Transformational leaders tend to exhibit an individual success, high expectations, and acknowledgment, as well as design, preferred behaviors (Abouraia and Othman, 2017). Study conducted by Yadav and Agrawal (2017) emphasized for providing access to other strategists and developing an opportunity to meet and work with their peers across the organization. It is to the level employee feel empowered that they increase the commitment for the wellbeing of the organization. In that way, transformational leaders make it easy for others to share ideas by encouraging new ways of thinking and explicitly asking for advice. Transformational leaders must empower workers to achieve change, motivate them during tough times and deal with resistance, which is inevitable.

3. RESEARCH DESIGN AND METHODOLOGY

This part of the research deals with research design, description of the study area, sources of data, population, sample size and sampling techniques, data collection instruments, method of data analysis and ethical considerations.

3.1. Description of the Study Area

The study was conducted in Arsi University. Arsi University is found in Arsi Zone, Oromia Regional State, Ethiopia in Asela town far 175 KM from Finfine capital city of Ethiopia to South Eastern part of the country. According to Arsi University International and Public relation Directorate (2018), Arsi University contains two main campuses that flourished in Asela and Bokeji Town. Asela campus composed of two independent colleges (College of Health Sciences (CoHS), Agricultural (CoAES) and under central administration (College of Education and Behavioral Sciences (CoEBS), Business and Economics (CoBE) and School of Law. College of Social Sciences and Humanities (CSSH) established at Bekoji Campus.

3.2. Research Design

Descriptive research design was used for the purpose of this study which was planned to collect both quantitative and qualitative data from the target population. This design was selected because it enabled the researcher to get appropriate and an exact description of the current status of practices and challenges in exercising transformational leadership in Arsi University. To fill the gap of both quantitative and qualitative research methods, the mixed research method was employed for the purpose of this study. Mixed methods research designs combine quantitative and qualitative approaches by including both quantitative and qualitative data in a single study and the purpose of mixed method research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Airasian *et al.*, 2012).

3.3. Sources of Data

Both primary and secondary sources of data were used for the purpose of this study.

3.3.1. Primary Sources of Data

Primary data were collected from directors, deans, department heads, team leaders and staff (academic and administrative) through modified Multifactor leadership Questionnaire of transformational leadership measurement.

3.3.2. Secondary Sources of Data

Different journals, books and research thesis were used as secondary data. Again universities strategic plan and annual report were also use.

3.4. Population, Sample size and Sampling Techniques

As it is explained above, Arsi University contains two main campuses that flourished in Asela and Bokeji Town. Asela campus is composed of two independent colleges (College of Health Sciences (CoHS), Agricultural and Environmental Science (CoAES) and under central administration (College of Education and Behavioral Sciences (CoEBs), Business and Economics (CoBE) and School of Law. College of Social sciences and Humanities (CSSH) established at Bekoji Campus. The Data were collected from Directorate, Dean, Team leaders, department heads and staff of the above college and central administration of the University.

After the population were grouped into colleges and central administration through stratified sampling, sample drawn from each strata using systematic random system. In order to decide upon sample size of respective college and central administration, Yamane (1967) formula of sample size was used. Accordingly, the following formula shows the selected sample.

$$n = \frac{N}{1 + Nd^2}$$

Where N=population, n=sample size, d^2 = the level of confidence set ($\leq \alpha.05$).

Accordingly, sample size for total population was decided as;

$$n = \frac{N}{1 + Nd^2} = n = \frac{2729}{1 + 2729(.05)^2}$$

$$n = \frac{2729}{1+2729(.0025)} = n=380 \text{ sample size for total population.}$$

Arsi University contains two main campuses that flourished in Asela and Bokeji Town. After population were grouped into colleges through stratified sampling, sample drawn from each strata using systematic random system. Each college has Deans, Directors, Team leaders and Department heads except CoBE, CoEBS, and School of Law, not have Directors position. In the same way in central administration, there are Directors and Team leaders as of higher education structure.

In this way, the respondents were selected from respective Colleges through different sampling methods. The below table shows that academic and administrative staff were selected through systematic random sampling. Accordingly, 87 and 250 academic and administrative staff were selected respectively. Through availability sampling 4 and 5 director through random sampling, totally 9 directors were selected. Among Colleges Deans 3 were selected through purposive sampling and 16 and 15 team leaders and department heads respectively were selected through systematic random sampling.

Table 1. Population, Sample Size and Sampling Techniques

Staff	Central		Law school		*CoHS		**CoAE S		***CSSH		**** CEBS		*****CB E		P	S	Sampling methods
	P	S	P	S	P	S	P	S	P	S	P	S	p	S			
Academ			20	3	231	29	134	17	102	13	35	5	151	20	673	87	Systematic
Administrative	495	64	1		685	88	459	59	280	36	3	1	4	2	1927	250	Systematic
Directors	20	5			3	2	1	1	1	1	0		0		25	9	Rand and availa
Deans			1		1		1	0	1	0	1		1		6	3	Availability
Team Ldr	22	5			25	5	9	3	7	3	0		0		63	16	Random
Dept Heads			1	1	11	5	6	3	6	3	5	2	6	3	35	15	Systemic and avail
Total	537	74	23	4	956	129	610	83	397	56	44	8	162	25	2729	380	

Source: Arsi University Human Resource and Development Directorate 2018 third Quarter *(CoHS) College of Health Sciences, **(CoAES) Agricultural and Environmental Sciences ,*** CoHS College of Social Sciences,****(CoEBs) College of Education and Behavioral Sciences,***** (CoBE) Business and Economics .P=Population,S=Sample

3.5. Data Collection Instruments

3.5.1. Questionnaire

Questionnaires were employed as a major instrument to collect information from leaders (directors, team leaders, department heads) and staff. The questionnaire is used to obtain truthful information, opinions and attitudes from respondents about practice and challenges in exercising transformational leadership in Arsi University. Questionnaires were prepared in English language that composed of closed-ended and open-ended questions to solicit adequate information as much as possible.

The pilot test were conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of pilot test was to make necessary amendments so as to correct confusing and ambiguous questions as well as to examine the quality or appropriateness of the prepared instruments. It was tested by giving it to a sample of individuals drawn from the population whom the researcher plans to select respondents. Thus, questionnaires were distributed, first to five (5) leaders and fifteen (15) staff from Central administration of the university. The researcher provided an adequate orientation about the purpose and how to fill the questionnaires for the sample respondents, so that the respondents will be freely responded to the questionnaire. A reliability coefficient (alpha) of 0.70 or higher was considered acceptable reliability. Therefore, the Cronbach's alpha reliability coefficient was obtained to check for internal consistency for all items. Accordingly, consistencies and weaknesses noted during pilot test were corrected. Besides, the calculated Cronbach's Alpha coefficient for this study was 0.892 after some modifications were made.

3.5.2. Interview

In addition to the questionnaire, interview was the other instrument of collecting data for the study. The interview was used to get deep information and opinion about the practice and challenges in exercising transformational leadership in Arsi University. The researcher carried out four unstructured interview questions with dean(1), department heads(2), directors(1) and team leaders(1). While the interview, the researcher was took short note so that make analysis part complete as much as possible.

3.6. Procedure of the Study

To confirm access to the university participant in the study, the researcher requested a permission through presenting cooperation a letters first to Academic Vice President briefly describing the purpose of the study and thereby to College Deans to request their participation in the study. In the initial letter, heads were also asked to recommend the staff to participate. Upon receiving deans and directors permission, the researcher communicates personally prospective participants requesting them to participate in the study. Finally, the researcher distributes the prepared questionnaire to the respondents. After a week the researcher asked them to submit the response of questionnaire from each of the colleges and central administration.

3.7. Methods of Data Analysis

After collecting all the necessary information, the data were edited and reduced first, then coded and processed separately for each item in a way appropriate to answer the research questions. The data collected during the study through interview and questionnaires were analyzed both quantitatively and qualitatively after information was organized and coded. The major indicators of each factors are selected and presented to the respondents to be rated on five point likert scale (not at all, once in awhile, sometimes, fairly often and frequently) from frequently=5 to not at all =1. Quantitative data were coded, tabulated, and analyzed by using descriptive statistics such as frequency and percentage . The calculation was done by using SPSS software version 22. In addition to this, in order to see the significance differences between the responses of leaders and staff through inferential statistics ,as Chi-square was used.

Moreover, the qualitative data gathered through open-ended questionnaire and interview were presented qualitatively by reviewing ,narrating, interpreting and reflecting on the key point related to the study and were triangulating the information obtained through questionnaire. Eventually, the result obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

3.8 .Ethical considerations

The researcher was protected the respondents' privacy. From the very beginning, the researcher was informed the respondents about the purpose of the study. Considered research ethics in data collection, analysis and recommendations. Moreover, participants was received a verbal and written description of the study, and informed consent was obtained before the survey. Participation in the study was voluntarily, and all participants' responses were kept confidential. Finally, a copy of the final report could be given to the organization if necessary.

4. RESULTS AND DISCUSSIONS

This chapter contains two parts; the first part deals with the characteristics of the respondents; and the second part deals with presentation, analysis and interpretation of the data. The main purpose of the study analyzed the practice and challenges in exercising transformational leadership . The study was mainly emphasized practice, challenges, and alternative strategies to be employed to enhance the practice of transformational leadership.

4.1. Background of the Respondents

Table 2: Respondents' Characteristics

No.	Variables	Participants				Total		
		Staff		Leaders		F	%	
		F	%	F	%	F	%	
1	Sex	Male	232	74.84	28	82.36	260	78.6
		Female	78	25.17	6	17.64	84	21.40
		Total	310	100	34	100	344	100
2	Qualification	Below	7	2.30			7	2.30
		Diploma	28	9.00			28	9.00
		BA/BSc	197	63.55	14	41.18	211	52.36
		MA/MSc	68	21.90	16	47.06	84	34.48
		PhD	7	2.25	3	8.82	10	5.53
		MD	3	1.00	1	2.94	4	3.94
	Total	310	100	34	100	344	100	
3	Service in Arsi University	below 1	14	4.50	2	5.88	2	5.88
		1-2	77	24.83	11	32.36	11	32.36
		3-5	83	26.80	14	41.18	14	41.18
		Above 5	136	43.87	7	20.58	7	20.58
		Total	310	100	34	100	34	100
4	Service with Current leaders	below 1	66	21.29			66	21.29
		1-2	44	14.20			44	4.20
		3-5	113	36.45			113	36.45
		Above 5	87	28.06			87	28.06
		Total	310	100			310	100
5	Service in current Position	Below 1			2	5.00	2	5.00
		1-2			9	26.00	9	26.00
		3-5			18	52.00	18	52.00
		Above 5			6	17.00	6	17.00
		Total			34	100	34	100
6	Directors			8	23.52	8	23.52	
7	Team Leaders			12	35.29	12	35.29	
8	Department Heads			14	41.17	14	41.17	

As indicated in Table 2 above, among staff and leaders respondent 232 (74.84%) and 78(25.17%) males and females respectively. Again among leaders 28(82.36%) males and 6(17.64%) were females Majority of the respondent were male (82.36%) followed by female (25.17%).

