

# Innovations

## The effect of Transformational Leadership Practices on Effectiveness Technical and Vocational Education and Training Institutions in Sidama Zone, Ethiopia

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### Abstract

*The objective of this study is to investigate the effect of Transformational Leadership Practices on Effectiveness Technical and Vocational Education and Training Institutions in Sidama Zone. The researcher employed quantitative research approach with explanatory research design. Simple random sampling technique was employed by researcher to select 243 staff out of 618 employees in TVET institutions in Sidama Zone. Also, the direct personal interview was conducted with leaders in the colleges. The result of regression analysis multiple linear regression model was applied to investigate the effect of transformational leadership practices on the effectiveness of TVET institutions in Sidamazone. The findings of this study showed that, challenge the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart have positive and statistically significant effect on staff commitment. The response of interview was showed that abuse of power, lack of focus on building staff relationship, fewer checks and balance, setting too big picture, loss of power if followers disagree with them. On the other hand, encouraging followers, moral support, sharing of new ideas, collaborations, ready for goal setting, staff happiness, and trust among leaders and employees. Hence, the researcher suggested that the TVET institutions should improve the transformational leadership practices more than current status to encourage the staff commitment which is base for productivity of the organizations.*

**Keywords:** 1. Transformational Leadership Practices; 2. Staff Commitment; 3. Technical and Vocational Education and Training Institutions

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### Introduction

Education is changing to align with the demands of the 21st century, and therefore staff and the transformational leadership practice within in education institutions must aligned to improve the performance of TVET institutions. To achieve the goal for which the TVET institutions established, the most valuable and indispensable resource that TVET institutions needs in order to be effective and efficient is human resource or staff. Highly motivated employees of an organization can prove their utility. There are various tools and methods by which employees motivational level can be enhanced. One of these tools is

the transformational style of manager to effectively and efficiently leading an education and training institutions (Amin et al. 2018).

“Transformational Leaders continue to struggle with creating a positive school culture for staff and students, which will support and enable change, and that, will develop their organization into a high-performing school. The transformational leaders can influence staff commitment so that such behavior has a positive impact on the organizations’ outcome and performance” (Gathungu et al., 2015).

The good transformational leadership fosters a climate of trust, nurtures employees' confidence, and encourages their individual development. Transformational leaders also empower employees to participate in the decision making process, thereby resulting in higher organizational commitment. Transformational leadership allow the leaders to participate in decision making, it leads to more empowered and motivated employees. Education institutions should maintain employees' positive attitudes and behavior by applying the transformational leadership style and ensuring job satisfaction through commitment (Giovanita&Mangundjaya, 2017).

This why effect of transformational leadership practices on staff TVET effectiveness has become the burning issue in TVET Institutions in Sidama Zone of SNNPRs. TVET effectiveness means the success of TVET colleges based on producing the knowledgeable and competent man power who is curial for the economic development of the nation. The TVET institutions are important for overall economic development of the nations across the world. Because knowledge gained from TVET colleges is the way to implement 17 sustainable development goals of United Nations expected to be achieved by 2030.

Different researchers have addressed the issue and reached on different conclusions. For instances Kedir&Geleta (2017) were studied the topic practices of transformational leadership in the Ethiopian technical vocational education and training institutions using cross-sectional design and suggested that most trainers of TVET institutions are not satisfied by leadership style of the leaders in Ethiopian TVET colleges. This implies that the transformational leadership is somewhat not matured in Ethiopian technical vocational education and training institutions

Biza&Irbo (2020) studied the impact of leadership styles on employees' commitment at MadaWalbu University using mixed research approach and concluded that transformational leadership style has positive and significant influence on staff commitment in particular and organizational commitment in general.

Other reserchers such as Ahmad et al. (2018);Malcalm, &Tamatey (2017), Temesgen (2017), Mengistu (2020), and, Gearahayalsew (2019) found out that transformational leadership has positive. But not examined the effect of transformational leadership on effectiveness of the TVET institutions in Sidama zone.

