



T.C.
TOKAT GAZİOSMANPAŞA UNIVERSITY
INSTITUTE OF GRADUATE EDUCATION
DEPARTMENT OF EDUCATIONAL SCIENCES
EDUCATIONAL ADMINISTRATION AND SUPERVISION MASTER PROGRAM

**A QUALITATIVE SUTDY ON THE PRACTICE OF
TRANSFORMATIONAL LEADERSHIP STYLE FOR PRIMARY
SCHOOLS ACCORDING TO THE TEACHERS' PERSPECTIVE
(SAMPLE FROM ERBIL)**

Prepared by

Sozan Choli KHALIL

MASTER THESIS

Supervisor

Prof. Dr. Gülay ASLAN

TOKAT - 2023



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SCIENTIFIC ETHICS PAGE

According to the thesis writing guide of Tokat Gaziosmanpaşa University Institute of Educational Sciences, My Master's thesis named “A Qualitative Study On The Practice Of Transformational Leadership Style For Primary Schools According To The Teachers’ Perspective (Sample From Erbil)” that I have prepared under the consultancy of “Prof. Dr. Gülay ASLAN” is based on scientific ethical values and rules. I hereby declare that it is an appropriate, original work, and I will accept any legal sanctions if it is determined otherwise.



..... / / 2023

Sozan KHALIL

JURY ACCEPTANCE AND APPROVAL PAGES

Defense exam of the thesis study titled “A Qualitative Study On The Practice Of Transformational Leadership Style For Primary Schools According To The Teachers’ Perspective (Sample From Erbil)” prepared by Sozan Choli KHALIL was held on it was accepted as a Master's Thesis in Tokat Gaziosmanpaşa University Graduate Education Institute, Department of Educational Sciences, by the Jury given below.

Jury Members (Title, Name and Surname)	Signature
Member (Head) :..... :
Member :
Member..... :

APPROVAL

...../...../.....

Prof. Dr. Mehmet GÜNEŞ
Director of Graduate Education Institute

DEDICATION

In honor of my parents, whose work and hardships made it possible for me to have a key to unlock the mysteries of this planet and beyond, I would like to dedicate this thesis to them.



ACKNOWLEDGEMENTS

Firstly, I want to express my gratitude to Almighty God for giving me the chance to begin my master's program and for allowing me to finish the thesis, which is a requirement for the degree. I'd love to extend my gratitude to everyone who made this happen.

My research supervisor, Professor Dr. Gülay ASLAN, deserves my deepest gratitude. I am grateful for the direction, encouragement, and insightful counsel she gave me when I was conducting my research. Studying under her supervision and direction was my great honor. Additionally, I would like to thank all of my friends for being there for me anytime I needed them.

I want to end by telling my family that you have my utmost love and respect.

ABSTRACT

A QUALITATIVE STUDY ON THE PRACTICE OF TRANSFORMATIONAL LEADERSHIP STYLE FOR PRIMARY SCHOOLS ACCORDING TO THE TEACHERS' PERSPECTIVE (SAMPLE FROM ERBIL)

Khalil, Sozan Choli

Master's Degree, Educational Administration And Supervision Discipline

Supervisor : Prof. Dr. Gülay ASLAN

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This research aimed to investigate primary school administrators in Erbil, Iraq, in terms of transformational leadership style, according to teachers' opinions in the 2021-2022 academic year. Transformational leadership is one of the leadership styles that has been focused on in the field of school management in recent years. In this study, which was designed in the case study, the descriptive approach, one of the qualitative research methods, was used. The study group consisted of 15 teachers working in primary schools in the province of Erbil, Iraq, in the 2021-2022 academic year. Semi-structured interview questions were used to collect data. The interview form was developed based on the literature review and the form was presented to the expert opinion. The form was finalized in line with the suggestions of the experts. Content analysis was performed in the analysis of the data, and 14 themes were identified as a result of the analysis.

According to the results of the research, school administrators working in primary schools in Erbil reflect the transformational leadership style. According to the teachers, if school administrators want primary schools to achieve their goals and schools to develop, they should have more transformational leadership characteristics and develop these characteristics. After studying and discussing the data in this study, the researcher proposes the following conclusions based on the Erbil primary school principals' practicing transformational leadership style teachers' perspective principals and their Role in transforming schools: 1. School transformation requires a principal to train more and gain more experience. 2. School transformation requires a principal with a deep and grounded belief that all students can learn and achieve. 3. The principal must have a profound desire and willingness to manifest this desire. To trace the cycle of how this

practice belief is essential in the school transformation 4-School transformation requires a principal with a profound vision and willingness to practice this vision.

Keywords: Transformational leadership, Leadership, Erbil Primary schools, teacher's perspective, practice, Erbil city



ÖZET**ÖĞRETMEN BAKIŞINDAN İLKÖĞRETİM OKULLARINDA DÖNÜŞÜMÜCÜ
LİDERLİK TARZININ UYGULANMASINA İLİŞKİN NİTEL BİR
ARAŞTIRMA (ERBİL ÖRNEĞİ)**