Regarding to educational background, staff qualification shows that below diploma 7(2.30%), diploma 28(9.00%), BA/BSc 197(63.55%), MA/MSc 68(21.90%), PhD 7(2.25%) and MD 3(1.00%). On the other hand, leaders qualified in BA/BSc 14(41.18%), MA/MSc 16(47.06%), PhD 3(8.82%) and MD 1(2.94%).Among the staff respondent majority of them were BA/BSc holders(63.55%) and among the leaders majority of them were MA/MSc holders.

Regarding respondent service with current leaders, the Table showed that respondents served below 1 years 66(21.29%),1-2 years 44(14.20%),3-5years 113(36.45%) and above 5 year 87(28.06%).The table 2 above indicated that majority of the respondents worked with their respective current leaders from 3-5 years were indicated by 113(36.4%).

Again the Table 2 above depicts that regarding the Service of leaders in the current position, the composition reflects below 1 year 2(5.00%),1-2 year 9(26.00%),3-5 year 18(52.00%) and above 5 year 6(17.00%). The table above revealed that, majority of the leaders served from 3-5 years with their current position.

Finally, the table revealed leaders respondents composition in which directors 8(23.52%),team leaders12(35.29%) and department heads14(41.17%). Majority of the leaders respondents were department heads(41.17%) followed by team leaders(35.29%) and directors(23.52%).

4.2. Practice of Transformational Leadership

In this section, the researcher tried to analyze the components of transformational leadership. There were different tables that were used to analyze the practice of transformational leadership.

Table 3: Response of Respondents on the Practice of TL (Inspirational Motivation Components).

No.	Attributes	Respondent	Not at all		Once in a While		Some times		Fairly often		Frequently, if not always		Chi-square
			F	%	F	%	F	%	F	%	F	%	
1	Inspire followers to achieve extraordinary outcomes	Staff	83	26.9	124	40.3	79	25.6	9	6.2	3	1.0	.001
		Leaders	7	20.6	15	44.1	5	14.5	3	8.8	4	11.8	
		Total	90	47.5	139	84.4	84	40.1	12	15.0	7	12.8	
2	Inspiring with hope about realistic future	Staff	129	41.7	113	36.6	62	20.1	5	1.6	5	1.6	.563
		Leaders	18	52.9	11	32.4	5	14.7	0	0	5	1.5	
		Total	147	42.9	124	36.2	67	19.5	5	1.5	0	0	
3	Debating about future strategic vision achievement	Staff	146	47.1	58	18.7	91	29.4	13	4.2	2	0.6	.25
		Leaders	17	50.0	2	5.9	12	35.3	2	5.9	1	2.9	
		Total	163	47.4	60	17.4	103	29.9	15	4.4	3	0.9	
4	Effectively focusing on institutions vision achievement inspiring followers to higher levels of achievement	Staff	187	60.3	84	27.1	29	9.4	3	2.3	7	1.0	.04
		Leaders	23	67.6	11.8	4	14.7	5	.0	0	5.9	5	
		Total	210	61.0	88	25.6	34	9.9	7	2.0	5	1.5	
5	Compose and presents a compelling vision of the future	Staff	166	53.2	109	35.2	25	8.1	6	1.9	4	1.3	0.37
		Leaders	15	44.1	12	35.3	6	17.6	1	2.9	0	0	
		Total	181	52.6	121	35.2	31	9.0	7	2.0	4	1.2	
6	Create clearly communicated expectations that followers want to meet	Staff	177	57.1	67	21.6	55	17.7	8	2.6	3	1.0	.702
		Leaders	23	67.6	6	17.6	5	14.7	0	0	0	0	
		Total	200	58.1	73	21.2	60	17.4	8	2.3	3	0.9	

As per Table 3 above showed, item 1, from the respondents, 124(40.3%) staff rated as once in a while and again 15(4.1%) leader were rated as once in awhile. Whereas, out of the total respondents, 12(15.0 %) respondents rated fairly often, 84(40.1%) sometimes and 12(7.0 %) as frequently. As a whole 90(47.5%) and 139(84.4%) of respondents were responded not at all and once in awhile about inspiring followers to achieve extraordinary outcomes. A chi-square test significant at ($\chi^2=.001$) also portrayed there was no existence of significant difference among the groups in rating the response of respondent on the item. Bass and Riggio (2006) stressed for transformational leadership in which transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. So, from the data, the researcher concluded the leaders have been not inspired followers to achieve an extraordinary outcome.

As it can be seen from table 3 above , item 2, from the respondents, 129(41.7%) staff rated not at all and 18(5.9) leader rated as once in awhile. Whereas, out of the total respondents, 67(19.5 %) sometimes 5(1.5 %) responded fairly often. As a whole 147(42.9%) and 124(36.2%) of respondents were responded not at all and once in awhile respectively about inspiring with hope about realistic future. A chi-square test of significant at ($\chi^2=.563$) also portrayed there was no existence of significant difference among the groups. Transformational leaders challenge their subordinates' thinking, show personal interest in their development, inspire them to higher levels of achievement, and represent a magnetic source of attraction (Morrill, 2007) . So, from the data, the researcher concluded the leaders has been not inspire with hope about realistic future.

In the table above it was analyzed response about future strategic vision achievement. Accordingly, from the respondents, 146(47.1%) of staff and leaders rated once in a while respectively and 17(50.0) leaders rated as once in awhile. Whereas, out of the total respondents, 101(29.9 %) sometimes 15(4.4 %) responded fairly often, and only 3 (0.9 %) as frequently. As a whole 163(47.9%) and 103(29.9%) of respondents were responded not at all and sometimes about debating about future strategic vision achievement. A chi-square test of significant at ($\chi^2=.25$) also portrayed there was no existence of significant difference among

the groups. Because followers are integrally involved in moving the organization toward future state, it can be argued that the importance of followers in the creation and realization of vision is equal to, if not greater than, the importance of strategic leaders (Riggio *et al.*, 2008). Again they added that With a newly crafted vision in hand, many leaders will simply post it on a wall, design a placard, or unveil it in the company newsletter without thinking about whether these media will impact followers in the manner they had intended .So, from the data, the researcher concluded the leaders has been not debating about future strategic vision achievement.

The Table 3 above presented, item 4, effectively focusing on institutions vision achievement to inspire followers to higher levels of achievement. From the respondents, 187(60.3%) of staff and 23(67.6%) leaders rated as not at all respectively. Whereas, out of the total respondents, 79(25.6%) responded once in awhile, and the rest 34(9.9 %) sometimes, 2.0 % responded fairly often, and 5(1.5 %) as frequently. Totally, 210(61.0%) and 88(25.6%) of respondents were responded not at all and sometimes about effectively focusing on institutions vision achievement to inspire followers to higher levels of achievement. A chi-square test of significant at ($\chi^2=.04$) also portrayed there was no existence of significant difference among the groups. A vision that truly enlists and inspires others wells up from their deep needs and aspirations-often, as we shall see, the way to achieve such a vision is by working with and through the people for whom it is intended (Crosby and Bryson, 2005).So, from the data ,the researcher concluded the leaders have been not focusing on institutions vision achievement inspiring followers to higher levels of achievement.

The table 3 above showed, item 5, from the respondents,166(53.2%) of staff , and 15(44.1) leaders rated as not at all respectively. Whereas, out of the total respondents, 35.2 % responded once in awhile , and the rest 9.0 % sometimes , 2.0 % responded fairly often, and 1.2 % as frequently. As a whole 181(52.6%) and 121(35.6%) of respondents were responded not at all and once in awhile on about composing and presenting a compelling vision of the future. A chi-square test of significant at ($\chi^2=.037$) also portrayed there was no existence of significant difference among the groups. So, from

finding, the researcher concluded that the leaders has been not composing and presenting a compelling vision of the future.

Table 3 above presented item 6 in which from the respondents 177(57.1%) of staff and 23(67.7%) leaders rated as not at all respectively that created clearly communicated expectations that followers want to meet . Whereas, out of the total respondents 17.4 % responded sometimes. As a whole 200(58.1%) and (21.2%) of respondents were responded not at all and once in awhile respectively on about creating clearly communicated expectations that followers want to meet. A chi-square test of significant at ($\chi^2=.702$) also portrayed there was no existence of significant difference among the groups on rating the responses. Visionary leaders can motivate others to appeal to their higher and sometimes unrealistic ideals-translate their dreams into reality by articulating the vision, explaining the vision to others, and developing the vision to achieve the desired goals (Ward, 2002). So, from the data and such supportive sources the researcher concluded the leaders have been not creating clearly communicated expectations that followers want to meet.

This part was analyzed the practice of transformational leadership through using different attributes of transformational leadership components of idealized influence.