The prior researches were on only focused on four dimensions of transformational leadership such as individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence with reference to other geographical locations which were over researched. But the aforementioned studies did not address the issue in in TVET Institutions of Sidama Zone. The research regarding the effect of transformational leadership practices on staff commitment in TVET Institutions of Sidama Zone is overlooked. Since the current status of transformational leadership practice in the TVET colleges has not been investigated and identified, there is insufficient data to inform policy makers in the design of mechanisms to enhance the quality of the TVET.

This is reason motivated the researcher to undertake the research on effect of transformational leadership practices on staff commitment in TVET Institutions of Sidama Zone. The study was focused on the effect of transformational leadership Practices on effectiveness TVET institutions of Sidama Zone; SNNPR, Ethiopia by filling the aforementioned research gaps.

### **Objective of Research**

- a) To identify the effect of Transformational Leadership Practices on effectiveness TVET institutions
- b) To assess the challenges & opportunities in technical and vocational education and training institutions of Sidama Zone, SNNPRS, Ethiopia

The rest of the paper was organized as follow: section 2 reviews related literature. Section 3 describes the methodology. Data analysis and discussion is included in section 4. Section 5 provides concludes the paper. Section provides direction for future research.

### **Review of Related literature**

The previous section encompasses extensive background about the study. In this section, the researcher explained the review of the relevant literature including concepts of effectiveness, transformational leadership, the five practices of transformational leadership, dimensions of transformational leadership, and components of transformational leadership based on guidelines, reports, journal articles, and dissertations were reviewed based on the existing literature. Also, empirical review of related studies was addressed.

### **Effectiveness of TVET Institutions**

The TVET is that part of the education system that provides courses and training programmes related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labor market with competent apprentices (economic objective). Generally, there is an expectation that TVET facilitates economic. Growth and poverty alleviation by serving as a mechanism to prepare people for occupational fields and by enhancing their effective participation in the world of work (*Caves et al., 2021*). The skill development of TVET institutions is the most important for our current and future life. Knowledge gained from TVET institutions could be the best way to implement 17 sustainable development goals. In all aspects the TVET projects support human right now and contribute to 17 SDGs.

### **Concepts of Transformational Leadership**

Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company.

### **Dimensions of Transformational Leadership**

There are four main components of transformational leadership: Individualized consideration, intellectual Stimulation, inspirational motivation, and idealized influence. Each of these components is positively related to individual and organizational performance.

### **Empirical Review on Five Practices of Transformational Leadership**

Over the past few decades, debates over the most suitable role for leaders of educational institutions have been dominated by transformational leadership models (Hallinger, 2003). But most studies conducted in educational institutions did not considered the five practices model of transformational leadership. This study was considered five practices such as challenging the process, inspiring shared vision, enabling others to act, modeling the way and encouraging the heart (Kouzes and Posner, 2002). The operationalization and empirical review of these five leadership practices is presented as follows:

**a) Challenging the process**

Challenging the process suggests that leaders seek out things that appear to work and then insist that they are improved. Kouzes and Posner (2002) describe the challenge to the process practice as being the search for opportunities to change the status quo. Leaders look for innovative ways to improve the organization. In doing so, they experiment and take risks. For transformational leaders, challenging the process is a way of life. The empirical evidence by prior researchers like Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), and Şirin et al. (2018) suggests that challenging the process version of transformational leadership practice has positive effect on affective staff commitment educational institutions.

**H1: The challenging the process of transformational leadership practice has positive effect on effectiveness TVET institutions**

**b) Inspiring a shared vision**

Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create. Inspiring a vision involves looking at the future with passion in order to make a difference and persuade others to own this vision. Inspiring a shared vision is an important aspect of leadership because leaders are expected to create and communicate organizational direction (Snee and Hoerl, 2004). Leaders breathe life into their visions and get people to see exciting possibilities for the future (Kouzes and Posner, 2002). Transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes and Posner, 1995, 2002). The empirical studies by Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, & Tamatey (2017), Temesgen (2017), Mengistu (2020), and Gearahayalsew (2019) found out that **inspiring a shared vision** of transformational leadership practice has positive effect on affective staff commitment. So it can be hypothesized that:

**H2: The inspiring a shared vision of transformational leadership practice has positive effect on effectiveness TVET institutions**

