Transformational Leadership in Colleges of Education in Ghana: Teachers' Perspectives

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Abstract
This study looked at the leadership attributes of principals of the colleges of education in Ghana from the tutors' perspective measured through a descriptive survey. The accessible population was made up of all the 1,528 teachers and vice principals in the colleges. Data was collected from 253 colleges of education tutors from 15 public colleges of education in Ghana by using an adapted version of Avolio and Bass's Multifactor Leadership Questionnaire (MLQ). The results from the study showed that generally principals in colleges of education demonstrated the transformational leadership trait. However, on the attribute of 'idealized influence,' respondents indicated that their principals practiced it the least. It is recommended that responsible bodies (for example, National Council for Tertiary Education [NCTE]) in charge of training principals in Ghana should include in their training programmes an aspect on the 'idealized influence' attribute of transformational leadership.
Keywords: Transformational leadership trait, Colleges of education, Tutors, Attributes, Teaching efficacy, Job satisfaction

1. Introduction

Educational leadership has changed and evolved over the years as a result of dramatic changes in the external environment. School heads or leaders face complex and demanding challenges in their quest to educate children. As a result, performing the role of the school head requires more than effective leadership practices (CEML, 2002; Personnel Today, 2004; De Pree, 1989). Researchers have come out with a number of leadership styles. One of the best known is the one proposed by Lewin and his colleagues in 1939. These are authoritarian or autocratic, democratic or participative, and laissez-faire or passive: the authoritarian leader makes all decisions, independent of members' input; the democratic leader welcomes team input and facilitates group discussion and decision-making; while the laissez-faire leader allows the group complete freedom for decision-making without participating himself/herself.

Another set of leadership styles was coined by Burns in 1978 as transactional leadership and transformational leadership. These two styles have dominated scholarly debate as the major conceptual models of leadership since the early 1980s (Hallinger, 2003). Transformational leadership is seen as increasing the interest of the staff to achieve higher performance through developing the commitments and beliefs in the organization (Bass, 1985).

Bass (1985) also established that transformational leadership consisted of four factors, also known as the "four I's": idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Idealized influence describes managers who are exemplary role models for associates. Inspirational motivation describes managers who motivate associates to commit to the vision of the organization. It describes the degree to which the leader articulates a vision that is appealing and inspiring to followers. Intellectual stimulation describes managers who encourage innovation and creativity through challenging the normal beliefs or views of a group. This type of leader challenges assumptions takes risks and solicits followers' ideas. Individual consideration describes managers who act as coaches and advisors to the associates.

In all parts of the world, there is acknowledgment that schools require effective leaders if they are to provide the best possible education for their learners (Spillane, 2004; Bolden, 2005). As the global economy gathers speed, it is becoming abundantly clear that the population renew the main asset that drives their countries' competitiveness (Tyler, 2004). This therefore requires trained and committed teachers who will need the leadership of highly effective heads of institutions and the support of other staff.

2. Statement of the problem

Although earlier researches have established a connection between principals' leadership styles and academic achievement in schools (Yukl, 2010; Leithwood, Begley & Cousins, 1990), these researches have not concretely established the most suitable attribute, approach or style for principal leadership that can effectively enhance academic achievements and teacher efficacy (Yukl, 2010). In view of the above, there is the need for more studies that examine the possible influence on school leadership style and tutors commitment to goals of the college. In addition, there is scarcity of research on this issue, especially in the African context. In Ghana, the assumption is that, the school principal's or a head's transformational leadership trait is connected to teacher

effectiveness that in turn leads to high academic performance. Hence, this study attempted to ascertain this assumption.

3. Purpose of the Study

1. The purpose of the study was to examine the perception of teachers in the colleges of education about their principals' transformational leadership behaviours exhibited in an era of educational accountability.

4. Objectives of the Study

1.   To investigate the type of transformational leadership attribute/ trait employed by principals in the colleges of education.

2.   To find out whether the principals transformational leadership skill has any effect on their teachers teaching efficacy, job satisfaction and organizational goals of the colleges.

5. Research Questions

The study answered the following questions:

1.   What is the perception of tutors on transformational leadership attributes used by principals in colleges of education in Ghana?

2.   Is there an influence of the principals' leadership trait on teachers' teaching efficacy, job satisfaction and commitment to college goals?

6. Significance of the study

How teachers perceive their leaders administrative style and behaviours greatly influence their attitude toward their job. For this reason, it is important to study and identify, through empirical research, those leadership attributes perceived by teachers as being essential for positively influencing their teaching efficacy, job satisfaction and commitment to college goals.