Table 4: Response of Respondents on the Practice of TL

No.	Attributes	Respondent	Response Rating Scale										Test Chi-square
			Not at all		Once in a While		Some times		Fairly often		Frequently		
			F	%	F	%	F	%	F	%	F	%	
1	Act as role model	Staff	83	26.9	124	40.3	79	25.6	19	6.2	3	1	.001
		Leaders	7	20.6	15	44.1	5	14.7	3	8.8	4	11.8	
		Total	90	26.3	139	40.6	84	24.6	22	6.4	7	2.0	
2	Is willing to take risks for being occurred failures	Staff	24	77.4	52	16.8	15	4.8	3	1.0	0	0	.563
		Leaders	29	85.3	4	11.8	1	2.9	0	0	0	0	
		Total	26	78.2	56	16.3	16	4.7	3	0.9	0	0	
3	Represent the interest of followers	Staff	184	59.4	59	19.0	27	8.7	31	10.0	9	2.9	.340
		Leaders	19	55.9	3	8.8	5	14.7	5	14.7	2	5.9	
		Total	203	59.0	62	18.0	32	9.3	36	10.5	11	3.2	
4	Perform in ways that builds his/her respect	Staff	68	21.9	103	33.2	79	25.5	38	12.3	22	7.1	.856
		Leaders	8	23.5	9	26.5	8	23.5	6	17.6	3	8.8	
		Total	76	22.1	112	32.6	87	25.3	44	12.8	25	7.3	
5	Go beyond self-interest for the good of the group	Staff	219	70.6	43	13.9	37	11.9	8	2.6	3	1.0	0.201
		Leaders	25	73.5	3	8.8	3	8.8	1	2.9	2	5.9	
		Total	244	70.9	46	13.4	40	11.6	9	2.6	5	1.5	
6	Consider the moral and ethical consequences of decisions	Staff	39	12.6	63	20.4	78	25.2	84	27.2	45	14.6	.502
		Leaders	4	11.8	4	11.8	7	20.6	11	32.4	8	23.5	
		Total	43	12.5	67	19.5	85	24.8	95	27.7	53	15.5	

As per Table 4 above showed, item 1, from the respondents, 124(40.3%) of staff , and 15(44.1) leaders rated as once awhile respectively. Whereas, out of the total respondents, 90(26.3%) responded not at all , and the rest 22(24.6 %) sometimes , 22(6.4 %) responded fairly often and 7(2.0 %) as frequently. As a whole 139(40.6%) and 90(26.3%) of respondents were responded once in awhile and not at all on about acting as a model .A chi-square test of significant at ($\chi^2=.001$) also portrayed there was no existence of significant difference among the groups. Thus, if transformational leadership wishes to motivate their followers to take risks and chart new territories, they may have to set a personal example in order to win the trust of their followers (Pillai *et al.*, 1999).So, from the data ,the researcher concluded the leaders were not acting as a model.

As per Table 4 above showed, item 2, from the respondents, 240(77.4%) of staff , and 29(85.3) leaders rated as not at all willing to take risks respectively. Whereas, out of the total respondents, only 16(4.7%) responded some times, and 16(4.7 %) responded fairly often that the leaders were willing to take a risk. As a whole 269(78.2%) and 56(16.3%) of respondents were responded not at all and once in awhile about willingness of leaders to take a risk. A chi-square test of significant at ($\chi^2=.001$) also portrayed there was no existence of significant difference among the groups response. So, from the data, the researcher concluded the leaders were not willing to take risks.

As per Table 4 above showed, item 3, from the respondents, 184(59.4%) of staff , and 19(55.9) leaders rated as not at all that leaders were not represent the interest of followers respectively. Whereas, out of the total respondents, only 62(18.0%) responded once in awhile, and 32(9.3 %) responded sometimes and only 36(10.5) responded fairly often that leaders were not represent the interest of followers. In general, 203(59.0%) and 62(18.0%) of respondents were responded not at all and once in a while respectively about leaders representing the interest of followers. A chi-square test of significant at ($\chi^2=.340$) also portrayed there was no existence of significant difference among the groups. The leader here both inspires and transforms individual followers so that they too develop a new level of concern about their human condition and, sometimes, the condition of humanity at large (Smyth, 2005). The leader's behavior demonstrates acceptance of individual differences e.g., some employees

receive more encouragement, some more autonomy, others firmer standards, and still others more task structure (Bass and Riggio, 2006). So, from the data, the researcher concluded the leaders were not representing the interest of followers.

As it can be seen from Table 4 above, item 4, from the respondents, 103(33.2%) of staff, and 9(26.5) leaders rated as once a while that leaders were not perform in a ways that builds his/her respect. Next to that, again out of the total respondents, 76(22.1%) responded not at all, 87(25.3 %) responded sometimes, 44(12.8) responded fairly often and 25(7.3%) responded frequently. As a whole 112(32.6%) and 87(25.3%) of respondents were responded once in a while and fairly often respectively about performance of leaders in a ways that build his/her respect. A chi-square test of significant at ($\chi^2=.856$) also portrayed there was no existence of significant difference among the groups responses. So, from the data, the researcher concluded the leaders were not perform in a ways that builds his/her respect.

The Table 4 above presented, item 5, from the respondents, 219(70.6%) of staff, and 25(73.5) leaders rated as not at once a while that leaders were go beyond self-interest for the good of the group. Next to that, out of the total respondents, only 46(13.4%) responded once a while and the rest 40(11.6 %), 9(2.6%), and 5(1.5) responded some times, fairly often and frequently respectively. As a whole 244(70.9%) of respondents were responded not at all about in ways leaders behaves for the good of the group beyond going self-interest. A chi-square test of significant at ($\chi^2=.201$) also portrayed there was no existence of significant difference among the groups responses. So, from the data, the researcher concluded the leaders were not go **beyond self** interest for the good of the group.

Table 4 above presented the response of respondents regarding moral and ethical consequences of decision. It is to the level the staff moral maintained that staff committed for the accomplishment of organizational goal. However, item 6, from the respondents, presented that 84(27.2%) of staff, and 11(32.4%) leaders rated fairly often that leaders were consider the moral and ethical consequences of decisions. Next to that, out of the total respondents, 85(24.8%) responded sometimes, and the rest 67(19.5), 53(15.5 %) , and 43(12.5) responded once in awhile, frequently and not at all respectively. As a whole 95(27.7%) of respondents were responded fairly often and 85(24.8) responded sometimes in ways leaders considers the

moral and ethical consequences of decisions . A chi-square test of significant at ($\chi^2=.502$) also portrayed there was no existence of significant difference among the groups. In leadership, Burns characterizes transforming leadership in primarily moral terms— involves the leader’s ability to summon followers to a higher level of ethical understanding and commitment, the capacity, for example, to move the group or the society to the more elevated concerns of justice and equality, rather than just the satisfaction of material wants and needs(Morril, 2007). So, from the data, the researcher concluded that the leaders were not frequently considers the moral and ethical consequences of decisions.

Table: 5 Practice of TL, Intellectual stimulation component

No.	Attributes	Respondent	Response rating scale										Test Chi-Square
			Not at all		Once in a While		Some times		Fairly often		Frequently		
			F	%	F	%	F	%	F	%	F	%	
1	Encourage creativity for the wellbeing of the institution	Staff	223	71.9	64	20.6	15	4.8	6	1.9	2	0.6	0.031
		Leaders	21	61.8	6	17.6	4	11.8	1	2.9	2	5.9	
		Total	244	70.9	70	20.3	19	5.5	7	2.0	4	1.2	
2	Approach me to think about old problems in new ways	Staff	207	66.8	61	19.7	29	9.4	5	1.6	8	2.6	0.004
		Leaders	21	61.8	3	8.8	4	11.8	4	11.8	2	5.9	
		Total	228	66.3	64	18.6	33	9.6	9	2.6	10	2.9	
3	Encourage followers ideas	Staff	58	19.0	59	19.3	70	22.9	78	25.5	41	13.4	0.584
		Leaders	6	17.6	4	11.8	6	17.6	12	35.3	6	17.6	
		Total	64	18.8	63	18.5	76	22.4	90	26.5	47	13.8	
4	Gets others to look at problems from many different angles.	Staff	42	13.5	67	21.6	95	30.6	69	22.3	37	11.9	0.449
		Leaders	4	11.8	5	14.7	8	23.5	12	35.3	5	14.7	
		Total	46	13.4	72	20.9	103	29.9	81	23.5	42	12.5	
5	Suggests new ways of looking at how to	Staff	34	11	203	65.5	40	12.9	20	6.5	13	4.2	0.960
		Leaders	3	8.8	22	64.7	4	11.8	3	8.8	2	5.9	
		Total	37	10.8	22	65.4	44	12.8	23	6.7	15	4.4	
6	Reexamine critical assumptions to question whether	Staff	64	20.8	75	24.4	80	26.1	59	19.2	29	9.4	0.402
		Leaders	7	20.6	5	14.7	11	32.4	5	14.7	6	17.6	
		Total	71	20.8	80	23.5	91	26.7	64	18.8	35	10.3	

The Table 5 above presented leaders response of encouraging creativity for the wellbeing of the institution. Accordingly, from the respondents, 223(71.9%) of staff , and 21(61.8%) leaders rated not at all that leaders were encourage creativity for the wellbeing of the institution. Next to that, out of the total respondents, 70(20.3%) responded once in a while, and the rest 19(5.5%), 7(2.0 %) , and 4(1.2%) responded some times, fairly often and frequently respectively. As a whole 244(70.9%) of respondents were responded not at all and 70(20.3%) responded once in awhile that leaders encouraging creativity for the wellbeing of the institution. A chi-square test of significant at ($\chi^2=.031$) also portrayed there was no existence of significant difference among the groups response. Regarding this, Bass and Reggio (2006) stated that transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. So, from the data, the researcher concluded that the leaders were not at all **encouraging** creativity for the wellbeing of the institution.

As per Table 5 above showed, item 2, from the respondents,207(66.8%) of staff , and 21(61.8%) leaders rated as not at all that leaders were approach followers to think about old problems in a new ways. Next to that, out of the total respondents, 64(18.6%) responded once in a while, and only 33(9.6%), 9(2.6 %) ,and 10(2.9%) responded some times, fairly often and frequently respectively rated as not at all that leaders were approach followers to think about old problems in a new ways. As a whole 228(66.3%) of respondents were responded not at all and 64(18.6%) responded once in awhile that leaders rated as not at all that leaders were approach followers to think about old problems in a new ways. A chi-square test also significant at ($\chi^2=.004$) portrayed there was no existence of significant difference among the groups. Study conducted by Duignan(2006) showed that the challenge to lead in a time of change is a difficult one, because it often requires a shift from a hierarchical world model to an inclusive, transformational leadership model and some educational leaders in this study acknowledged that they still used a control model more than an inclusive model because they have not shifted their mindset to the new paradigm in which they now live .So,

from the data ,the researcher concluded that the leaders has been not approach followers to think about old problems in a new ways.

The Table 5 above showed, item 3, from the respondents, 78(25.5%) of staff, and 12(35.3%) leaders rated as fairly often that leaders were encourage followers ideas. Next to that, out of the total respondents, 64(18.8%) responded not at all and 47(13.8 %) ,responded once in a while and frequently respectively that leaders were encourage followers ideas. As a whole 90(26.5%) of respondents were responded fairly often and 76 (22.4%) responded sometimes that leaders encourage followers ideas. A chi-square test also significant at ($\chi^2=.584$) portrayed there was no existence of significant difference among the groups response. So, from the data, the researcher concluded that the leaders have been moderately encouraged followers ideas.