**c) Enabling Others to Act**

Enabling others to act is fostering collaboration and empowerment. It refers to leaders involving others in planning and giving them freedom of choice in the decision-making process. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization. The Kouzes and Posner (2002) describe the “enable others to act” practice as a means of fostering collaboration and building spirited teams. Leaders actively involve others. The prior research findings by researchers such as Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, & Tamatey (2017) found out that enabling others to act **vision of** transformational leadership practice has positive effect on affective staff commitment in TVET. So that it can be hypothesized that:

**H3: The enabling others to act vision of transformational leadership practice has positive effect on effectiveness TVET institutions**

**d) Modeling the Way (MTW)**

Modeling means being prepared to go first, living the behaviors they want others to adopt before asking them to adopt them. Leaders also unravel bureaucracy when it impedes action; they put up signposts when people are unsure of where to go or how to get there; and they create opportunities for victory (Kouzes and Posner, 2002). The prior research findings by researchers such as Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, & Tamatey (2017) found out that modeling the way **vision of** transformational leadership practice has positive effect on affective staff commitment in TVET. So that it can be hypothesized that

**H4: Modeling the way vision of** transformational leadership practice has positive effect on effectiveness TVET institutions

**e) Encouraging the Heart (ETH)**

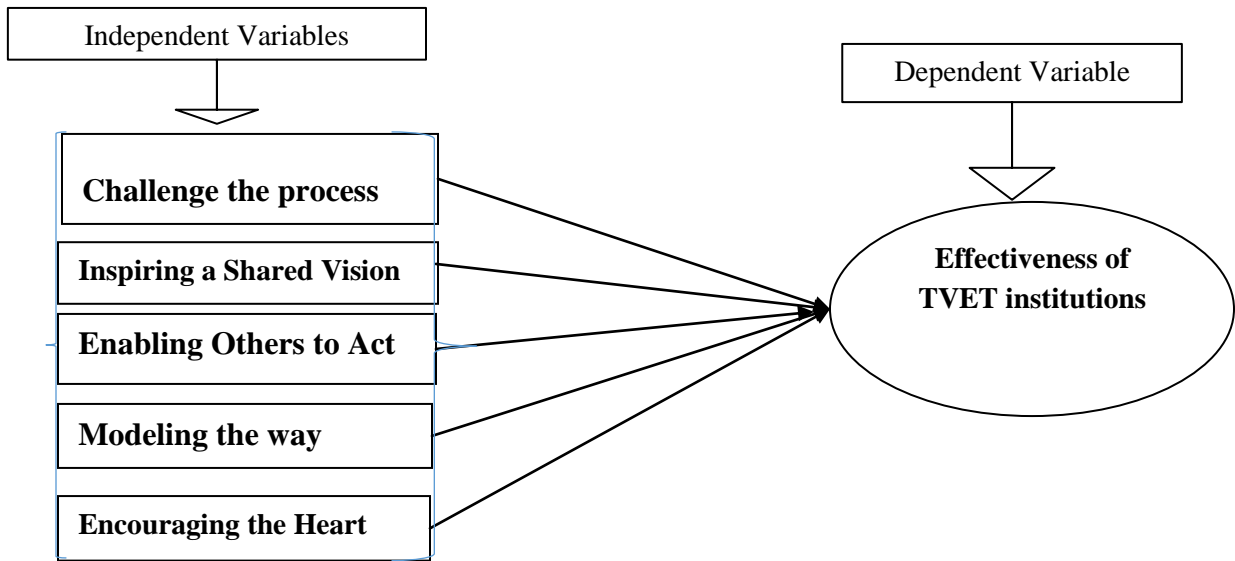
People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance. In order to keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. Leaders make people feel like heroes (Kouzes and Posner, 2002). The prior research findings by academics such as Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, & Tamatey (2017) found out that encouraging the heart **vision of** transformational leadership practice has positive effect on affective staff commitment in TVET. So that it can be hypothesized that

**H5: Encouraging the heart vision of** transformational leadership practice has positive effect on effectiveness TVET institutions

**Conceptual framework of the study**

Conceptually, the study delaminated to identify the effect of five explanatory variables such as challenging the process, inspiring a shared vision, enabling others to act, **modeling the way, and encouraging the heart** on one dependent variable which was affective. This has shown as follow:

**Figure 1: Conceptual Frameworks**



Source: Own development based on the literatures reviewed (2020)

**Matrials and methods**

**Research design and Approach**

The researcher has been used quantitative research approach with explanatory study design to the objective of the study since the main objective of this study was to investigate the cause and effect relationships between staff commitment and transformational leadership practice.