7. Review of Related Literature

Leadership plays an important role in the success of schools and this success directly depends on the effectiveness of their heads. Over the past decades, debate over the most suitable leadership traits/attributes for heads of institutions and organizations has dominated the argument (see Blasé & Blasé, 2000; Friedman & Kass, 2002). According to Robinson (2008), research on the effects of transformational leadership on educational outcome is quite limited even though some attempts have been made to investigate whether transformational leadership has an impact on school culture, and certain teacher and student outcomes. Bandura's (1997) theory of perceived self-efficacy explicates how teachers judge their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. In his social cognitive theory, Bandura (1997) stated that goals increase people's cognitive and affective reactions to performance outcomes because goals specify the requirements for personal success. Goals also prompt self-monitoring and self-judgments of performance attainments (Zimmerman, Bandura & Matinez-Pons, 1992)

Bandura (1997, p. 2) defined perceived self-efficacy as "belief in one's capabilities to organize and execute courses of action required in managing prospective situations". Ross and Gray (2006) also defined teacher efficacy as a set of personal efficacy beliefs that refer to the specific domain of the teacher's professional behaviour. In other words, self efficacy is people's beliefs in their ability to perform a particular task. Teacher's self-efficacy beliefs works in-tandem with other psychosocial determinants that affect their motivation and performance such as their professional aspirations, the recognition and respect they perceive to be accorded and ultimately, the satisfaction they draw from their profession (Caprara, Barbaranelli, Steca, & Malone, 2006). Previous findings support the critical influence of a teacher's self-efficacy beliefs on their performance and motivation (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk Hoy & Davis, 2006; Caprara et al., 2006).

In the educational field, research literature and some findings support the notion that teachers' sense of efficacy is pertinent in affecting and sustaining their commitment to school and their job satisfaction (Caprara et al., 2006; Ross, 1993) and it is significantly related to students' achievement. Teacher efficacy is of interest to researchers who continually investigate school improvement because the concept of teacher efficacy consistently predicts the willingness of teachers to try out new teaching ideas (Ross & Gray, 2006).

In addition to being more willing to incorporate new teaching methods and ideas, Nir and Kranot (2006) cite studies that showed that teachers with high self-efficacy are better able to cope with stress, have a higher commitment to teaching, and cooperate with parents.

Empirical studies examining teachers' perceptions of school leadership have yielded invaluable data documenting the effects of principals' behaviours on conditions within schools where teaching and learning take place (Jantzi & Leithwood, 1995). These studies confirm the need for principals to be persuaded to act and focus on conditions that help teachers acquire and sustain feelings of perceived efficacy, competence and worth (Hipp, 1997). Further support for these findings was given in a study by Hoy and Woolfolk (1993), in which they examined the relationship between teacher efficacy and aspects of a healthy school climate. The study involved

179 teachers randomly selected from 37 elementary schools in New Jersey, USA. Results from this study indicated that teachers' sense of efficacy was related to administrators' responsiveness to their needs.

Hoy and Woolfolk's study further showed that transformational leadership was mediated by teachers' positive experiences received on the job, such as their job satisfaction. In other words, transformational leadership may indirectly contribute to one's personal teaching efficacy. Additional empirical evidence from other studies indicates that principals' behaviour significantly influences teachers' experiences in many directions, including their on the job experiences, efforts, and commitment to change (Yu, Leithwood & Jantzi, 2002). In addition, principals' or head's leadership style has been shown to be strongly correlated with teachers' autonomy, support, professional growth, role conflict and overall satisfaction, all of which have been strongly linked to personal teaching efficacy (Nir & Kranot, 2006).

In a study, involving 3,074 teachers from 218 elementary schools in Canada in 2006, Ross and Gray examined the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of transformational leadership upon teacher commitment through collective teacher efficacy. The researchers found that transformational leadership had direct effects on teacher commitment and the collective teacher efficacy of the school.

Bass and Avolio (1994) stress that transformational leaders focus on capacity building for the purpose of organizational change. Bennis and Nanus (1997) also established that transformational leaders sharpen their subordinates' skills and enhance their knowledge from their own experiences. Again, Hall, Johnson, Wysocki and Kepner (2008) claim that this approach can help school administrators become exceptional leaders. Leithwood and Jantzi (2000) assert that transformational leadership has seven dimensions in the school setting. These are: building school vision and establishing school goals, providing intellectual stimulation, providing individualized support, modeling best practices and organizational values, setting high academic standard expectations, creating a productive school culture and fostering participation in decisions.