As per Table 5 above showed, item 4, from the respondents, 95(30.6%) of staff , and 8(23.5) leaders rated as sometimes that leaders were gets others to look at problems from many different angles. Next to that, out of the total respondents, 81(23.5%) responded fairly often, and 72(20.9%), 46(13.4 %) ,42 (12.5%)responded once in awhile, not at all and frequently respectively that leaders were gets others to look at problems from many different angles. As a whole 103(29.9%) of respondents were responded fairly often and 81 (23.5%) responded sometimes that leaders gets others to look at problems from many different angles. Visionary leadership offer compelling vision that weaves together a hopeful understanding of a public problem and the most promising solutions, shapes the meaning of public problems and inspires commitment to proposed solutions and describe a future that is full of immediacy and promise (Crosby and Bryson, 2005). A chi-square test also significant at ($\chi^2=.449$) portrayed there was no existence of significant difference among the groups. So, from the data, the researcher concluded that the leaders have been moderately gets others to look at problems from many different angles.

As per table 5 above showed, item 5, from the respondents, 203(65.5%) of staff , and 22(64.7) leaders rated as once in awhile that leaders were suggests new ways of looking at how to complete assignments. Out of the total respondents, 44(12.8%) , and 37(10.8%), responded

sometimes and not all respectively and only 23(6.7%) and 15(4.4%) responded fairly often and frequently respectively that leaders were suggests new ways of looking at how to complete assignments. As a whole 225(65.4%) of respondents were responded once in awhile that leaders suggests new ways of looking at how to complete assignments. A chi-square test also significant at ($\chi^2=.960$) portrayed there was no existence of significant difference among the groups. Bass and Riggio (2006) strongly supported that there is no public criticism of individual members' mistakes...new ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions...followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas. So, from the data, the researcher concluded that the leaders has been not suggests a new ways of looking at how to complete assignments.

As per table 5 above showed, item 6, from the respondents, 80(26.1%) of staff , and 11(32.4%) leaders rated as sometimes that leaders were reexamine critical assumptions to question whether they are appropriate. Out of the total respondents, 71(20.8%) , and 80(23.5%), 64(18.8%) and 35(10.3%) responded not at all, once in awhile and frequently respectively that leaders were reexamine critical assumptions to question whether they are appropriate. As a whole 91(26.7%) of respondents were responded once in awhile that leaders reexamine critical assumptions to question whether they are appropriate. A chi-square test also significant at ($\chi^2=.402$) portrayed there was no existence of significant difference among the groups. So, from the data ,the researcher concluded that the leaders have been moderately reexamine critical assumptions to question whether they are appropriate.

Table 6 below presented individualized consideration component of transformational leadership. Different attributes that indicate the behavior of transformational leadership specifically that of individual consideration was analyzed thoroughly.

Table 6: Practice of Transformational leadership, Individualized consideration component

No.	Attributes	Respondent	Response Rating Scale										Chi-Square
			Not at all		Once in a While		Some times		Fairly often		Frequently		
			F	%	F	%	F	%	F	%	F	%	
1	Pay special attention to each individual follower's needs for achievement and Encourage supportive climate	Staff	163	52.6	86	27.7	32	10.3	23	7.4	6	1.9	0.113
		Leader	20	58.8	8	23.5	2	5.9	1	2.9	3	8.8	
		Total	183	53.2	94	27.3	34	9.9	24	7.0	9	2.6	
2	for new learning	Staff	34	11.1	53	17.3	94	30.7	88	28.8	37	12.1	0.433
		Leader	3	8.8	4	11.8	10	29.4	9	26.5	8	23.5	
		Total	37	10.9	57	16.8	104	30.6	97	28.5	45	13.2	
3	Trusted by followers	Staff	202	65.2	59	19.0	27	8.7	14	4.5	8	2.6	0.836
		Leader	24	70.6	5	14.7	3	8.8	2	5.9	0	0	
		Total	226	65.7	64	18.6	30	8.7	16	4.7	8	2.3	
4	Have complete faith in him	Staff	40	13.0	79	25.6	96	31.7	53	17.2	39	12.6	0.828
		Leader	3	8.8	9	26.5	9	26.5	7	20.6	6	17.6	
		Total	43	12.5	88	25.7	107	31.2	60	17.5	45	13.1	
5	Effective in presenting others' to higher authority	Staff	42	13.7	92	30.1	82	26.8	47	15.4	43	14.1	0.013
		Leader	4	11.8	19	55.9	4	11.1	1	2.9	6	17.6	
		Total	46	13.5	111	32.6	86	25.4	48	14.1	49	14.4	
6	Empower me to perform beyond expectation	Staff	59	19.0	158	51.0	49	15.8	22	7.1	22	7.1	0.846
		Leader	6	17.6	15	44.1	6	17.6	3	8.8	4	11.8	
		Total	65	18.9	173	50.3	55	16.2	25	7.3	26	7.6	

Table 6 above presented, item 1, from the respondents, 163(52.6%) of staff and 20(58.8%) leaders rated as not at all that leaders were gave special attention to each individual follower's needs for achievement and growth. Out of the total respondents, 94(27.3%) and 34(9.9%) responded once in a while and sometimes respectively and the rest 24(7.0%) and 9(2.6) fairly often and frequently again respectively responded that leaders were gave special attention to each individual follower's needs for achievement and growth. In general, 183(53.2%) of respondents were responded not at all that leaders pay special attention to each individual follower's needs for achievement and growth. A chi-square test also significant at ($\chi^2=.113$) portrayed there was no existence of significant difference among the groups. So, from the data ,the researcher concluded that the leaders has been not pay special attention to each individual follower's needs for achievement and growth.

As per table 6 above showed, item 2, from the respondents, 94(30.7%) of staff , and 10(29.4%) leaders rated as sometimes that leaders were encourage supportive climate for new learning opportunities. Out of the total respondents, 57(16.8%) ,45(13.2%) ,37(10.9%) responded once in awhile ,frequently and not at all respectively that leaders were encourage supportive climate for new learning opportunities. Totally, 104(30.6%) and 97(28.5%) of respondents were responded fairly often and frequently that leaders encourage supportive climate for new learning opportunities. A chi-square test also significant at ($\chi^2=.433$) portrayed there was no existence of significant difference among the groups response in rating the response. So, from the data, it is possible to conclude that the leaders has been fairly often encourage supportive climate for new learning opportunities.

In the Table 6 above the response of respondent regarding trust they have towards their leadership was analyzed. Accordingly, item 3, of the table depicts that from the respondents, 202(65.2%) of staff , and 24(70.6%) leaders rated as not at all that leaders were trusted by followers. Out of the total respondents, the rest 64(18.6%) ,30(8.7%) ,16(4.7%) and 8(2.3%) responded once in a while , sometimes, fairly often and frequently respectively that leaders were trusted by followers. As a whole 226(65.7%) of respondents were responded not at all that leaders trusted by followers. A chi-square test also significant at ($\chi^2=.836$) portrayed there

was no existence of significant difference among the groups. On the other hand, one of the leaders, on the interview said :

*the staff were not trust their own leaders in our college...there
complain repeatedly regarding leaders decision*

The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected – these outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity (Harris, 2009). From the finding, the researcher concluded that the leaders have been not trusted by followers.

Table 6 above also presented, item 5, from the respondents, 92(30.1%) of staff , and 19 (55.9%) leaders rated as once in a while that leaders effective in presenting others' to higher authority. Out of the total respondents, the rest 86(25.3%) ,49(14.4%) , 48(14.1%) and 46(13.5%) responded sometimes, frequently, fairly often and not at all respectively that leaders effective in presenting others' to higher authority. As a whole 111(32.6%) of respondents were responded once in awhile that effective in presenting others' to higher authority. A chi-square test also significant at ($\chi^2=.013$) portrayed there was no existence of significant difference among the groups. In this regard Bass and Riggio (2006) explained that transformational leaders help followers grow and develop into leaders by responding to individual followers' needs, by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization. So, from the data ,the researcher concluded that the leaders has been not effective in presenting others' to higher authority.

As per table 6 above revealed, item 6, from the respondents, 158(51.0%) of staff , and 15(44.1%) leaders rated as once in awhile that leaders empower the staff to perform beyond expectation. Out of the total respondents, the rest 65(18.9%) ,55(16.0%) responded not at all, sometimes respectively and only 26(7.6%) and 25(7.3%), responded frequently and fairly respectively that leaders empower the staff to perform beyond expectation. As a whole

173(32.6%) of respondents were responded once in a while that empower the staff to perform beyond expectation. A chi-square test also significant at ($\chi^2=.846$) portrayed there was no existence of significant difference among the groups. Transformational leaders tend to exhibit an individual success, high expectations, and acknowledgment, as well as design, preferred behaviors (Abouraia and Othman, 2017). Accordingly, from the data, the researcher concluded that the leaders have been not empower the staff to perform beyond expectation.

4.3 .Challenges in Exercising Transformational leadership

Table:7a Challenges in Exercising Transformational Leadership

No	Challenges	Respondent	Response Rating Scale										Test Chi-square
			Not at all		Once in a While		Some times		Fairly often		Frequently		
			F	%	F	%	F	%	F	%	F	%	
1	Less empowerment of followers to perform beyond expectation	Staff	40	12.9	29	9.7	74	23.9	117	37.7	50	16.1	0.507
		Leaders	3	8.8	1	2.9	7	20.6	15	44.1	8	23.5	
		Total	43	12.5	30	8.7	81	23.5	132	38.4	58	16.9	
2	Low respect for followers	Staff	48	15.7	49	16.0	52	17.0	97	31.7	60	19.6	0.447
		Leaders	2	5.9	6	17.6	7	20.6	14	41.2	5	14.7	
		Total	50	14.7	55	16.2	59	17.4	111	32.6	65	19.1	
3	Less focus on institutions vision achievement inspiring them to higher levels of achievement	Staff	31	10.0	42	13.6	60	19.4	129	41.7	47	15.2	0.672
		Leaders	4	11.8	3	8.8	4	11.8	16	47.1	7	20.6	
		Total	35	10.2	45	13.1	64	18.7	145	42.3	54	15.7	
4	Less attention to each individual follower's needs for achievement and growth	Staff	46	15.1	44	14.5	50	16.4	90	29.6	74	24.3	0.387
		Leaders	7	20.6	3	8.8	2	5.9	12	35.3	10	29.4	
		Total	53	15.7	47	13.9	52	15.4	102	30.2	84	24.9	
5	Not acting as a role model	Staff	55	18.2	52	17.2	62	20.5	108	35.8	25	8.3	0.835
		Leaders	3	8.8	10	29.4	6	17.6	12	35.3	3	8.8	
		Total	58	17.3	62	18.5	68	20.2	120	35.7	28	8.3	
6	Unwillingness to take risks	Staff	40	13.2	49	16.1	77	25.3	70	23.3	68	22.4	0.000
		Leaders	24	70.6	2	5.9	4	11.8	2	5.9	2	5.9	
		Total	64	18.9	51	15.1	81	24.0	72	21.3	70	20.7	

This part discussed and presents challenges in exercising transformational leadership. The analyzed items were responses of staff and leaders. Accordingly, the responses of the staff and leaders were summarized in the **above** table and discussed below.