**Data type and Tools of data collection**

In this study, the primary data sources were used to the objective of study. It has collected through structured questionnaire and direct personal interview from respondents selected three TVET institutions in Sidama Zone.

**Sampling Design**

Target population refers to the population to which the study findings are generalized. The study was conducted on 618 consists of Sidama Zone TVET bureau leaders, academic and demonstrative staff of three TVET institutions such as The reason of taking proportional sampling is to reach each sample units from academic and nonacademic staff of nine selected colleges such as Hawassa Poly technique, Tegbared Poly technique, Boracha, Yirgalem, Tula, Bensa Daye, AletaWondo, Kawado, and Arebagona TVET colleges in in Sidama regional state to collect reliable data required to prepare the report of this study. To determine the sample size for this study, the researcher was used mathematical formula of Yamane (1967) by taking into account the total population, the sampling error and the level of reliability and it is assumed that the sample would have 95% reliability about population and a sampling error will be 5%. This simplest formula is: -

$$n = \frac{N}{1 + (0.05^2) * N}$$

Where n= sample size

N= target population

$$\frac{618}{1 + (0.05^2) * 618} = 243$$

Therefore, the representative sample size of this study was 243 respondents selected from three TVET institutions in Sidama zone. Besides, deans, supervisors, and Sidama Zone TVET Bureau Leaders were selected by using purposive sampling techniques for direct personal interview. The reason is that the researcher believes to get appropriate and relevant information about transformational leadership practices, challenges and opportunities of TVET institutions in the Sidama Zone.

**Data Analysis Methods**

To meet the objective of the study, there search was used both descriptive and inferential statistics that have been done through SPSS version 21.0 in order to get the reliable research findings. Narrative analysis was employed to analysis data collected through direct personal interview.

**Econometrics Model Specification**

When it comes to model specification, effectiveness of TVET institutions is measured through Likert scale questionnaire. The multiple linear regression models were employed by researcher to measure effectiveness TVET institutions. The dependent variable effectiveness of TVET institutions is a linear function of, Challenge the Process(CTP), Inspiring a Shared Vision(ISV), Enabling Others to Act (EOA), Modeling The Way(MTW) and Encouraging the Heart(ETW)), the independent variables by CTP, ISV, EOA, MTW, ETW, and the error- by *u*, the model is given by the following Equation as:

$$ETVET = \beta_0 + (\beta_1 * CTP) + (\beta_2 * ISV) + (\beta_3 * EOA) + (\beta_4 * MTW) + (\beta_5 * ETW) + U$$

Whereas:

ETVET = effectiveness TVET institutions

EOA= Enabling Others to Act

$\beta_0$  = Constant term

MTW=Modeling the Way

$\beta_1, \beta_2, \beta_3, \beta_4$  &  $\beta_5$  refers to coefficients

ETW=Encouraging the Heart

CTP=Challenge the Process

*U* = Error term

ISV= Inspiring a Shared Vision

**Reliability Test**

To measure the consistency of the questionnaire particularly the Likert-type scale the reliability analysis is essential in reflecting the overall reliability of constructs that it is measuring. The test of reliability is another important test of sound measurement. A measuring instrument is reliable if it provides consistent results. Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument. If the quality of reliability is satisfied by an instrument, then while using it we can be confident that the transient and situational factors are not interfering the data and the data collected before making regression analysis is reliable. In current research, the researcher employed Cronbach Alpha ( $\alpha$ ) which is the most common measure of scale reliability and a value greater than 0.7 is very acceptable. This has tested as follow:

**Table 2: Reliability Test**

Cronbach Alpha	N of Items
0.924	30

Source: Questionnaire analysis through SPSS (2020)

This indicates that all the variables under consideration accounts above the scientifically accepted threshold, therefore the study are reliable under this circumstance. compared with the minimum value of

alpha 0.70 advocated by Cronbach's (1951), then the responses generated for all of the variables 'used in this research were reliable enough for data analysis. This implies that the data incorporated in SPSS is reliable.