As has been shown through the presentation of literature so far, teaching efficacy has been shown to affect one's sense of self esteem, motivation, attitude, capabilities, commitment, and overall satisfaction (Caprara et al., 2006). The literature reviewed supports the theory that transformational leadership behaviours positively influence one's sense of self or teaching efficacy thereby indirectly influencing other factors, such as job satisfaction and commitment to one's profession. It is against this background that since the mid 1990s, the influence of transformational leadership in the educational sector has been the focal point of many research studies (Woolfolk Hoy & Davis, 2006; Nir & Kranot, 2006; Zimmerman, Bandura & Matinez-Pons, 1992).

Fullan (2001) asserts that society is getting more and more complex hence the need for a more sophisticated leadership. Thus, Lewis, Goodman and Fandt (1998) are also of the view that school administrators are expected to cope with a rapidly changing world of work if they want to be effective at their schools. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders.

Undoubtedly, this leadership paradigm has quickly become the most prevalent and widely accepted model of school leadership because of its emphasis on the fostering and development of organizational members (Marzano, Waters & McNulty, 2005).

8. Methodology

8.1 *Research design*

This study is descriptive in nature. According to Best and Kahn (1995), descriptive survey is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. Fraenkel and Wallen (2000) also maintain that in descriptive research, accurate description of activities, objects, processes and persons is the objective. This study fits the above description because the study seeks to find the current status of teachers' perception of their principals hence the descriptive survey.

8.2 *Population*

The study was conducted in some selected colleges of education in Ghana. The target population of the study was all vice-principals and tutors in the colleges of education Ghana. In all, 253 out of the total population of 1,528 tutors and vice principals were randomly selected.

8.3 *Instrumentation*

In order to give equal representation in terms of the respondents for each of the selected colleges, stratified random sampling method was adopted. The instrument used in the study was the questionnaire. It was divided into three sections. The first covered the background information of the respondents, such as gender and the number of years served at current school. The second section was the adapted version of the MLQ (Form 5X) by Avolio and Bass (2004). The MLQ was made up sixteen statements that investigated four components of

transformational leadership: Idealized influence, Inspirational motivation, Intellectual stimulation and Individual consideration.

In addition, the survey consisted of 17 job satisfaction and organizational commitment indicators of respondents which included proficiency in procedures and experimenting with various didactic methods in teaching and human relations skills. It also catered for conceptual skills such as the ability to view the school as a whole, to focus on outcomes and working towards the achievement of the goals of the college. The items were measured on a 5-point Likert scale. The gradation provided were: 1=not at all, 2= once a while, 3= Sometimes, 4= fairly often, 5= frequently (if not always).

8.4 *Pre-testing*

The questionnaire was pre-tested using tutors of St Joseph's college of education, Bechem, Ghana. It was pretested because it was adapted to suit the colleges of education, therefore reliability and validity needed to be checked. After the analysis, some items were changed because teachers gave varied answers which showed that the questions were ambiguous; those questions were rewritten in order to elicit the needed responses. The internal reliability of the MLQ and the teachers' job satisfaction and organizational commitment indicator for the current study was assessed using Cronbach's Alpha. The result was 0.844, which indicated that the questionnaire was reliable for the current study.

8.5 *Data Analysis*

Teachers' general impressions of their principals were explored through descriptive statistics such as means and standard deviation for each category. The data were statistically analyzed with the SPSS version 16.

9. Results

9.1 *Gender Distribution of Respondents*

The gender distribution of the data collected indicated male teachers constitute 61.9% and 38.1% for females. This shows that majority of the respondents were male. This is so because, in the colleges of education, out of the total number of 1,528 teachers, male teachers are made up of 1,158 and female teachers are 370 (Ministry of Education, 2013). The distribution is shown in Table 1.

Table 1: Gender distribution of respondents

Sex	frequency	percentage
Male	156	61.9
Female	96	38.1
Total	252	100

9.2 *Research Question One*

What is the perception of tutors on transformational leadership attributes used by principals in colleges of education in Ghana?

The teachers were asked to rate whether they agreed (from "not at all" to "frequently (if not always)" to the 16 items on the four core areas of leadership attributes as proposed by Avolio and Bass (2004). The result is shown in Table 2.