Khalil, Sozan Choli

Yüksek Lisans, Eğitim Yönetimi ve Denetimi Bilim Dalı

Tez Danışmanı: Prof. Dr. Gülay ASLAN

Haziran, 2023, x+133 sayfa

Bu araştırma, 2021-2022 öğretim yılında Irak'ın Erbil ilindeki ilkokul yöneticilerini dönüşümcü liderlik stili açısından, öğretmen görüşlerine göre değerlendirmeyi amaçlamıştır. Dönüşümcü liderlik, son yıllarda okul yönetimi alanında üzerine odaklanılan liderlik stillerinden biridir. Vaka analizi Tarama modelinde desenlenen bu çalışmada nitel araştırma yöntemlerinden fenomenolojik yaklaşım kullanılmıştır. Çalışma grubu, Irak'ın Erbil ilinde ilkokullarda 2021-2022 öğretim yılında görev yapan 15 öğretmenden oluşmuştur. Verilerin toplanmasında yarı yapılandırılmış görüşme soruları kullanılmıştır. Görüşme formu literatür taramasına dayalı olarak geliştirilmiş ve form uzman görüşüne sunulmuştur. Uzmanların önerileri doğrultusunda forma son hali verilmiştir. Verilerin çözümlenmesinde içerik analizi yapılmış, analiz sonucunda 14 tema tespit edilmiştir.

Araştırma sonuçlarına göre, Erbil'de ilkokullarda görev yapan okul yöneticileri dönüşümcü liderlik tarzını yansıtmaktadır. Öğretmenlere göre, okul yöneticileri, ilkokulların amaçlarına ulaşmasını ve okulların gelişmesini istiyorlarsa, daha fazla dönüşümcü liderlik özellikleri taşımaları ve bu özelliklerini geliştirmelidir. Araştırmacı, bu çalışmadaki verileri inceledikten ve tartıştıktan sonra, Erbil ilkokul müdürlerinin dönüşümcü liderlik tarzını uygulayan öğretmenlerin bakış açısına ve okulları dönüştürmedeki rollerine dayanarak aşağıdaki sonuçları önermektedir: 1. Okul dönüşümü, bir müdürün daha fazla eğitmesini gerektirir ve daha fazla deneyim kazanmak 2. Okul dönüşümü, tüm öğrencilerin öğrenebileceği ve başarabileceğine dair derin ve sağlam bir inançla sahip bir müdür gerektirir. 3. Müdür, bu isteğini ortaya koymak için derin bir istek ve istekliliğe sahip olmalıdır. Bu uygulama inancının okul dönüşümünde

nasıl gerekli olduđunun izini sürmek 4-Okul dönüşümü, derin bir vizyona ve bu vizyonu uygulama isteđine sahip bir müdür gerektirir.

Anahtar Kelimeler: Dönüşümcü liderlik, Erbil İlköğretim okulları, öğretmen bakış açısı, uygulama, Erbil şehri



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CHAPTER I

INTRODUCTION

This chapter begins with an explanation of the study's problem before outlining its goal, significance, constraints, and definitions of key words.

Problem

Transformational leaders have the capacity to motivate others to go above and beyond what they had planned or even anticipated. They have greater expectations and typically deliver better results. Furthermore, followers of transformative leaders are often more loyal and content. Furthermore, transformational leaders inspire followers to become leaders by empowering them and catering to their individual needs and personal growth. (Bass and Riggio, 2006). According to the analysis, school leadership, which includes setting a vision, mission, and policies for schools, has a big impact on school leadership, student achievement, teacher performance, staff development, and accomplishing the school's key goals. Alternative leadership paradigms for schools abound.

The transformational style is one of the ones that significantly affects schools. Although James MacGregor Burns first used the phrase in 1978, the idea of "transformational leadership" has just recently gained popularity. A leadership stance known as transformational leadership acknowledges the adjustments that must be made. Establish a vision that will pave the way for the reform and put the required preparations into action so that the changes can take place. By prioritizing organizational change through relationships between leaders and subordinates, transformational leadership is described (Puspasari and Bariyah, 2022).

According to Bass and Riggio (2006), transformational leaders help followers become leaders by attending to their needs, giving them power, and aligning the aims and objectives of the leader, the group, and the entire organization. More research is demonstrating how transformational leadership may motivate teams to perform above expectations and foster high levels of follower happiness and loyalty to the team and organization. The author also makes the case that transformative leaders inspire followers

to go above and beyond what they had planned, and frequently beyond what they had imagined was feasible.

They have greater expectations and typically deliver better results. Furthermore, followers of transformative leaders are often more loyal and content. Furthermore, transformational leaders help followers fulfill their leadership potential by empowering them and catering to their unique requirements and personal development.

More recent data has accumulated to demonstrate the importance of transformative leadership in many industries and settings (Avolio & Yammarino, 2002). Transformational leaders, according to Bass, can achieve success by employing one or more of the four tactics described below: Idealized influence (transformational leaders are admired and idolized by those they manage, and they function as positive influences or role models). Individual consideration; inspirational motivation (transformational leaders communicate high expectations for subordinates and encourage them to aspire to high performance); intellectual stimulation (transformational leaders encourage their followers to be creative and innovative and to try new solutions to old problems); and Yammarino (2002). Avolio and Yammarino (2002). The majority of the academics who have written about school leadership are from the United States, the United Kingdom, and Australia. There have been more publications in recent years from English-speaking nations like South Africa, New Zealand, and Canada. Though they are less common, items from other nations do occasionally appear (Bush, 2014). According to Bass (1996), transformative leadership is regarded as effective in any circumstance or culture. This study's primary goal is to examine, using a qualitative approach and the perspectives of Erbil School teachers, how school managers in Erbil City practice transformational leadership.