As per table 7a above revealed, item 1, from the respondents, 117(37.7%) of staff , and 15(44.1%) leaders rated as fairly often that leaders face a challenges of less empowerment of followers to perform beyond expectation. Out of the total respondents, the rest 81(23.5%) , 58 (16.9%),and 43(12.5%) responded sometimes, frequently and, not at all respectively and only 30(8.7%) responded once in awhile that leaders face challenges of less empowerment of followers to perform beyond expectation. As a whole 132(38.4%) of respondents were responded fairly often that leaders face challenges of less empowerment of followers to perform beyond expectation. A chi-square test also significant at ($\chi^2=.507$) portrayed there was no existence of significant difference among the groups. From an interview one of the leaders explained that :

one of the challenges that we are unable to overcome is issue of empowerment.....leaders were consider all activities as it may done at head office...to achieve the strategic plan each leaders have to downsize an activities(DH) .

From this finding, it is possible to conclude that the leaders has been faced challenges of less empowerment of followers to perform beyond expectation.

As per table 7a above revealed, item 2, from the respondents, 97(31.7%) of staff , and 14(41.2%) leaders rated as fairly often that leaders face low loyalty and respecting for followers . Out of the total respondents, the rest 50(14.7%), 55(16.2%), 59(17.4%) and 65(19.1%) responded not at all ,once in awhile ,sometimes, and frequently respectively that leaders face challenges of low loyalty and respecting for followers. As a whole 111(32.6%) of respondents were responded fairly often that leaders face challenges of low loyalty and respecting for followers. A chi-square test also significant at ($\chi^2=.447$) portrayed there was no existence of significant difference between the groups. From the findings, the researcher

concluded that the leaders have been face challenges of low loyalty and respecting for followers. The table 7a above revealed, item 3, from the respondents, 129(41.7%) of staff, and 16(47.1%) leaders rated as fairly often that leaders face less focus on institutions vision achievement inspiring the staff to higher levels of achievement. Out of the total respondents, the rest 35(10.2%), 45(13.1%), 54(15.7) and 64(18.4%) responded not at all, once in awhile, frequently, and sometimes respectively that leaders face challenges of less focus on institutions vision achievement inspiring them to higher levels of achievement. As a whole 145(42.3%) of respondents were responded fairly often that leaders face challenges of less focus on institutions vision achievement inspiring them to higher levels of achievement. A chi-square test also significant at ($\chi^2=.672$) portrayed there was no existence of significant difference among the groups. From the respondents while an interview it was showed that leaders were not focus on communicating about vision. Specifically, one of the respondents said:

....we leaders are focus and make our self busy with daily schedule...however, in this way it is very difficult to achieve the aspiration of the institution (T1).

study conducted by Yadav and Agrawal (2017) on challenges face leaders founded among others that leaders face such challenges of inspiring the followers with the realistic future, face such paradox of influence and authority and face thinking big picture systematically. On the other hand, one of the distinguishing characteristics of successful educational leaders is their capacity to provide a vision for the future and inspire hope in those with whom they work— lift the spirits of their people and help them to translate the vision into the daily practices of their work and in this way they help to inject meaning into the daily grind of getting the work done, thereby providing a sense of purpose and direction (Duignan, 2006). So, from the data, the researcher concluded that the leaders has been face challenges of less focus on institutions vision achievement inspiring them to higher levels of achievement.

From table 7a above, item 4, from the respondents, 90(29.6%) and 74(24.3%) of staff, and 12(35.3%) and 10(29.4%) leaders rated as fairly often and frequently respectively that leaders face less attention to each individual follower's needs for achievement and growth. Out of the total respondents, the rest 53(15.7%), 52(15.4%), and 47(13.9) responded not at all, sometimes,

and once in awhile respectively that leaders face challenges of less attention to each individual follower's needs for achievement and growth. As a whole 102(30.2%) and 84(24.9%) of respondents were responded fairly often and frequently respectively that leaders face challenges of less attention to each individual follower's needs for achievement and growth. A chi-square test also significant at ($\chi^2=.387$) portrayed there was no existence of significant difference among the groups. From the findings, it is possible to conclude that the leaders have been faced challenges of less attention to each individual follower's needs for achievement and growth.

As per table 7a above revealed, item 5, from the respondents, 108(35.8%) and 62(20.5%) of staff responded fairly often respectively and 12(35.3%) and 10(29.4%) leaders rated as fairly often and once in awhile that leaders face a challenges of not acting as a role model. Out of the total respondents, the rest 58(17.3%), 62(18.5%), 68(20.2%), and 28(8.3%) responded not at all, once in awhile sometimes, and frequently respectively that leaders face challenges of not acting as a role model. As a whole 120(35.7%) of respondents were responded fairly often that leaders face challenges of not acting as a role model. A chi-square test also significant at ($\chi^2=0.835$) portrayed there was no existence of significant difference among the groups.

Among other challenges that indicated on an open-ended questionnaire one of the respondent said that :-

...lack of doing his/her responsibility on his/her position and lack of interest for his position (R46). Again it is further explained that each leader do not well understand his /her leadership role/responsibility and the right and obligation of his/her follower (R43). The challenge is not understanding transformational leadership itself (R38). The leaders cannot have enough concept about transformational leadership (R36).

Transformational leaders behave in ways that allow them to serve as role models for their followers....the leaders are admired, respected and trusted....followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination (Bass and Riggio,2006).So, from data and this

sources ,the researcher concluded that the leaders has been faced challenges of not acting as a role model.

As it can be seen from table 7a above , item 6, from the respondents, 77(25.3%) and 24(70.6%) of staff and leaders responded fairly often and not at all respectively that leaders face a challenges of unwillingness to take risks. Out of the total respondents, the rest,51(15.1) and 64(18.9%), 68(20.2%) once in awhile and sometimes respectively that leaders face challenges of unwillingness to take risks. As a whole 81(24.0%), 72(21.3%), 70(20.7%)of respondents were responded sometimes, fairly often and frequently that leaders face challenges of unwillingness to take risks. A chi-square test also significant at ($\chi^2=0.000$) portrayed there was an existence of significant difference between the groups. So, from the data, the researcher concluded that the leaders have been not at all faced challenges of unwillingness to take risks.

Table: 7b Challenges in Exercising Transformational Leadership

No.	Items	Respondent	Not at all		Once in a While		Some times		Fairly often		Frequentl y		Chi-Squar e
			F	%	F	%	F	%	F	%	F	%	
1	Overlooking the moral and ethical consequences of decisions	Staff	19	6.1	42	13.5	22	7.1	161	51.9	66	21.3	0.739
		Leade rs	3	8.8	2	5.9	2	5.9	19	55.9	8	23.5	
		Total	22	6.4	44	12.8	24	7.0	180	52.3	74	21.5	
2	Lack of encouraging creativity for the wellbeing of the institution	Staff	46	15.0	42	13.7	57	18.6	134	43.8	27	8.8	0.530
		Leade rs	3	8.8	5	14.7	9	26.5	16	47.1	1	2.9	
		Total	49	14.4	47	13.8	66	19.4	150	44.1	28	8.2	
3	Lack of encouraging followers ideas	Staff	52	17.1	44	14.5	83	27.3	68	22.4	56	18.4	0.624
		Leade rs	4	11.8	5	14.7	14	41.2	7	20.6	4	11.8	
		Total	56	16.6	49	14.5	97	28.7	75	22.2	60	17.8	
4	Lack of Suggesting new ways of looking at how to complete assignments	Staff	40	13.1	52	17.0	56	18.3	121	39.5	37	12.1	0.684
		Leade rs	4	11.8	4	11.8	4	11.8	17	50.0	5	14.7	

		Total	44	12.9	56	16.5	60	17.6	138	40.6	42	12.4	
5	Lack of encouraging supportive climate for new learning opportunities	Staff	43	13.9	60	19.4	51	16.5	98	31.7	51	16.5	0.732
		Leaders	3	8.8	6	17.6	4	11.8	12	35.3	9	26.5	
		Total	46	13.4	66	19.2	55	16.0	110	32.1	60	17.5	
6	Inability to build trust from followers	Staff	16	5.2	21	6.8	43	13.9	64	20.6	166	53.5	0.421
		Leaders	1	2.9	1	2.9	9	26.5	16	47.1	7	20.6	
		Total	17	4.9	22	6.4	52	15.1	80	23.3	173	50.3	

As per table 7b above revealed, item 1, from the respondents, 161(51.9%) and 66(21.3) of staff and 19(55.9%) and 8(23.5%) of leaders responded fairly often and frequently respectively that leaders face a challenges of overlooking the moral and ethical consequences of decisions. Out of the total respondents, the rest, only 22(6.4%) , 24(7.0%),and 44(12.8%) not at all , sometimes and once a while respectively responded that leaders face challenges of Overlooking the moral and ethical consequences of decisions. As a whole 180(52.3%) and 74(21.5%) of respondents were responded fairly often and frequently that leaders face challenges of overlooking the moral and ethical consequences of decisions. A chi-square test also significant at ($\chi^2=.739$) portrayed there was not an existence of significant difference among the groups. On the other hand, it is indicated by open-ended questionnaire that:-

Leaders were only focus on personal gain and advantage than institution... at least all leader were try to form a group that can counteract on the rival group and all formation of group is based on to protect their interest....(R28).

The leader's behavior demonstrates acceptance of individual differences e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure....they can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct (Bass and Riggio,2006).So, from the data ,the researcher concluded that the leaders has been strongly faced challenges of overlooking the moral and ethical consequences of decisions.