Table 2: Tutors' score for the four core areas of leadership attributes used by principals

Leadership Attribute	No. of respond-ents	Mean	SD
1. Idealized influence	**252***	**3.11**	**1.26**
a. In your school the principal instills pride in those who associate with her/him	253	2.82	1.394
b. The principal goes beyond self interest for the good of the group	252	3.25	1.190
c. The principal makes personal sacrifices for others benefit	253	3.12	1.235
d. The principal acts in ways that build others respect for me	253	3.25	1.168
2. Inspirational Motivation	**252**	**3.53**	**1.12**
a. The principal works enthusiastically about what needs to be accomplished for the good of the school and workers	253	3.70	1.047
b. The principal expresses confidence that goals will be achieved by teachers/workers	253	3.85	1.003
c. The principal talks optimistically about the future	253	3.70	1.150
d. The principal articulates a compelling vision for the future	253	3.83	1.023
3. Intellectual Stimulation	**252**	**3.78**	**1.07**
a. The principal re-examines critical assumptions to question whether they are appropriate	253	4.28	0.71
b. The principal get others to look at problems from many different angles	253	4.31	0.62
c. The principal allows teachers to have considerable autonomy and discretion to plan curriculum and organize instruction within an overall framework	253	4.38	0.83
d. The principal has regular meetings with staff to discuss issues arising	252	4.26	0.66
4. Individual Consideration	**252**	**3.47**	**1.11**
a. The principal treats teachers as individuals rather than just as members of a group	253	3.36	1.135
b. The principal helps others develop their strengths	253	3.53	1.093
c. The principal seeks different perspectives when solving problems that relate to the college	253	3.42	1.080
d. The principal encourages use of teams to plan and implement school improvement	252	3.59	1.106

*Differences in the number of respondents were due to missing numbers.

Overall, as judged by the scores attained on a five point Likert scale on the four areas of leadership attributes the respondents indicated that the area of 'intellectual stimulation' (M= 3.78, SD=1.07) was stressed more than 'idealized influence (M=3.11, SD=1.26) 'inspirational motivation' (M=3.5, SD=1.12) and 'individual consideration' (M=3.47, SD=1.11) by the principals in the colleges of education. For instance, under the items 'the principal critically re-examines assumptions to question whether they are appropriate' (M=4.28, SD=0.71), 'the principal gets others to look at problems from many different angles'(M=4.31, SD=0.61), 'the principal allows teachers to have considerable autonomy and discretion to plan curriculum and organize instruction within an overall frame work'(M=4.38, SD=0.83) and finally 'the principal having regular staff meetings with teachers to discuss issues arising'(M=4.26, SD=0.83) were all viewed by the teachers as principals leadership attributes which were frequently (if not always) utilized.

In the area of 'idealized influence' (M= 3.11, SD=1.26) the teachers were of the opinion that their principals sometimes employed that leadership attribute. The items 'the principal goes beyond self interest for the good of the group' (M=3.25, SD=1.190), 'the principal makes personal sacrifices for others benefit' (M= 3.12, SD=1.235), 'the principal acts in ways that builds others respect for me' (M=3.25, SD=1.168) were all perceived by respondents as leadership attributes that were fairly performed by the principals in the institutions. It is worth noting that, under 'idealized influence 'the scale 'the principal instills pride in others for being associated with her/him (M= 2.82, SD= 1.394) was perceived by the teachers as a role that was not at all performed by their principals.

The two leadership attributes 'inspirational motivation' (M=3.53, SD=1.12), and 'individual consideration' (M= 3.47 SD= 1.11) had the same story to tell in that all the subscales were perceived by the teachers as roles that were fairly often performed by the heads. Although, the overall opinion of the respondents indicated that the roles under the aforementioned subscales were fairly often performed by the principals, under 'individual consideration', the scale 'the principal encourages the use of teams to plan and implement school improvement'

(M= 3.59, SD= 1.106) was seen as a role that was frequently (if always) performed by the principals. The same can be said for 'inspirational motivation' where the teachers again saw an exception with the scale 'the principal expresses confidence that goals will be achieved by teachers' (M=3.85, SD=1.106). This item was also seen as a role that was fairly often performed by principals in the colleges of education.

9.3. *Research Question Two*

Is there an influence of the principals' leadership trait on teachers' teaching efficacy, job satisfaction and commitment to college goals? This question sought to find out whether transformational leadership attributes affected teachers' performance (see Table 3).