### 3.6 Ethical Considerations

The following ethical considerations was given attention by the researchers and enumerators while conducting the research that includes voluntary participation, no harm were participants, anonymity and confidentiality, not deceiving the subjects and privacy of participants. Conserving the voluntary participation of respondents, no participants were forced to take part in the research and participants were free to withdraw from the research at any moment. With regarding to harm to participants, the researcher was ensure that there is no any physical or psychological harm done to the participants as a result of the study. When it comes to anonymity and confidentiality, all information gathered during the study were be handled confidentially and permission from the participants was obtained for all information to be shared publicly. Not deceiving the subjects since participants were informed clearly about the aim, purpose and procedures of the study and will not deceived in any way. Finally Privacy of participants the privacy of the participants were respected.

### Results of the study

This part is deals with analysis and discussion of data collected from two hundred (200) respondents out of two hundred forty three TVET institutions. The response rate was 82.30% which implies more than 50% of 243 respondents have been participated in the process of data collection. Then, the analysis of the data was based on the questionnaires collected using SPSS version 21.0. The first section of the analysis concerns about personal information of respondents, descriptive statistics person correlation matrix, linear regression model assumptions, regression analysis, hypotheses testing and summary of results.

## 4.1 Demographic profile of the Respondents

**Table 3: Demographic profile of the Respondents**

In the following table, the demographic information of respondents is presented. These include the gender, age, educational status, and experience of respondents. The results of this survey processed using the SPSS version 21.0 software has showed as Follow:

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	138	69.0	69.0	69.0
	female	62	31.0	31.0	100.0
	Total	200	100.0	100.0	
Age		Frequency	Percent	Valid Percent	Cumulative Percent
	less than 25	40	20.0	20.0	20.0
	25 to 34 years	78	39.0	39.0	59.0
	35 to 45 years	68	34.0	34.0	93.0
	above 46 years	14	7.0	7.0	100.0
	Total	200	100.0	100.0	
Education status		Frequency	Percent	Valid Percent	Cumulative Percent
	Diploma	30	15.0	15.0	15.0
	First degree	102	51.0	51.0	66.0
	Master's and above	68	34.0	34.0	100.0



Experience	Total	200	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
less than 2 years	44	22.0	22.0	22.0	22.0
2 up to 5 years	84	42.0	42.0	42.0	64.0
6 up to 10 years	36	18.0	18.0	18.0	82.0
More than 10 years	36	18.0	18.0	18.0	100.0
Total	200	100.0	100.0	100.0	

Source: Questionnaire analysis through SPSS (2020)

As it can be easily observed from the above table 3, there were 100 respondents, of these, 138 (69.0%) were male and 62 (31.0%) were female in TVET institutions. This implies that the ratio of male respondents to female is relatively is high in TVET institutions. With regarding to age of the respondents, 40(20.0%) lies in age category less than 25 years, 78(39.0%) respondents found in age group of between 25 to 34, 68(34.0%) respondents found in age group of between 35 to 45and 14 (7.0 %)percent were above 46 to 7(9.0%) years. As it can be easily seen from table 3 majority of respondents fall in age group of less than 25 and there are very few respondents with age group of above 46 years old. The above table 3, the level of educational background of respondents in TVET institutions of Sidama zone, most respondents are first degree holders 102(51.0%) followed by masters and above, 68(34.0%) and master degree, 30(15.0%) diploma holders. This indicates that there were no respondents who without educations that show are their professional. Finally, the above table 3 displayed background information about the respondents is years of Hawassa city administration revenue authority. Also table3 showed that 3(22.0%), 84 (42.0%),36 (18.0%) and 36(18.0%) of the respondents have working experience of less than 2 years, 2up to 5 years,6 up to 10years and more than 10 years in TVET institutions.