As it can be seen table 7b above revealed, item 2, from the respondents, 134(43.8%) of staff and 16(47.1%) of leaders responded fairly often that leaders face a challenges of lack of encouraging creativity for the wellbeing of the institution. Out of the total respondents, the rest, 66(19.4%),49(14.4%),47(13.8%) and 28(8.2%) responded sometimes ,not at all ,once awhile and frequently respectively responded that leaders face challenges of lack of encouraging creativity for the wellbeing of the institution. As a whole 150(44.1%) of respondents were responded fairly often that leaders faced challenges of lack of encouraging creativity for the wellbeing of the institution. A chi-square test also significant at ($\chi^2=.530$) portrayed there was not an existence of significant difference among the groups. The finding is supported by open-ended questionnaire:

...most of the leaders are not dynamic and intelligent but they are average people who always fail to look in various aspects of the institutions (R28).

From the findings, the researcher concluded that the leaders have been fairly often faced challenges of lack of encouraging creativity for the wellbeing of the institution.

As per table 7b above revealed, item 3, from the respondents, 83(27.3%) and 68(22.4%) of staff and 14(41.2%) and 7(20.6%) of leaders responded sometimes and fairly often respectively that leaders face a challenges of lack of encouraging followers ideas. Out of the total respondents, the rest,56(16.6%), 60(17.8%),and 49(14.5%) responded not at all ,frequently and once in awhile respectively that leaders face challenges of lack of encouraging followers ideas. As a whole 97(28.7%) and 75(22.2%) of respondents were responded fairly often and frequently respectively that leaders faced challenges of lack of encouraging followers ideas. A chi-square test also significant at ($\chi^2=.624$) portrayed there was not an existence of significant difference among the groups. This is supported by an open-ended questionnaire response:

Even though there are discussion (infrequent), the ideas raised and concern collected are not put into action (R8).

Accordingly, from the data, the researcher concluded that the leaders has been sometimes faced challenges of lack of encouraging followers ideas.

As per table 7b above revealed, item 4, from the respondents, 121(39.5%) and 17(50.0%) of leaders responded fairly often that leaders faced a challenges of lack of Suggesting new ways of looking at how to complete assignments. Out of the total respondents, the rest,60(17.6%), 56(16.5%), 42(12.4%) and 44(12.9%) responded sometimes ,once in awhile ,frequently and not at all respectively that leaders face challenges of lack of Suggesting new ways of looking at how to complete assignments. As a whole 138(40.6%) of respondents were responded fairly often that leaders faced challenges of lack of Suggesting new ways of looking at how to complete assignments. A chi-square test also significant at ($\chi^2=.684$) portrayed there was not an existence of significant difference among the groups. It is again from an open-ended questionnaire indicated that:

....the university has no institutionalism at all, rather individual interest or willing and lack of fairness, decision without information, competition for resources in unfair ways in groups and localities and similar ideology (R30).

Based on such findings, the researcher concluded that the leaders have been faced challenges of lack of suggesting new ways of looking at how to complete assignments.

As per table 7b above revealed, item 5, from the respondents, 98(31.7%) and 12(35.3%) of leaders responded fairly often that leaders faced a challenges of lack of encouraging supportive climate for new learning opportunities. Out of the total respondents, the rest,66(19.2%), 60(17.5%), 55(16.0) and 46(13.4%) responded ,once in a while ,frequently ,sometimes and not at all respectively that leaders face challenges of lack of encouraging supportive climate for new learning opportunities. Totally, 110(32.1%) of the majority respondents were responded fairly often that leaders faced challenges of lack of encouraging supportive climate for new learning opportunities. A chi-square test also significant at ($\chi^2=.732$) portrayed there was not an existence of significant difference among the groups in rating the response.

Transformational leaders challenge their subordinates' thinking, show personal interest in their development, inspire them to higher levels of achievement, and represent a magnetic source of attraction (Morrill,2007). So, from the finding, the researcher concluded that the leaders have

been fairly often faced challenges of lack of encouraging supportive climate for new learning opportunities. As per table 7b above revealed, item 6, from the respondents, 13(50.3%) of leaders responded frequently that leaders faced a challenges of inability to build trust amongst staff. Out of the total respondents, the rest, 22(6.4%), 17(4.9%) and 52(15.1.%) responded ,once in awhile ,not at all sometimes all respectively that leaders face challenges of inability to build trust amongst staff.. As a whole 173(50.3%) of respondents were responded fairly often that leaders faced challenges of inability to build trust amongst staff. A chi-square test also significant at ($\chi^2=4.21$) revealed that there was not an existence of significant difference among the groups. From the finding, it is possible to conclude that the leaders has been frequently faced challenges of inability to build trust amongst staff.

4.4. Strategies to be used to enhance the practice of TL

The following table 8 presented the strategies used to enhance the practice of transformational leadership.

Table 8: Response of respondents on strategies to be used to enhance the practice of TL

No	Strategies	Respondent	Response Rating scale										Test
			Not at all		Once in a While		Some times		Fairly often		Frequentl y		
		Scale	F	%	F	%	F	%	F	%	F	%	
1	Building loyalty and respecting followers	Staff	26	8.4	24	7.7	53	17.1	135	43.5	72	23.2	0.128
		Leaders	0	0.0	2	5.9	3	8.8	16	47.1	13	38.2	
		Total	26	7.6	26	7.6	56	16.3	151	43.9	85	24.7	
2	Effectively focusing on institutions vision achievement inspiring	Staff	10	3.2	13	4.2	22	7.1	93	30.0	172	55.5	0.349
		Leaders	2	5.9	3	8.8	0	0	10	29.4	19	55.9	
		Total	12	3.5	16	4.7	22	6.4	103	29.9	191	55.5	
3	Acting as role model	Staff	9	3.0	24	7.9	85	28.0	136	44.7	50	16.4	0.688
		Leaders	0	0.0	1	2.9	10	29.4	17	50.0	6	17.6	
		Total	9	2.7	25	7.4	95	28.1	153	45.3	56	16.6	
4	Representing the interest of followers	Staff	26	8.5	21	6.9	87	28.4	92	30.1	80	26.1	0.59
		Leaders	3	8.8	1	2.9	3	8.3	17	50.0	10	29.4	
		Total	29	8.5	22	6.5	90	26.5	109	32.1	90	26.5	
5	Considering the moral and ethical consequences of decisions	Staff	23	7.5	36	11.8	53	17.3	118	38.6	76	24.8	0.252
		Leaders	2	5.9	2	5.9	2	5.9	18	52.9	10	29.4	
		Total	25	7.4	38	11.2	55	16.2	136	40.0	86	25.3	
6	Encouraging creativity for the wellbeing of the institution	Staff	12	3.9	33	10.8	65	21.3	164	53.8	31	10.2	0.116
		Leaders	0	0.0	0	0.0	6	17.6	25	73.5	3	8.8	
		Total	12	3.5	33	9.7	71	20.9	189	55.8	34	10.0	
7	Approaching to think about old problems in new ways	Staff	26	8.4	49	15.9	50	16.2	137	44.3	47	15.5	0.177
		Leaders	1	2.9	3	8.8	4	11.8	16	47.1	10	29.4	
		Total	27	7.9	52	15.2	54	15.7	153	44.6	57	16.6	
8	Paying special attention to each individual followers' needs for achievement and growth	Staff	30	9.7	34	11.0	62	20.1	113	36.6	66	21.4	0.309
		Leader	2	5.9	4	11.8	4	11.8	11	32.4	13	38.2	
		Total	32	9.3	38	11.1	66	19.9	124	36.2	79	23.0	

As it can be seen in the table 8 above , item 1, from the respondents, 135(43.5%) and 16(47.1%) and 72(23.2%) and 13(38.2%) of staff and leaders suggested frequently and fairly often respectively building loyalty and respecting followers as strategies. Out of the total respondents, the rest, only 26(7.6%) , responded not at all and once in awhile respectively building loyalty and respecting followers as strategies. A chi-square test also significant at ($\chi^2=.128$) revealed that there was not an existence of significant difference among the groups. As a whole 151(43.9%) of respondents were responded frequently that effectively building loyalty and respecting followers as strategies. From an interview data one of the respondents said that:

being loyal and respecting followers are a means to develop staff trust towards leadership. Every leaders should have to develop faith in the members of the institution (D1).

As per table 7 above revealed, item 2, from the respondents, the majority, 172(55.5%) and 19(55.9%) and 93(30.0%) and 10(29.9%) of staff and leaders suggested frequently and fairly often respectively effectively focusing on institutions vision achievement through inspiring them to higher levels of achievement as strategies. Out of the total respondents, the rest, only 12(3.5%) , 16(4.7%) and 22(6.4%) responded not at all, once in awhile and sometimes respectively responded effectively focusing on institutions vision achievement through inspiring them to higher levels of achievement as strategies. As a whole 191(55.5%) of respondents were responded frequently that effectively focusing on institutions vision achievement through inspiring them to higher levels of achievement as strategies.

Linking vision to practice seems to be a vital component in the relationship of the leader and those led-drawing people beyond their daily tasks and routines and engaging them in helping to shape a desired future facilitates the creation of a more meaningful and inspiring workplace (Duginan, 2006). 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 (Keiradin and Abeya, 2017). A chi-square test also significant at ($\chi^2=.349$) portrayed there was not an existence of significant difference among the groups. So, from finding, it is possible to conclude that leaders effectively focusing on institutions vision through achievement inspiring them to higher levels of achievement as strategies to enhance the practice of transformational leadership.

The Table 8 above also presented the rate leaders act as a model. Item 3, from the respondents, 136(44.7%) and 17(50.0%) of staff and leaders suggested fairly often respectively acting as role model strategies. Out of the total respondents, only 9(2.7%) and 25(7.4%) responded not at all and sometimes respectively that effectively acting as role model as strategies to enhance the practice of transformational leadership. As a whole 153(45.3%) of respondents were responded frequently that acting as role model as strategies. A chi-square test also significant at ($\chi^2=.688$) portrayed there was not an existence of significant difference among the groups in the response. It is also in the open ended questionnaire wrote by respondents that:

...working on assigning competent leader that influence the subordinate and arranging training for leaders...rewarding best performer....(R42).

However, through individualized influence, transformational leadership acts as a model. From the finding the, researcher concluded that acting as role model as strategies to enhance the practice of transformational leadership.