Purpose of Study

The purpose of this qualitative study is to describe the use of transformational leadership styles by principals in Erbil, Iraq school districts. In general, transformational leadership refers to a certain sort of influence process that focuses on developing followers' commitment to corporate vision and goals. Leaders attempt to enlist teachers' support for their vision for the school and to strengthen their capacities to contribute to goal attainment.

Significance of Study

Transformational leadership styles are one of the styles used by educational institutions that help organizations in reforming and develop toward a better direction, as well as add for improvement in a competitive environment. Managers who are following transformational leadership styles can lead an organization in a highly effective way. Moreover, leaders that have embraced transformational leadership know how to engage clients for the accomplishment of organizational objectives (Poudel, 2020).

A leader must have an unambiguous perspective for educational systems, such as the future measurements of behaviors, taking into account the achievement of long-term government goals that they will share with all organizational participants, but it will also further reflect and create learning and teaching programs as well as politics, priorities, plans, and procedures. A fundamental characteristic of educational leadership is the ability to project the future (Jovanovic & Ciric, 2016).

In addition, Leithwood (1993) argues that transformational approaches to school leadership are particularly suitable to the difficulties facing schools today.

Transformational leadership patterns are in harmony with the school's culture and structure, and they have an influence on the results that individuals connect with their jobs, as well as their willingness and ability to take risks of changes. Furthermore, educators that use a transformational leadership style convince, inspire and encourage their pupils to achieve excellent achievements (Jovanovic and Ciric, 2016).

Therefore, practicing transformational leadership in school leadership is very important for school reform and improvement, and important for job satisfaction, and motivation, encourage innovation and development of all the staff who work in school.

Nonetheless, data reveals that the educational system is in a state of crisis. Like, economic, social crises, cultural, political, and structures of society, which have impacts on the education system in general and the leadership of schools. The main problem with the school management system in Kurdistan is that school principals do not have the skills to run schools, because principals are not prepared to become principals. The principals choose based on success in teaching, while school leadership in the 21st century requires

high skills to lead a school. Therefore, leaders in schools need to understand that several skills are required to make them lead and manage effectively, such as effective communication skills, and motivations, innovations, individual considerations, and professional development. Therefore, leadership in Erbil primary schools also needs capabilities, skills, and characteristics, as well as different and localized patterns and approaches based on the conditions of society.

According to the above, the practice of successful transformational leadership should be studied comprehensively in Erbil primary schools. Given the importance of the issue from a practical point of view as well as the existing to fill this research gap, the present study uses a qualitative approach to identify practicing transformational leadership style for primary schools.

Definitions of Terms

Primary School: An education that typically starts at age six or seven and lasts until age eleven is referred to as primary school. Programs at this level often aim to provide students with a solid foundation in mathematics, reading, and writing (ISCED, 2011).

Leadership in Education: A leader is someone who creates a distinct and consistent vision for the school, one that is very visible to both staff and students and centers on the primary objectives of the institution, which are teaching and learning (Sammons, Thomas and Mortimore, 1997).

Leadership: Leadership is an influencing process that results in the achievement of desired goals. It comprises encouraging and aiding employees in accomplishing a corporate goal based on unique personal and professional values.

School principal: A school principal is someone who takes care of the day-to-day actions and the activities as well taking care of students' progress that occur within a school (Bush, 2007).

The Study's Limitations

There are always limitations to research, and the current study has the following limitations:

1. The study's applicability is limited by its particular topic area. This study's sole focus was on the use of transformative leadership among Erbil school administrators.

2. The study's participants were constrained by its narrow focus on the opinions of teachers.

3. Because of time restrictions, the scope of this study is limited to the data collected from Erbil's primary school teachers during the 2021–2022 academic year. The next limitation relates to the tools utilized to collect research data.

4. Since this study relies on interviews, some participants might be unwilling to be truthful or might give an unreliable response, which could reduce the validity and reliability of the research. However, because this study is qualitative, the conclusions are limited to the views of the participants.

CHAPTER II

LITERATURE REVIEW

There are two parts to this section. Under the heading of Related Literature, the subject's concepts are covered in the first section. Related Studies is the title of the second section. The research on transformative leadership is compiled under this heading.

Leadership in School

Studies on school leadership have been carried out everywhere because of its significance for both the efficiency and improvement of educational institutions. Various nations and educational systems have periodically implemented educational reforms and emphasized the significance of leadership for the success of schools.

The business world has gotten more international, competitive, and volatile in recent years, which has contributed to the importance of leadership. As a result, the previous method of operation is insufficient. Success no longer depends on repeating yesterday's actions or improving them by 5%. To survive in this new environment, significant adjustments in organizational design, structure, and leadership are becoming necessary. As a result, managing organizational change requires competent leadership (Bertocci, 2009). Without a doubt, the success of schools is greatly influenced by the school leader. Additionally, the principal of the school plays a crucial role in fostering educational progress. Implementing and maintaining school development requires effective school leadership (Abu-Hussain, 2014; Hallinger & Leithwood, 1998).

Strong leadership has been identified by numerous researchers as one of the most critical elements for efficient and effective schools. Strong leadership has been found to be one of the key factors that positively impact teaching and learning (Hallinger & Leithwood, 1994).

Practice leadership in education refers to methods employed by school administrators to achieve educational objectives, with a focus on student learning in particular (Day and et al, 2010; Hallinger, 2003). This greater focus on educational efficiency and school leadership emerged in the 1980s (Marshall & Oliva, 2010; Murphy, 2016).