Table 3: Means and Standard Deviations of the influence of the principals' leadership trait on teachers' teaching efficacy, job satisfaction and commitment to college goals

Teacher efficacy, job satisfaction and commitment to College	No. of respondents	Mean	Standard Deviation
1. I accept and obey norms, rules and regulations set by the school.	252	4.29	.865
2. This school inspires and drives me to work hard.	253	3.60	1.166
3. Compared with other colleges of education, this is the best school to teach.	253	3.58	1.174
4. Often, I find it very difficult to agree with the rules and regulation for teachers in this school.	253	2.45	1.193
5. I have a willingness to put in a great deal of effort beyond what is expected in order to help this school to be successful.	252	4.26	.881
6. For me, there isn't much to be gained by continuing to work in this school any longer.	253	2.45	1.313
7. In my lessons, I experiment with various didactic methods.	253	4.06	.822
8. I use new knowledge and skills in my lessons.	253	4.35	.739
9. I use the reactions of the students to improve my teaching practices.	253	4.36	.756
10. I can always turn to my colleagues with problems and questions.	252	3.88	.905
11. Discussions with colleagues about work are superficial.	253	3.47	1.252
12. I care less about extra-curricular activities in the school.	253	4.15	.839
13. I see the college as part of a bigger family.	252	4.06	.904
14. I demonstrate a willingness to change my own practices in light of new understanding.	253	4.16	.801
15. The school's atmosphere helps bring an accomplishment within my profession	252	3.59	1.043
16. The principal promotes an appropriate level of autonomy for teachers in their own decision making.	253	3.51	1.111
17. My principal gives me freedom to carry out my teaching activities.	251	4.19	9.957

(General overview of principal's leadership attributes as they affect teachers' teaching efficacy, job satisfaction and commitment to college goals, M= 3.80, SD= 0.99).

The tutors rated the principals' by showing how their leadership attributes influenced tutors teaching efficacy, job satisfaction and their commitment to college goals. The overall mean for all the items was M= 3.80, SD= 0.99. Analyzing the data descriptively, it was realized that the average means of the items ranged from 3.60 to 4.36 as seen in Table 3. Teachers rated as highest, 'using the reactions of their students to improve their teaching practices' followed by 'using new knowledge and skills in their lessons and 'accepting and obeying norms, rules and regulations set by the school' in that order. Teachers also ranked 'demonstrating a willingness to change their own practices in light of new understanding' (M= 4.16, SD = .801), 'principal giving them freedom to carry out their teaching activities' (M=4.19, SD= 9.957), ' having a willingness to put in a great deal of effort beyond what is expected in order to help their school be successful' (M= 4.26, SD= .881), 'experimenting with various didactic methods in lessons' (M= 4.06, SD=.822) were all rated high by the respondents.

Interestingly, with the same mean of 2.45 and standard deviation of 1.193, the respondents stated that they did not agree to the statements that 'there wasn't much to be gained by continuing to work in their school any longer' and teachers 'finding it very difficult to agree with the rules and regulation in their schools'.

10. Discussion

The descriptive results show that principals of colleges of education are generally strong in the use of the

transformational leadership attributes as indicated by the tutors. Specifically, the respondents were of the view that, principals employed intellectual stimulation frequently (if not always) considering the fact that the means of the sub scales ranged from 4.26 to 4.38. Again, the analysis showed that the tutors rated the subscales under 'intellectual stimulation' high. Items such as 'the principals allowing teachers to have considerable autonomy and discretion to plan curriculum and organize instruction within an overall framework' and 'the principal having regular meetings with members' were perceived as activities that were frequently performed by the principals.

These results suggest that the principal provided some form of instructional leadership to the teachers. The transformational leadership behaviours of principals were found to have a significant relationship with the self-efficacy of teachers in this study and this is consistent with previous studies. For instance, according to Podsakoff, MacKenzie, Moorman and Fetter, (1990) transformational leadership enhances the development of followers, challenging them to think in ways which they are not accustomed to, inspiring them to accomplish beyond what they felt was possible. This result however is in disagreement with earlier research by Yildirim (2003), in which the biggest complaint by some school teachers surveyed in Turkey was the issue of them not receiving much support from their principals.

In the light of the above, we can conclude that principals in the colleges of education in Ghana use 'intellectual stimulation' very frequently in their colleges. Nevertheless, a look at the mean scores for 'idealized influence' showed that in relative terms teachers rated those scales the least. For instance, the item 'the principal instills pride in others for being associated with her/him' was the least rated scale in all the analysis. In this regard, we may speculate that there were several reasons causing this low perception of this leadership attribute. The assumption may be that, principals in the colleges of education do not fulfill this task and that Ghanaian principals are just interested in students' development and not their teachers.