As per Table 8 above depicts, item 4, from the respondents, the majority that is 92(30.1%) and 80(26.1%) and 17(50.0%) and 10(29.4) of staff and leaders suggested fairly often and frequently respectively responded representing the interest of followers as strategies. Out of the total respondents, only 29(8.5%) and 22(6.5%) responded not at all and once in a while respectively representing the interest of followers as strategies. Totally, 109(32.1%) of respondents were responded frequently that representing the interest of followers as strategies to enhance the practice of transformational leadership. A chi-square test also significant at ($\chi^2=.059$) portrayed there was not an existence of significant difference among the groups in rating the response of the participant. Transformational leaders are very different as they

encourage others to have high expectations or goals and they are there to motivate others in helping them to reach their personal targets (Gedminiene and Kaminskiene, 2016). From this finding, it is possible to conclude that representing the interest of followers as strategies to enhance the practice of transformational leadership.

On the other hand, the Table 8 above revealed, item 5, from the respondents, the majority, 118(38.6%) and 76(24.8%) and 18(52.9%) and 10(29.4%) of staff and leaders responded fairly often and frequently respectively that considering the moral and ethical consequences of decisions as strategies. Out of the total respondents, the rest, only 25(7.4%), 38(11.2%) and 25(16.2%) responded not at all, once in a while and sometimes respectively considering the moral and ethical consequences of decisions as strategies. As a whole 136(40.0%) of respondents were responded frequently that considering the moral and ethical consequences of decisions as strategies. A chi-square test also significant at ($\chi^2=.252$) revealed that there was not an existence of significant difference among the groups. Accordingly, from the data, the researcher concluded that considering the moral and ethical consequences of decisions as strategies to enhance the practice of transformational leadership.

As per Table 6 above revealed, item 6, from the respondents, 164(53.8%) and 25(73.5%) of staff and leaders responded fairly often and frequently respectively encouraging creativity for the wellbeing of the institution as strategies to enhance the practice of transformational leadership. Out of the total respondents, only 12(3.5%) and 33(9.7%) and 71(20.9%) responded not at all and once in a while and sometimes respectively and the rest 34(10.0%) responded frequently encouraging creativity for the wellbeing of the institution as strategies to enhance the practice of transformational leadership. As a whole 189(55.8%) of respondents were responded frequently that encouraging creativity for the wellbeing of the institution as strategies. From open ended questionnaire the one of the respondents wrote that:-

*....developing social maturity, wisdom, and creativity
as fundamental criteria (R28).*

A chi-square test also significant at ($\chi^2=.116$) portrayed there was not an existence of significant difference among the groups. So, from the finding, the researcher concluded that

encouraging creativity for the wellbeing of the institution as strategies to enhance the practice of transformational leadership.

The above Table 8 presented paying special attention to each individual follower's needs for achievement and growth as strategies to enhance the practice of transformational leadership. Accordingly, majority of the respondents, 137(44.3%) and 16(47.1%) of staff and leaders responded fairly often respectively approaching to think about old problems in new ways as strategies as strategies to enhance the practice of transformational leadership. Out of the total respondents, only 27(7.9%) and 52(7.9%) and 54(15.7%) responded not at all, once in awhile and sometimes respectively and the rest 57(16.6) responded frequently approaching to think about old problems in a new ways as strategies. Totally, 153(44.6%) of respondents were responded fairly often that approaching to think about old problems in a new ways strategies. A chi-square test also significant at ($\chi^2=.177$) portrayed there was not an existence of significant difference among the groups. From the open ended questionnaire it is wrote that:

...transformational leadership is not about age or status quo, it is all about influencing towards achievement...hence, position must consider (value)employees vote, employees have to build trust, old chains have to be cleared out both physically and mentally and conducive environment has to be created as much as possible...(R8).

Mujkić et al., (2014) strongly forwarded that transformational leadership is different from others exactly because of the tendency to change the *status quo* articulating to followers the problems in the current system, while exposing a convincing and strong vision of the organization's new appearance and function. So, from the data, the researcher concluded that approaching to think about old problems in new ways as strategies to enhance the practice of transformational leadership. As it can be seen in the table 8 above revealed, item 8, from the respondents, 113(36.6%) and 13(38.2%) of staff and leaders responded fairly often and respectively paying special attention to each individual followers' needs for achievement and growth as strategies to enhance the practice of transformational leadership. Out of the total respondents, only 32(9.3%) and 38(11.1%) and 66(19.2%) responded not at all, once in a while and sometimes respectively paying special attention to each individual followers' needs for achievement and growth as

strategies. As a whole 124(36.2%) of respondents were responded fairly often that paying special attention to each individual followers' needs for achievement and growth as strategies. A chi-square test also significant at ($\chi^2=.309$) portrayed there was not an existence of significant difference among the groups. Again from an open-ended questionnaire it is reported that :-

...Empowering the human power by training of transformational leadership course (R20).The environment in which one can accomplish certain tasks can Negatively affect the attainment of the goal of the institutions which the leadership is one key aspect for goal achievement....therefore, the institution must create conducive working environments (R33).

Based on this finding, the researcher concluded that paying special attention to each individual followers' needs for achievement and growth as strategies to enhance the practice of transformational leadership.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was look in to the practice and challenges in exercising transformational leadership in Arsi University. To this end, descriptive survey research design was adopted to carry out the study. In order to solve the aforementioned problems, the following basic questions were raised in the study:

1. To what extent Arsi University leaders practice transformational leadership?
2. What are the challenges of leaders in exercising transformational leadership in Arsi University?
3. What strategies should be used to enhance the exercise of transformational leadership in Arsi University?

1. The practice of transformational leadership in Arsi University

Majority of respondents rated as the practice of transformational leadership was not effectively practiced in Arsi University. Some of the indicators of this failure in the practices are includes: among the component of transformational leadership inspirational motivation was rated below average. Accordingly, the finding showed that the leaders were not frequently in inspiring towards the realistic future(36.2%), in inspiring followers to achieve extra ordinary achievement(47.5%), debate about future strategic vision achievement(47.9%), effectively focus on institutions vision achievement through inspiring followers to higher levels of achievement(61.0%) ,create clearly communicated expectations that followers want to meet (58.1%) and compose and presents a compelling vision of the future(52.6%) .

Again the other indicators are the leaders were not at all practiced idealized influence of transformational leadership behavior. The findings showed that leaders has not beent act as role

model(40.6%) ,represent the interest of followers(59.0%), willing to take risks for being occurred failure(78.2%), perform in ways that builds his/her respect(32.6%) ,go beyond self-interest for the good of the group(70.9%) and consider the moral and ethical consequences of decisions.

The finding showed that leaders were not frequently practiced transformational leadership components of intellectual stimulation indicated by not encouraging creativity for the well being of the institution(70.9%), approaching followers to think about old problems in new ways(66.3%), encouraging followers ideas, getting others to look at problems from many different angles, suggesting new ways of looking at how to complete assignments and reexamining critical assumptions to question whether they are appropriate(26.7%).

The respondents indicated that the leaders were not comprehensively exhibited transformational leadership component of individual consideration indicated by not paying special attention to each individual follower's needs for achievement and growth(53.2%) ,encouraging supportive climate for new learning opportunities ,trusted by followers(65.7%) ,developing complete faith in leaders ,effective in presenting others' to higher authority(32.6%) and empowering followers to perform beyond expectation(32.6%).

2.Challenges in exercising transformational leadership

The respondents response showed that the leaders were faced such challenges of less empowerment of followers to perform beyond expectation(38.4%), less attention to each individual follower's needs for achievement and growth , overlooking the moral and ethical consequences of decisions(52.3%), lack of encouraging creativity for the wellbeing of the institution(44.1%), lack of encouraging followers ideas which harms satisfaction side of the staff. In addition to that leader face such challenges of less focus on institutions vision achievement inspiring the staff to higher levels of achievement(42.3%) that affects vision achievement of the university. Finally, leaders face such challenges of low loyalty and respecting staff(32.6%) , inability to build trust amongst staff , not acting as role model(35.7%) ,unwillingness to take risks for being occurred failure which affects trust side of transformational leadership.

3. Strategies to be used to enhance the practice of transformational leadership

From the respondents response majority of the response showed building loyalty and respecting followers, effectively focusing on institutions vision achievement through inspiring the staff to higher levels of achievement 191(55.5%), acting as a role model 153(45.3) ,representing the interest of followers109(32.1%) ,considering the moral and ethical consequences of decisions 136(40.0%), encouraging creativity for the wellbeing of the institution ,approaching to think about old problems in new ways189(55.8%), paying special attention to each individual followers' needs for achievement and growth 124(36.2%) as strategies used to enhance the practice of transformational leadership in Arsi University.

5.2 .Conclusion

Based on the major findings of the study the following conclusions were drawn.

The findings of this study showed that the practice of transformational leadership in Arsi university was at unsatisfactory level .This is indicated by during the study components of transformational leadership inspirational motivation, intellectual stimulation, idealized influence and individual consideration was found to unsatisfactory.

More deliberately, the leaders were not inspiring the staff to achieve extraordinary outcomes, inspiring with hope about realistic future, debate about future strategic vision achievement, effectively focus on institutions vision achievement inspiring the followers to higher levels of achievement ,compose and presents a compelling vision of the future and create clearly communicated expectations that followers want to meet. From this it is possible to conclude that the leaders were not involving themselves in communicating and debating compelling vision of the university's.

Again the leaders were not act as role model , willing to take risks for being occurred failures, represent the interest of followers, perform in ways that builds his/her respect ,go beyond self-

interest for the good of the group, consider the moral and ethical consequences of decisions. Such weak practice of transformational leadership indicators affects the idealized influence components of transformational leadership.

From the findings it is possible to conclude that leaders were not encouraged creativity for the wellbeing of the institution, approach to think about old problems in new ways, encourage followers ideas, gets others to look at problems from many different angles, suggests new ways of looking at how to complete assignments, reexamine critical assumptions to question whether they are appropriate. Such indicators supported that the leaders were not involved themselves in intellectual stimulation behavior of transformational leadership practice.

The leaders were not pay special attention to each individual follower's needs for achievement and growth ,encourage supportive climate for new learning opportunities ,trusted by followers, effective in presenting others' to higher authority and empower followers to perform beyond expectation that affect satisfaction and trust side of the followers.

On the other hand , transformational leaders played a major role in inspiring the vision of the university to achieve the very vision of the university . However, the result of the study reveals that the university leaders rarely or not all provide and communicate and inspire the staff towards such compelling achievement. Most importantly, the leaders were face such challenges of low satisfaction and trust amongst the staff.