Action on two crucial factors is required for organizational leadership: 1) Leading the company to manage ongoing change. This calls for leaders who can clearly articulate and convey the strategic objective or vision. 2) Offering the managerial abilities needed to handle organizational transformation. This view of leadership holds that developing an organizational vision entail looking at the broad picture, expressing that vision or future course, and then directing and shepherding the organization to go in that direction (Bertocci, 2009).

Exceptional leaders should be enthusiastic about their work and inspire others rather than imposing their will (Leithwood, 1992). In order to attain their goals, effective leaders must also be able to influence others around them (Bass, 1985; Bass and Riggio, 2006).

Goals, culture, structures, and classroom circumstances are all shaped by school leadership, which comes from both formal and informal sources (Leithwood, 2005). School directors, instructional leaders, change agents, marketers, facilitators, mediators, and key decision-makers are all things that school leaders must do (Gamage, Adams and McCormack, 2009). A positive school culture can be established and maintained with the help of school leaders. Additionally, student involvement, well-being, and motivation this entails encouraging development and developing and maintaining success in classes and institutions (Pamela & Christopher, 2016; Leithwood & Riehl, 2003).

An effective leader must have strong leadership qualities like dedication to a vision or mission, effective communication, accountability, flexibility in the face of change, and problem-solving prowess. To successfully motivate and direct others, a person must possess the skills, behaviors, and abilities known as leadership. Since the most effective leaders are those who inspire others to achieve success, true leadership abilities include the capacity to assist others in developing their abilities (Manafa and Ohamobi, 2018).

Yukl (1994) defines leadership as "the interpretation of events for followers, the selection of objectives for the group or organization, the organization of job duties to accomplish the objectives, the inspiration of supporters to accomplish the objectives, the preservation of cooperative relationships and teamwork, and solicitation of support and cooperation from individuals outside the group or organization." School leaders are people who

motivate or persuade others to take actions that they might otherwise choose not to. Contrarily, leadership is about having a vision, having a large picture perspective, and dealing with change (Bertocci, 2009).

A compelling vision, accompanying goals or objectives, and a pertinent strategy for implementation, monitoring, and review are all part of the strategic or forward-looking process that goes into school leadership. Successful school administrators are viewed as visionaries who are driven and inspiring, skilled communicators who listen, reflect, learn, and encourage (Kouzes & Posner, 2007).

School leadership, according to Muga, Onyango, and Jackline (2017), is the ability of the principal to inspire teachers to make changes and take actions they might not have thought of on their own.

As previously noted, one of the most important factors in implementing meaningful school transformation is the impact of leadership on a school. According to research by Leithwood, Harris, and Hopkins (2008)

1. When it comes to having an impact on students' learning, classroom instruction comes in second.
2. The same set of fundamental leadership techniques are used by almost all effective leaders.
3. Instead of being dictated to by the contexts in which they work, leaders who use these fundamental leadership practices demonstrate responsiveness to them.
4. School leaders' influence on staff engagement, motivation, and working conditions has a significant indirect impact on teaching and learning.
5. When school leadership is dispersed widely, it has a greater impact on schools and student.
6. Certain distributional patterns are more efficient than others.
7. A significant portion of the variation in leadership effectiveness can be attributed to a small number of personal traits.

Key characteristics of effective school leadership are listed by Pamela & Christopher (2016) as follows:

1. Defining the mission, goals, and values.
2. Improving teaching and learning environments.
3. Aligning roles and responsibilities is step three in organizational redesign.
4. Making learning and teaching more effective.
5. Changing and improving the curriculum.
6. Improving educator quality (including succession planning).
7. Developing relationships within the school staff.

High-achieving school administrators who work well with teachers are required for students to reach their maximum potential (Leithwood & Riehl, 2003; Leithwood & Jantzi, 2005). From 1988 to 1995, Hallinger and Heck (1996) extensive research on the influence of leadership on education, with a focus on the nature, impact, and influence that administrators have on teachers because they spend the majority of their day in school and students are heavily influenced by their teachers' attitudes, beliefs, and behavior.

Hallinger (2010) examines 30 years of empirical data on school leadership and finds that leaders can have a positive indirect or mediated influence on student progress. Leaders may promote good school environment and enhance teaching and learning through building cooperative organizational learning, structures, and cultures, as well as increasing staff and community leadership skills. This in turn encourages students' motivation, engagement, and academic achievement. The potential good benefits of school leadership on school organization, culture, and conditions, International research has repeatedly shown the quality of teaching and learning, as well as student accomplishment. Furthermore, it has been demonstrated that leadership has the second-highest impact on students' learning, right after classroom instruction, and that this impact is made possible by how it affects school culture and organization, as well as how teachers behave and classroom instructional strategy (Hallinger and Heck, 1996; Leithwood, Christopher, Harris, and Hopkins, 2006; Marzano, Waters, and McNulty, 2005).

Schools as learning organizations highly need leaders to improve the school, and student achievement. Because widely broadly believed that school leadership can influence school and student outcomes. This leads us to believe that school leaders require a variety of skills. It entails motivating and assisting others in achieving a vision for the school that is founded on unmistakable personal and professional ideals (Bush & Glover,

2014). The majority of definitions of leadership emphasize influencing others and providing guidance (Leithwood & Riehl, 2003). Leithwood, Jantzi, & Steinbach claim that most ideas of leadership seem to require influence (1999). Yukl (2002) outlines the steps involved in this influence process: The majority of definitions of leadership include the assumption that it entails a process of social influence in which one individual [or group] exerts influence on another person [or group] in order to organize the relationships and activities inside an organization. Yukl underlines that teams and people can both conduct leadership through the use of the term's "person" and "group." This viewpoint is supported by Harris (2002) and Leithwood (2001).