### Summary of Descriptive Statistics

Table 4: Summary of Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. D
effectiveness TVET institutions	200	1.00	5.00	2.6700	1.20347
challenge the process	200	1.00	5.00	2.6000	1.11635
inspiring a shared vision	200	1.00	5.00	3.1000	1.32620
enabling others to act	200	1.00	5.00	3.2804	.96773
modeling the way	200	1.00	5.00	2.8300	1.24453
encouraging the heart	200	1.00	5.00	2.8700	.96840

Source: Questionnaire analysis through SPSS (2020)

Staff effectiveness TVET institutions were the dependent variable of this study. As indicated in the above table 4, the effectiveness TVET institutions has overall mean of the variable was 2.6700 a maximum of 5 and a minimum of 1 Likert scale values. The standard deviation value is 1.0845 which indicates there was variation of actual responses from the mean. With regard to other variables the Challenge the Process2.6600 with (SD) 1.11916 Inspiring a Shared Vision of mean 3.1000, (SD) of 1.32954, Enabling Others to Act 2.9980 with SD 0.75765, Modeling The Way 2.8300 with SD of 1.24766, Encouraging the Heart2.8700 with 0.97084 with SD have the overall mean and standard deviation respectively. In summary, all

variables incorporated in the model have moderate contribution to the response variable Staff Commitment in TVET institutions of Sidama Zone.

**Correlation Analysis**

Correlation analysis measures the relationship between two items. The resulting value (called the “correlation coefficient”) shows if changes in one item will result in changes in the other item. Correlation is a way to index the degree to which two or more variables are associated with or related to each other. The correlation matrix for this study was computed as follow:

**Table 5: Pearson Correlation Matrix**

Correlations							
Variables		SC	CTP	ISV	EOA	MTW	ETW
ETVE T	Pearson Correlation	1					
	Sig. (2-tailed)						
CTP	Pearson Correlation	.350**	1				
	Sig. (2-tailed)	.000					
ISV	Pearson Correlation	.153*	.285**	1			
	Sig. (2-tailed)	.031	.000				
EOA	Pearson Correlation	.257**	.132	.060	1		
	Sig. (2-tailed)	.000	.063	.398			
MTW	Pearson Correlation	.352**	-.129	-.452**	.045	1	
	Sig. (2-tailed)	.000	.069	.000	.529		
ETW	Pearson Correlation	.368**	-.262**	-.021	.017	.399**	1
	Sig. (2-tailed)	.000	.000	.766	.810	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
 \* . Correlation is significant at the 0.05 level (2-tailed).

Source: Questionnaire analysis through SPSS (2020)

The table 5 shows the relationship between dependent variable which is effectiveness of TVET institutions and independent variables with coefficient of correlation 1 indicates that each variable is perfectly correlated with each other. The result shows that, all five independent variables such as Challenge the Process(CTP), Inspiring a Shared Vision(ISV), Enabling Others to Act (EOA), Modeling The Way(MTW), Encouraging the Heart(ETW) have positive relationship with staff commitment since p-value is more than 1% level of significance since p-value is less than 0.01.This impliestransformational leadership practice has positive and significant relationship with effectiveness of TVET institutions of Sidama zone.

**Assessment of Ordinary Least Square Assumptions**

Ordinary Least Squares (OLS) is the most common estimation method for linear models and that’s true for a good reason. As long as your model satisfies the OLS assumptions for linear regression, we can rest easy knowing that we’re getting the best possible estimates. The most common assumptions to be tested before

running final regression result are normality, Multicollinearity, autocorrelation, and Heteroscedasticity. So the model used for this study was best fit.

**The Regression Results (Inferential Statistics)**

**Table 6: Regression Results** (effectiveness TVET institutions)

R=.680, R<sup>2</sup>=.462, Ad R<sup>2</sup>.448, Std. Error of the Estimate = .89408, Durbin-Watson (d) = 1.888, F-statistic = 33.310 P-value = 0.000, ANOVA with (p-value of 0.000

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B			Collinearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	-1.859	.378		-4.920	.000	-2.604	-1.114			
CTP	.438	.062	.406	7.008	.000	.315	.561	.825	1.211	
ISV	.174	.058	.192	3.020	.003	.060	.288	.687	1.456	
EOA	.212	.066	.170	3.190	.002	.081	.342	.975	1.025	
MTW	.337	.064	.349	5.255	.000	.211	.464	.630	1.588	
ETW	.419	.076	.337	5.495	.000	.268	.569	.738	1.356	

a. Dependent Variable: staff commitment

Source: Questionnaire analysis through SPSS (2020)