On the whole, looking at the analysis, we can conclude that teachers were of the view that principals practiced the transformational style of leadership in their schools with emphasis on 'intellectual stimulation'. On the issue of 'idealized influence', principals need to be more aware of how to motivate staff and the importance of building staff morale. Research by Blasé & Blasé (2000) confirmed that teacher morale enhanced the possibility of productive interactions between teachers and others.

Regarding the influence of the principal's leadership attributes on teachers' teaching efficacy, job satisfaction and commitment to college goals, it was seen that the teachers ranked high the items, 'teachers accepting and obeying norms, rules and regulations set by the school' as a substantial element that teachers believed enhanced their teaching efficacy, job satisfaction and commitment to school goals.

On all the subscales, teachers agreed that their principals' leadership styles drove them to 'have a willingness to put in a great deal of effort beyond what is expected in order to help their school to be successful,' 'use the reactions of the students to improve their teaching practices', 'use new knowledge and skills in their lessons' and to 'demonstrate a willingness to change their practices in the light the of new understanding'.

This was evidenced in the analysis, because the respondents showed disagreement to the items 'finding it very difficult to agree with the rules and regulation of the school' and 'there isn't much to be gained by continuing to work in the school any longer'. One possible explanation could be that the principals' attributes of transformational leadership really had a positive effect on the teachers, hence their commitment to their job, their schools and their teaching efficacy. This confirms an earlier research by Yu, Leithwood and Janzti (2002) that found that principals' behaviours have influence on teachers' job, efforts and commitment to organizational goals.

11. Conclusions and Implications of the Findings for Administrators

The main purpose of this study was to assess the transformational leadership attributes of Ghanaian principals from the perspective of their teachers and to analyze whether this leadership style influenced teachers' teaching efficacy, job satisfaction and commitment to college goals. It is hoped that the overall ratings of the teachers and the outcome of the survey can help depict the current situation and make informed suggestions to improve the system to ensure better leadership styles in the colleges of education. First, the descriptive analysis of the study showed that Ghanaian principals effectively practice the transformational leadership style, especially in the area of intellectual stimulation.

The other attributes of the transformational styles were also rated from 'sometimes to fairly often' attributes of the principals. However, with the attribute of 'idealized influence', although teachers were of the view that principals sometimes performed the subscales, they did not agree to the statement that suggested that their principals instill pride in them for being associated with them. The lack of this attribute, among Ghanaian principals may be attributed to the issue of the lack of professional development and also due to the bureaucracy arising from the centralized educational system (Silman & Simsek, 2009).

The good thing is that, on the whole, teachers' perception about their principals was positive and this also reflected in the way teachers were satisfied with their jobs, and committed to the goals of their schools which reflected in their teaching efficacy. It implies that there is awareness among teachers on the importance of transformational leadership as an effective tool in school leadership. Since teachers are aware of these attributes and have stated that it enhances their commitment and attainment of educational goals, it is a good opportunity for the college principals to utilize this positive perception to intensify these attributes.

The findings, however, showed that teachers perceived the principals' attribute of idealized influence as a role that is sometimes performed by principals. The possible explanation could be that principals lack this attribute. Research has shown that leaders' ability to identify with subordinates and act as a role model is crucial in transformational leadership (Yukl, 2010). In the academic setting, the principal's role is not only limited to evaluating students performance, but also teachers. In other words, principals ought to identify with students and teachers' needs and aspirations and act as role models. According to Bass (1985), this constitutes transformational leadership. Yukl (2010) also wrote that, transformational leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues. Therefore, respondents' perception on the principal's attribute of idealized influence need to be noted in the training of principals.

12. Recommendations

In summary, it can be noted that the role of the principal is becoming more complex and therefore all four categories of attributes will become increasingly important for school leaders as they face the challenges of leadership in a new era of educational reform. The responsible bodies in charge of training principals should include in their training course an aspect on idealized influence so that principals will have the skill to perform this role. This perceived lack of importance by teachers may be a result of the bureaucratic nature of most administration. Without doubt, principals need to review current practices to ensure they instill pride in staff for being associated with them.

13. Limitation of the Study

The study was based on the assumption that the transformational leadership style was the suitable approach to leadership used by school principals. As a result, the research did not examine the possibility that principals use other approaches identified in leadership theories such as distributed leadership approaches (Spillane, 2006). Another limitation of the study was whether the teachers providing information about the leadership attributes were accurate about their principals' leadership behaviour. This is because the data collection relied on the use of questionnaire, which was based on the subjective perceptions of the respondents of their principals' leadership attributes.

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