As Yukl (2010) explains, leadership is the process of helping individuals and groups work together to achieve common goals as well as the process of persuading people to understand and agree on what needs to be done and how it should be done. Bush and Glover (2003) define leadership as an influencing process that results in the achievement of desired goals. In order to realize a vision for the school that is based on distinct personal and professional values, it involves motivating and supporting others. Treputtharat (2014) added that leadership is the process when a person uses their power to persuade others to agree with their decisions and establish goals for the business. According to Bennis (1959), leadership is the process of persuading a follower to carry out a particular activity. According to Leithwood, Jantzi, and Steinbach (1999), This type of leadership is explicitly characterized as follows: This leadership style assumes that the commitments and talents of organizational members should be the primary focus of leadership. Stronger capacities for accomplishing corporate goals and better levels of personal commitment are predicted to result in increased effort and productivity.

Clark (1996) defined leadership as "a visible activity or series of activities in a group, organization, or institution involving a leader and followers who actively subscribe to similar goals and work together to achieve them.

A person's ability to inspire others to achieve goals that would not often be achieved without the leader's motivation is a combination of their personality attributes known as leadership (Bertocci, 2009). According to Ashu (2020), leadership is the act of persuading or inspiring an organization's members to cooperate in the organization's best

interests. Fostering a positive outlook on the organization's efforts and objectives among its members.

George Terry offered a different definition of leadership, describing it as the process of persuading individuals to work voluntarily toward group objectives (Smith and Piele, 1996).

Effective leaders must be able to persuade those around them in order to achieve their objectives. Another definition is a leader's capacity to persuade his or her supporters (Northouse, 2004). According to Northouse (2004), leadership is a collection of several skills or qualities that people possess that allow them to influence others to carry out tasks.

A leader's approach to giving instructions, carrying out strategies, and inspiring others is referred to as their leadership style (Ashu, 2020). According to Okumbe (1998), a leader's leadership style is a set of actions used to motivate subordinates to accomplish organizational goals. It can also be thought of as a leader's way of guiding followers to accomplish organizational goals (Martindale, 2011). The style of a leader who must inspire a range of actions as necessitated by a range of circumstances is known as their leadership style. Thus, the power of a leader's leadership style would result in the success of their task. Leaders have to be aware of his styles to achieve organizational in various situation. Leaders should be aware of selecting their styles as they lead, they should:

1. Consider the circumstances and participants.
2. Apply a leadership style that suits the circumstance and the followers (Boonla and Treputtharat, 2014).
3. Modify leadership style in accordance with the circumstance and the followers.

One of the key elements in determining a school's performance in the educational sector is the principal's leadership style (Muga and Jackline, 2017). Different leadership styles may be used by the school principal according to the situation. He can also change and apply his leadership style depending on the situation and his followers (Boonla & Treputtharat, 2014). The leadership styles of school leaders, such as principals, are significant in determining the process of school improvement. Leadership styles are

important in ensuring that the school's academic performance is efficient (Tatlah & Iqbal, 2012).

Transformative leadership style plays a crucial part in systemic changes in education. It is characterized as a leadership approach where the leader first acknowledges the need for change, develops a vision to steer that change through inspiration, and then implements that change with the group's support (Burns, 1978; Burns, 2003; Leithwood, 1992). A transformational leader puts a lot of attention on "transforming" other people so that they work together in harmony, are supportive of one another, and have concern for the organization as a whole. The leader in this leadership style enhances his subordinates' motivation, morale, and performance through a number of ways. These strategies include inspiring followers to assume more accountability for their work, serving as role models, being aware of followers' strengths and shortcomings, and tying followers' sense of identity and self together.

Enhancing student achievement and school reform require transformational leadership (Sun and Leithwood, 2012). According to transformational leadership, effective leaders are necessary for schools to succeed and continue to develop today (Leithwood and Jantzi, 2006).

Transformational Leadership

Nowadays, institutional leadership has become important more than ever and it is counted as an influential factor in organizations. Most of the studies on leadership highlights on transformational leadership styles which have high performance in any organization (Mathur, Negi, Vigg and Gupta, 2010).

In the preceding 20 years, transformational leadership has been the most effective leadership technique, particularly when it comes to revamping renowned institutions and organizations. The ability to identify the growth, aptitude, and abilities of individuals who can solve challenging challenges and redefine their roles, objectives, and duties is one of the most important aspects of transformational leadership. People are encouraged to take the initiative, participate actively in the changing system, and strive for better-than-expected results in order to increase performance and their feeling of self-worth (Demirtas and Karaca, 2020).

James McGregor Burns presented the transformational leadership theory in 1978 as an alternative to the transactional leadership theory (Demirtas & Karaca, 2020). Transformational leaders create a purpose that goes beyond their followers' interests and needs. Transformational leaders cultivate the virtues of diligence, selflessness, thoughtfulness, collaboration, and public responsibility in their followers in order to persuade them to accept collective or organizational advantages by aligning their interests for the larger good. This is an expansion of Maslow's idea of self-actualization. Motivation and moral principles are two ways that transformational leaders engage their followers. Transformational leadership has a long-term effect on the organizational outcome. The use of inspiration by transformational leaders can help them inspire their followers and instill moral principles in them. As opposed to transformational leadership, transactional leadership entails a value exchange between the leader and their followers. In their interactions with their followers, these leaders meet the needs of the latter by offering what the former require (Demirtas and Karaca, 2020).