**Fitted Model**

$$\text{Staff commitment} = -1.859 + 0.438 * \text{CTP} + 0.194 * \text{ISV} + 0.212 * \text{EOA} + 0.337 * \text{MTW} + 0.419 * \text{ETW} + \text{Error... (4.1)}$$

The OLS result was presented in the above table 6 R-squared was measured the goodness of fit of the explanatory variables in explaining the variations in effectiveness of TVET institutions the Adjusted-R-squared statistics of the model was 44.8 percent. The result indicates that 44.8 percent variation in the dependent variable was jointly explained by the explanatory variables in the model. Whereas, the remaining 55.2 percent of the variation in the Staff Commitment (SC) (as measured by Likert scale) explained by other variables which are not included in the model. The coefficient of explanatory variables such as Challenge the Process(CTP) 0.438, Challenge the Process(CTP)0.194, Inspiring a Shared Vision(ISV)0.212, Modeling The Way(MTW) 0.337, Encouraging the Heart(ETW)0.419 implies that 1% increase in the variables leads to 43.8% ,19.4%, 17.5%, 21.2%, and 41.9% increase in dependent variable. Besides, the, F-statistics (33.310 ) in model summary and ANOVA with (p-value of 0.000) which is used to

test the overall significance of the model was presented and indicates the reliability and validity of the model at 1 percent level of significance. This tells us that the model as a whole is statistically significant.

### Discussion of Regression results

The result of this study shows that support from Challenge the Process (CTP) practice of transformational leadership with unstandardized coefficient of regression [ $\beta = 0.438$ ] has a positive and statistically significant at 1% level of significance since (p-value of  $0.000 < 0.01$ ). Hence, hypothesis **one** is accepted. This finding is consistent with idea of studies result by Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), and Şirin et al. (2018) suggests that challenging the process version of transformational leadership practice has positive effect on affective staff commitment educational institutions. This implies that challenge the process parameter of transformational practice is positively contributes to the staff commitment of TVET effectiveness TVET institutions in Sidama zone.

The result of this study with regards to Inspiring a Shared Vision(ISV)showed unstandardized coefficient of regression [ $\beta = 0.194$ ] has positive and statistically significant at 1% level of significance since (p-value of  $0.003 < 0.01$ ). Hence, the researcher accepted hypothesis two. This finding is consistent the finding of other study result of Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, &Tamatey (2017), Temesgen (2017), Mengistu (2020), Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), and Gearahayalsew (2019) found out that inspiring a shared vision of transformational leadership practice has positive effect on staff commitment. Thisimplies effectiveness TVET institutions is positively influenced by inspiring a shared vision of transformational leadership practice.

With regards to in enabling others to act (EOA), regression result showed [ $\beta = 0.337$ ] is positive and statistically significant. Therefore, hypothesis three was is accepted by the researcher. This finding is inconsistent with the Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Malcalm, &Tamatey (2017) found out that enabling others to act vision of transformational leadership practice has positive effect on staff commitment. This tells us Increased enabling others to act can lead to higher employees' commitment which is the product of TVET institutionseffectiveness.

The result of this study also shows that coefficient of regression Modeling The Way (MTW) is [ $\beta = 0.337$ ] positive and statistically significant effect on employees commitment since (p-value of  $0.00 < 0.05$ ). Hence, hypothesis four is accepted. This finding is similar with findings of Amin et al. (2018), Kedir&Geleta (2017), Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015),Şirin et al. (2018), Ahmad et al. (2018); Malcalm, &Tamatey (2017) found out that modeling the way vision of transformational leadership practice has positive effect on affective staff commitment showed that existence of modeling the way has positive and statistically effect on effectiveness. This implies that modeling the way helps employees see that their institutions success as an overall.