Finally, the respondents result showed that leaders has to be employed such strategies of transformational leadership components so as to enhance the practice of transformational leadership. More specifically, the leaders has to focus on inspiring vision ,enhancing staff satisfaction and lead in a ways that build trust amongst staff.

5.3. Recommendations

Higher institutions were in the realm of global competition of internationalization and accreditation of higher education institutions. However, such a compelling agenda cannot easily be achieved, need newly emerging models of leadership.

1. The leaders need to recognize that without effectively practicing such new episode of leadership achieving an institution strategic vision are assumed to be ideal. Therefore, it is recommended that Arsi University leaders specifically directorate of institutional transformation ought to give significant attention needs to leadership development plan so that leaders improve their leadership skills to change the institution. Such a plan may include the contemporary leadership practices such as transformational leadership models.
2. Every institutions were established on the basis of vision achievement. Here it is strongly recommended that Arsi university leaders specifically directors, team leaders and department heads have to focus on the communication of the university's vision through inspiring the staff towards the realistic future.
3. Well nurtured and satisfied staff most importantly played a vital role for the accomplishment of the organization vision. Accordingly, it is strongly recommended that Arsi University leaders are expected to enhance staff job satisfaction through focusing on paying special attention to each individual follower's needs for achievement and growth ,encourage supportive climate for new learning opportunities , effective in presenting others' to higher authority and empower followers to perform beyond expectation.
4. The leadership charismatic ability influence and attracts the hearts of the followers. Such magnetic source of attraction again also affects the trust followers build towards their leadership which in turn affects vision achievement of the institution. So most importantly, the researcher recommend that Arsi University's deans, directors ,team leaders and department heads are expected to lead in an exemplary manner to build trust amongst staff.
5. Finally, this study is conducted on limited variable and the first one to measure the practice and challenges of transformational leadership in the university, so it is recommended future research investigation to asses with broader variable and arena.

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APPENDICES

APPENDIX-I HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Leaders

Dear Respondent,

This questionnaire is designed to gather information about Practices and Challenges in Exercising Transformational Leadership in Arsi University. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, opinion and timely responses to all parts of the questionnaire which will be kept confidential. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

Thank you!

Gena Ahmed

General direction

- No need to write your name
- Each question has its own instruction to follow
- You have to return the questionnaire as soon as possible after completion

Part-I Personal information for Respondents

Demographic Questions

The following questions concern your position and other personal information. Completion of this information is voluntary and its confidentiality is assured. No individual data will be reported.

1. Sex. Male Female
2. What is your Position? Director Team Leader Department Heads
3. How long have you worked in Arsi University?
Below 1 1-2 3-5 above 5
4. How long have you worked on the current position?
Below 1 1-2 3-5 above 5
5. What is your highest level of Education?
Below Diploma Diploma BA/BSc MA/MSC
PHD MD

Part-II Practice of Transformational leadership

Dear respondent, the following table includes questionnaire that used to solicit your ideas regarding the Practice of transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5 that rates your transformational leadership practice. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1- Not at all 2 - Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always.

S.No	Attributes of Transformational Leadership	1	2	3	4	5
1	I inspire followers to achieve extraordinary outcomes					
2	I inspire with hope about realistic future					
3	I debate about future strategic vision achievement					
4	I effectively focus on institutions vision achievement inspiring them to higher levels of achievement					
5	I compose and presents a compelling vision of the future					
6	I create clearly communicated expectations that followers want to meet					
7	I act as role model					
8	I represent the interest of followers					
9	I'm willing to take risks for being occurred failure					
10	I perform in ways that builds the staff respect					
11	I go beyond self-interest for the good of the group					
12	I consider the moral and ethical consequences of decisions					
13	I encourage creativity for the wellbeing of the institution					
14	I approach employee to think about old problems in new ways					
15	I encourage followers ideas					
16	I get others to look at problems from many different angles					
17	I suggests new ways of looking at how to complete assignments					
18	I reexamine critical assumptions to question whether they are appropriate					
19	I pay special attention to each individual follower's needs for achievement and growth					
20	I encourage supportive climate for new learning opportunities					
21	I'm trusted by followers					
22	others have complete faith in me					
23	I'm effective in presenting others' to higher authority					
24	I empower to perform beyond expectation					

Part –III Challenges in Exercising Transformational leadership

Dear respondent, the following table shows questionnaire that used to solicit your ideas regarding the challenges in exercising transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1 =Not at all 2 = Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always

S.No	Challenges	1	2	3	4	5
1	Less empowerment of followers to perform beyond expectation					
2	Low loyalty and respecting for followers					
3	Less focus on institutions vision achievement inspiring them to higher levels of achievement					
4	Less attention to each individual follower's needs for achievement and growth					
5	Not acting as role model					
6	Unwillingness to take risks for being occurred failure					
7	Overlooking the moral and ethical consequences of decisions					
8	Lack of encouraging creativity for the wellbeing of the institution					
19	Lack of encouraging followers ideas					
10	Lack of Suggesting new ways of looking at how to complete assignments					
11	Lack of encouraging supportive climate for new learning opportunities					
12	Inability to build trust from followers					

What do you think other challenges in exercising transformational leadership in Arsi University?

Part-IV Enhancing the practice of Transformational Leadership

Dear respondent, the following table incorporate questionnaire that used to solicit your ideas regarding the practice of transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1 - Not at all 2 - Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always

No.	Strategies	1	2	3	4	5
1	Building loyalty and respecting followers					
2	Effectively focusing on institutions vision achievement inspiring them to higher levels of achievement					
3	Acting as role model					
4	Representing the interest of followers					
5	Considering the moral and ethical consequences of decisions.					
6	Encouraging creativity for the wellbeing of the institution					
7	Approaching to think about old problems in new ways					
8	Paying special attention to each individual followers' needs for achievement and growth					

What do you think other strategies to enhance the practice of transformational leadership in Arsi University?

APPENDIX-II
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Staff

Dear Respondent,

This questionnaire is designed to gather information about Practices and Challenges in Exercising Transformational Leadership in Arsi University. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, opinion and timely responses to all parts of the questionnaire which will be kept confidential. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible.

Thank you!

Gena Ahmed

General direction

- No need to write your name
- Each question has its own instruction to follow
- You have to return the questionnaire as soon as possible after completion

Part-I personal information for Respondents

Demographic Questions

The following questions concern your personal information. Completion of this Information is voluntary and its confidentiality is assured. No individual data will be reported.

1. Your Sex. Male Female
2. How long have you worked for in Arsi University?
Below 1 1-2 3-5 above 5
3. How long have you worked with your current leader?
Below 1 1-2 3-5 above 5
4. What is your highest level of Education?
Below Diploma Diploma BA/Bsc MA/MSc MA/MSc

PHD MD

Part-II Practice of Transformational leadership

Dear respondent, the following table incorporates questionnaire that used to solicit your ideas regarding the Practice of transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5 that rates your respective leaders transformational leadership practice. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1 - Not at all 2 - Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always.

S.No	Attributes of Transformational Leadership	1	2	3	4	5
1	Inspire followers to achieve extraordinary outcomes					
2	Inspire with hope about realistic future					
3	Debate about future strategic vision achievement					
4	Effectively focus on institutions vision achievement inspiring me to higher levels of achievement					
5	Compose and presents a compelling vision of the future					
6	Create clearly communicated expectations that followers want to meet					
7	Act as role model					
8	Is willing to take risks for being occurred failures					
9	Represent the interest of followers					
10	Perform in ways that builds his/her respect					
11	Go beyond self-interest for the good of the group					
12	Consider the moral and ethical consequences of decisions					
13	Encourage creativity for the wellbeing of the institution					
14	Approach me to think about old problems in new ways					
15	Encourage followers ideas					
16	Gets others to look at problems from many different angles					
17	Suggests new ways of looking at how to complete assignments					
18	Reexamine critical assumptions to question whether they are appropriate					
19	Pay special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor					
20	Encourage supportive climate for new learning opportunities					
21	Trusted by followers					
22	I have complete faith in him					
23	Effective in presenting others' to higher authority					
24	Empower me to perform beyond expectation					

Part –III Challenges in Exercising Transformational leadership

Dear respondent, the following table shows questionnaire that used to solicit your ideas regarding the challenges in exercising transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1 =Not at all 2 = Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always

S.No	Challenges	1	2	3	4	5
1	Less empowerment of followers to perform beyond expectation					
2	Low loyalty and respecting for followers					
3	Less focus on institutions vision achievement inspiring them to higher levels of achievement					
4	Less attention to each individual follower's needs for achievement and growth					
5	Not acting as role model					
6	Unwillingness to take risks for being occurred failure					
7	Overlooking the moral and ethical consequences of decisions					
8	Lack of encouraging creativity for the wellbeing of the institution					
19	Lack of encouraging followers ideas					
10	Lack of Suggesting new ways of looking at how to complete assignments					
11	Lack of encouraging supportive climate for new learning opportunities					
12	Inability to build trust from followers					

What do you think other challenges in exercising transformational leadership in Arsi University?

Part-IV Enhancing the Practice of Transformational Leadership

Dear respondent, the following table incorporate questionnaire that used to solicit your ideas regarding the practice of transformational leadership in Arsi University. There are five (5) rating scale that ranges from 1 to 5. Please, try to select the one fits your perception. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

1 - Not at all 2 - Once in a while 3 = Sometimes 4 = Fairly often 5 = Frequently, if not always

No.	Items	1	2	3	4	5
1	Building loyalty and respecting followers					
2	Effectively focusing on institutions vision achievement inspiring them to higher levels of achievement					
3	Acting as role model					
4	Representing the interest of followers					
5	Considering the moral and ethical consequences of decisions.					
6	Encouraging creativity for the wellbeing of the institution					
7	Approaching to think about old problems in new ways					
8	Paying special attention to each individual followers' needs for achievement and growth					

What do you think other strategies to enhance the practice of transformational leadership in Arsi University?

APPENDIX-III
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
Interview Guide for Leaders

The main purpose of this interview is to collect relevant data regarding the practices and challenges in exercising transformational leadership in Arsi University. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions has of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

Gena Ahmed

Part I: Shall you elaborate your response to the following questions in short?

1. How do you think about Arsi university vision of 2033 achievement?
2. How do you explain the practice of transformational leadership in Arsi University?
3. What are the challenges in exercising transformational leadership in Arsi University?
4. What strategies do you forward to enhance the practice of transformational leadership in Arsi University?