Leaders encourage supporters to go beyond what they had planned and frequently even beyond what they had imagined was possible. Such leaders typically achieve higher performances and set more difficult standards. The moral development of those they lead is increased by authentic transformational leaders, in addition, they make leaders out of their followers. The interests of the people they lead are widened and expanded by them. They inspire their subordinates, bosses, clients, and even customers to put the needs of the group, organization, or society ahead of their interests. The self-worth of each follower is addressed by transformational leaders to elicit the follower's genuine participation and work in the current endeavor (Avolio and Bass, 2002).

Transformational leaders aims to (Mac Ruairc, 2013):

1. Create a compelling shared vision of a better future supported by a strong moral conviction.
2. Act as an inspiration to others.
3. Be clear about your goals and your passions to succeed.
4. Infuse enthusiasm and energy to complete tasks.
5. Create collective company objectives

6. Exhibit strong interpersonal skills and a thorough understanding of team, organizational, and personal learning.
7. Present tailored assistance.
8. Set an example for good habits and crucial company values.
9. Show high performance expectations.
10. Encourage others' intellects and look for effective methods.
11. Establish a successful culture that values a sense of belonging.
12. Create frameworks to promote decision-making and distribute leadership across the organization.
1. 13. posses a strong sense of resilience.

The ten roles that make up the foundation of transformational leadership theory describe how leaders collaborate with others to effect change in order to realize a vision (Bertocci, 2009):

1. Look around for chances.
2. Try new things and take chances.
3. Form a vision.
4. Recruit help.
5. Encourage cooperation.
6. Empower others.
7. Be a role model.
8. Make small goals.
9. Connect rewards to accomplishments.
10. Highlight achievements

Through a complex and dynamic process known as transformational leadership, leaders can influence the goals, values, and perspectives of their followers. These executives notice environmental problems and promote necessary changes, assisting organizations in moving forward. Additionally, they encourage staff members' opinions on prospective prospects, their dedication to change, their desire to improve the culture, and their need to develop fresh approaches to the efficient use of resources. This kind of leader can see opportunities in a rapidly changing, dynamic society, and can launch new

initiatives within an organization by motivating staff members to find solutions to issues (Zembar, Koçyigit, Tugluk and Dogan, 2010).

Transformational leadership is achieved when leaders and followers motivate one another to behave properly and with increased drive. They are more valuable to the organization and bring more value than transactional leaders. In addition to concentrating on the higher-level demands of their employees, these leaders inspire their team members to perform better and in accordance with the terms of their employment contracts. These leaders act as counselors and mentors to the employees, concentrating on their needs as well as their growth and development. They offer challenges, a feeling of mission, and larger perspectives. respect, and trust while acting as role models for their staff members. They encourage employees to put the needs of the company above their own and cultivate a culture of trust. Leaders who employ transformational leadership seek to create novel concepts and points of view in order to pave a new course for the organization's growth and profitability. They mobilize its members by encouraging dedication, fervor, and devotion among managers and staff in order to set the organization up for new directions and greater ideal performance peaks (Avolio and Bass, 2002).

When mistakes occur, transformational leaders aim to convert them into learning opportunities rather than punishing or blaming the follower. This is accomplished by proactive error reduction and continuing diagnosis. Transformational leaders make every effort to turn errors and/or failures into opportunities for growth. learning, and development to the fullest extent possible (Bass and Avolio, 1990). Engaging followers and giving them the tools, they need to take charge of their own destiny are two qualities that transformative leaders possess. To be able to point their followers in the proper direction, transformational leaders must be able to clearly communicate their vision and principles (Southworth, 1999).

Leading organizations into the future, recognizing environmental needs, and facilitating necessary adjustments are transformational leaders. These managers can increase the staff's sense of fairness and justice and enhance the standard of workplace life. Any advancement in organizational culture that raises employee satisfaction and human dignity is considered to be a quality of work (Bertocci, 2009). Transformational leaders help followers to evolve and develop into leaders by attending to the unique

requirements of each follower, giving them power, and aligning the objectives and goals of the leader, the group, and the wider organization. There is more evidence to support the idea that transformational leadership can motivate people to do better than they had anticipated while also boosting their contentment and dedication to the group and organization (Bass & Riggio, 2006). Transformational leaders motivate their subordinates to go above and beyond what they had intended, and frequently, what they had believed was possible. They have greater expectations and typically deliver better results. Furthermore, followers of transformative leaders usually display higher levels of devotion and contentment. As a consequence, individuals who lead inspire their followers to attain their full potential by providing strength and attention to their unique requirements and personal development .

Transformational Leadership Model

James MacGregor Burns (1978)

James MacGregor Burns initially discussed the concept of transformative leadership in his descriptive study on political leaders published in 1978. According to Burns, the transformative strategy greatly changes both people's and organizations' lives because "leaders and followers encourage each other to grow to a greater degree of morale and motivation." It modifies employee expectations and aspirations, as well as values and perceptions (Burns, 1978). Burns' leadership approach gave morals and motivation special attention (English, 2006). Burns (1978) highlights the four facets of transformational leadership that these individuals apply in their organizations in his book.