When comes to the encouraging the Heart the unstandardized coefficient of regression of variable is [ $\beta = 0.441$ ] is positive and statistically significant with p-value ( $0.000 > 5\%$  level of significance). Therefore, hypothesis five is accepted by the researcher. This finding is consistent with the empirical result of

Giovanita&Mangundjaya (2017), Gathungu et al. (2015), Biza&Irbo (2020), Khan (2020), Saleem (2015), Şirin et al. (2018), Ahmad et al. (2018); Amin et al. (2018), Kedir&Geleta (2017), Malcalm, &Tamatey (2017) found out that encouraging the heart vision of transformational leadership practice has positive effect on affective staff commitment. This implies that encouraging the heart vision can have a significant impact on morale and productivity that encourage the effectiveness.

**Table 7: Summary of Hypothesis Testing**

RELATION WITH SC	HYPOTHESIS	EXPECTED	ACTUAL RESULT	DECISION
Challenge the process	H1	Positive & significant	Positive & significant	Accepted
Inspiring a shared vision	H2	Positive & significant	Positive & significant	Accepted
Enabling others to act	H3	Positive & significant	positive & significant	Accepted
Modeling the way	H4	Positive & significant	Positive & significant	Accepted
Encouraging the heart	H5	Positive & significant	Positive & significant	Accepted

Source: Survey data, 2020

**Narrative Analysis of Interview**

In addition to quantitative analysis of data collected through structured questionnaire, the researcher was collected primary data through direct personal interview. The interview was conducted with deans, supervisors, and Sidama Zone TVET Bureau Leaders on challenges and opportunities of transformational leadership in their institutions. The response of interview was showed that abuse of power, lack of focus on building staff relationship, fewer checks and balance, setting too big picture, loss of power if followers disagree with them are the key challenges transformational leadership practices of Sidama Zone TVET institutions. On the other hand, encouraging followers, moral support, sharing of new ideas, collaborations, ready for goal setting, staff happiness, and trust among leaders and employees are opportunities of transformational leadership practices of Sidama Zone TVET institutions.

**Conclusions**

In this thesis work, the researcher explored the effect of five transformational leadership practices on effectiveness of TVET institutions in Sidama zone. By keeping this objective in mind, the researcher collected the primary data through self-administrated questionnaire developed in the form of five point Likert scale. By using SPSS version 21.0, the analysis of both descriptive and inferential statistics has been done. Based on the findings from the descriptive analysis, the researchers had concluded that TVET institutions in Sidama zone are generating positive effectiveness of TVET institutions through five transformational leadership practices. Based on the findings from the regression analysis of the model, the researchers concluded that the effectiveness is best was best explained by the explanatory variables included in the model. Based on regression analysis result, the researcher accepted hypothesis one up to five. Besides, the response of interview was showed that abuse of power, lack of focus on building staff relationship, fewer checks and balance, setting too big picture, loss of power if followers disagree with them. On the other hand, encouraging followers, moral support, sharing of new ideas, collaborations, ready for goal setting, staff happiness, and trust among leaders and employees.

### Recommendations

This study was evidenced that five transformational leadership practices such as challenge the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the hearthave positive contribution towards effectiveness of TVET institutions of Sidama zone. Based on findings, the researcher suggested that TVET institutions in Sidama zone have to strengthen transformational leadership practices. To do this, the leaders in the TVET institutions should allow followers to express creativity. It is important to provide intellectual stimulation to the followers by being a role model, passion is important, effectivecommunication and listening Skills, develop a positive attitude of employees and encourage team members to contribute for organizational success. The TVET colleges should work on avoiding challenges in order to achieve goal of education quality among 17 SDGs of united nation.

### Direction for the Future Research

Since any study cannot be free from limitations, accordingly there are some limitations in current study. In the beginning, it focused only on identifying effect of five transformational practices on effectiveness of TVET institutions. The Adjusted-R- squared statistics of the model were 44.8 percent. The result indicates that 44.8 percent variation in the dependent variable was jointly explained by the explanatory variables in the model. Whereas, the remaining 55.2 percent of the variation in the employees motivation (as measured by Likert scale) explained by other variables which are not included in the model. The other researcher should incorporate more variables to improve adjusted R<sup>2</sup> with the same topic at the same study area. In other way, the findings of this study may be difficult to generalize about all public sectors TVET institutions in Ethiopia, Africa and in the world in general. Hence, this study can be improved if it will be done at regional, national, continental and international level by comparing different factors affecting transformational leadership practices and effectiveness of TVET institutions.

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