Idealized Influence

It alludes to the emotional side of leadership (Antonakis, 2012). Leaders with idealized influence are role models for their followers; followers identify with these leaders and seek to be like them. These leaders frequently maintain extraordinarily high moral and ethical standards, and they can be counted on to act ethically. Their followers hold them in high respect and often put their confidence in them. They provide their followers with a vision and a feeling of direction. The idealized impact factor is determined by two factors: an attributional component relating to followers' leader attributions based on their perceptions of their leaders, and an aspect of behavior that

relates to how followers perceive the leader's actions. In summary, the charisma factor identifies people who are unique and who inspire others to follow the ideas they provide. Nelson Mandela, South Africa's first non-White president, exhibits the charm component in leadership. Mandela is seen as a moral leader with a vision for South Africa that resulted in a dramatic shift in how the people of South Africa would be ruled. His charismatic characteristics, as well as the response of the people to them, revolutionized an entire nation (Northouse, 2019).

Transformational leaders act in ways that enable them to be role models for their followers. The leaders are looked up to, respected, and trusted. Followers identify with leaders and aspire to be like them. Leaders are bestowed with outstanding qualities, tenacity, and resolve by their followers (Bass & Riggio, 2006).

In the literature, it is emphasized how leadership affects how well schools operate. In addition to influencing organizational policy and procedures, principals have significant potential to improve student learning outcomes by influencing teachers and creating learning environments for both teachers and students (Hallinger & Heck, 1998).

Transformational leaders demonstrate actions that serve as models for their followers. Such leaders are looked up to, respected, and trusted. These leaders inspire their followers, who aspire to be like them. One of the ways the leader earns this admiration is by putting the needs of others ahead of his or her own. The leader is consistent rather than arbitrary, and he or she shares risks with his or her followers. He or she keeps strong moral and ethical standards and can be counted on to behave in the best interests of others. He or she does not use authority for personal advantage and only uses it when absolutely required (Avolio & Bass, 2002). This is especially true of leaders that inspire followers' respect, confidence, and a strong sense of personal identity through having a clear vision and sense of purpose. Leaders with idealized influence may persuade people to go the additional mile in order to develop and perform at their best (Bass & Avolio, 1990).

Intellectual Stimulation

It is necessary to inspire followers to challenge not just the leader's and the organization's values, but also their own perspectives and conduct. This leadership style encourages followers to experiment with new tactics and devise innovative solutions to organizational problems. It encourages followers to think critically and solve difficulties for themselves. This sort of leadership is demonstrated by a factory manager who pushes employees to devise creative solutions to challenges that have slowed productivity. Northouse et al.

Those leaders encourage their followers to be innovative and creative by challenging assumptions, phrasing difficulties differently, and adopting new approaches to old circumstances. The use of one's imagination is encouraged. There is no public commentary on particular members' blunders. Supporters help to identify and solve problems, and they are requested for new ideas and unique problem-solving ways. Despite the fact that their views may differ from those of the leaders, followers are encouraged to attempt new things (Bass and Riggio, 2006).

The transformational leader encourages the audience they are trying to reach to be open to change. They persuade them that their innate creativity should be encouraged, that embracing various viewpoints will result in novel discoveries and that avoiding stereotypes will prevent progress. They support understanding the viewpoints of their intended audience and encouraging a spirit of challenge. The transformational leader persuades the target audience to fervently embrace the idea of being allocentric rather than egocentric (Purvanova & Bono, 2009).

Intellectual stimulation increases followers' awareness of problems and solutions. It encourages the use of persuasive and convincing logic. It gets the brain working and generates insights and thoughts. It is not a sudden drive to act sparked by emotional excitement. Because of this intellectual stimulation, the followers' conceptualization, comprehension, and discernment of the nature of the challenges they face and their solutions demonstrate a demonstrable improvement. To the extent that they communicate to their colleagues and followers what they perceive, understand, picture, and conceptualize, executives should and can play a part in transforming leaders. They have to be able to clearly state the opportunities, threats, and comparative advantages that they

believe their organization (or a particular unit within it) is facing. Leadership in complex organizations requires the capacity to coordinate the problem-solving process in a way that ensures the identification of critical issues, the discovery of high-caliber solutions, and performed with the full commitment of organization members. We observe clear distinctions between these two types of leaders transactional and transformational in this educated environment. The transformational leader might be more open to trying new approaches while making the most of opportunities and less likely to accept the status quo. Transactional managers will concentrate on what is possible, keep time constraints in mind, and take the apparent most effective and risk-free course of action. The intellectual difference between the two types of leaders may lie in the likelihood that transformational leaders will think more creatively, and innovatively, being less inhibited in their ideational search for solutions, and being more proactive than reactive in their thinking. Although they may be equally intelligent, transactional leaders are more concerned with how to keep the system they are in charge of running smoothly. They respond to issues brought on by observed deviations and make the necessary changes while constantly being aware of organizational constraints (Bass, 1985).

Leaders actively promote taking a fresh look at established practices or issues. They emphasize problem-solving creativity and the need to reconsider underlying presumptions. To solve problems, they employ both more formal logic and intuition. Leaders who challenge their followers' minds help them develop their original and creative solutions to problems. With or without the leader's facilitation, followers improve as problem solvers. In terms of the ways, they analyze issues and find solutions, they develop more creative approaches (Bass & Avolio, 1990).

Inspirational Motivation

This trait identifies leaders that establish high expectations for their team members and inspire them to support and participate in the organization's common purpose. In reality, leaders use symbols and emotional appeals to persuade members in focus groups to work harder than they would in their own best interests. This type of leadership promotes teamwork (Northouse, 2019; Bass and Riggio, 2006).

To motivate and inspire others, a transformational leader has to comprehend the traits and attitudes of the people they are trying to influence well. The transformational

leader has a responsibility to answer the why and how of what they want to do and to stand behind it. People become more enthusiastic, ambitious, and persistent when they are motivated, it maintains enthusiasm and aspiration (Purvanova & Bono, 2009).

Transformational leaders strive to influence ways that inspire people around them within giving their followers work purpose and challenge. There is a sense of unity. Optimism and enthusiasm are evident. The leader engages followers in imagining desirable upcoming circumstances. The leader sets clear ambitions that people around them need while exhibiting a dedication for the shared objectives (Avolio & Bass, 2002).

In the larger concept of transformational leadership, charisma is the most important component. In my research, I learned that many followers described their organizational or industrial leader as someone who made everyone excited about assignments, who inspired loyalty to the organization, who commanded respect from everyone, who had a special gift of seeing what was truly important, and who had a sense of mission that excited responses. Leaders with charisma inspired entire trust in their followers, who were glad to be affiliated with them and believed they could overcome any challenge. For their followers, charismatic leaders were representations of achievement and success. One factor separating the average manager from the actual leader in an organizational setting is charisma (Bass, 1985).

With ease and assurance, leaders convey their visions of attainable futures, boost optimism and enthusiasm, and give pep talks. They offer an overview that encourages that one to achieve greater stages of performance as well development (Bass & Avolio, 1990).

Individualization Consideration

This trait is exhibited by leaders that foster a welcome environment and give great attention to the specific requirements of their followers. Leaders serve as trainers and consultants to assist followers attain their greatest potential. Followers and coworkers are progressed to greater degrees of potential. The leader's actions demonstrate that they value individual diversity (for example, some employees receive more encouragement, some more autonomy, others tighter standards, and yet others more job structure). These leaders may employ delegation to help followers overcome hurdles (Northouse, 2019;

Bass & Riggio, 2006; Avolio & Bass, 2002). Bass and Riggio (2006), a transformative leader listens effectively to their subordinates and recognizes and cherishes the unique characteristics of each employee. It encourages two-way conversation and tailored engagement with followers. A thoughtful leader will delegate duties to followers in order to help them flourish. However, the followers do not believe they are being watched or checked on. Delegated tasks are monitored to identify if followers require more instruction or help, as well as to assess progress.

Purvanova and Bono (2009) argue, that establishing a one-on-one relationship with their employees and placing value on their personal growth are characteristics of transformational leaders. They have sympathy for their adherents, they act in a manner that mirrors how they would like to be treated.

The transformational leader has a developmental orientation toward followers. A developmental orientation toward followers characterizes the transformational leader. He assesses his followers' capacity for doing their current jobs and for holding positions with greater responsibility in the future. When a manager keeps each employee fully informed about what is happening and why, preferably in a two-way conversation rather than a written memo, it demonstrates individual consideration. Employees start to feel like they are part of the action and are no longer just observers. They are less likely to be taken by surprise by sudden changes in the plan. Employees have the chance to clarify their understanding by asking questions if the interaction is two-way. Managers also get to hear the worries of their staff members directly (Bass, 1985).

Leaders focus on analyzing the capacities and needs of followers. They identify the needs of followers and cater to them specifically. They assist followers in their personal development by delegating, coaching, advising, and giving feedback. They increase the desire for and confidence in their ability to shoulder more responsibility in followers. The responsibility of the follower extends beyond meeting their basic job obligations and is not just focused on maximizing performance. Instead, adherents are taking a bigger ownership role in their personal development, which includes things like overcoming obstacles at work (Bass & Avolio, 1990).

Delegated tasks are monitored to see if followers need additional direction or support and to assess progress. A manager who takes the time to treat each employee individually and with care is an example of this kind of leadership (Bass & Riggio, 2006)

Tichy and Ulrich (1984)

Burns' concept of transformational leadership was expanded upon by Tichy and Ulrich (1984), in addition to Burns. The authors assert that in order to effectively influence their followers, transformational leaders must be able to develop and communicate a "new vision." Along with assisting others in seeing the new vision, a "transforming" leader must motivate them to make a personal commitment to pursuing it. Tichy and Ulrich (1984) first provided the following quartet of four assumptions for transformational leaders:

1. Trigger events suggest a need for change.
2. Mixed emotions are released by change.
3. Leadership that uses quick fixes causes decline.
4. Transformational leadership is necessary for revitalization.

Creating a vision, getting others on board, and institutionalizing change were also suggested as three distinct activities connected to transformational leadership by Tichy and Ulrich (1984). This series of tasks would be essential for finding a transformational leader (Tichy & Ulrich, 1984)

Tichy and Devanna investigated the connection between organizational transformation and transformational leadership in their work. Their research led to the discovery that the organization's leader controls change through the use of three actional processes. These procedures are viewed as a series of steps that come after the creation of a new vision, which starts with the recognition of the necessity for change and ends with the institutionalization of that change.

Determining the Need for Change

This process explains to the employees why change is necessary and what it entails in a clear, concise, and convincing way. It should be kept in mind that resistance to change exists in all societies because people are naturally skeptical and uneasy around unknowns. Transformational leaders now must influence followers through their change-oriented attitudes and behaviors.

Creation of a New Vision

The second stage is the process of re-existence and transition, during which the future will be constructed. The length of time the target group will spend moving from the past to the future is referred to as this process.

Institutionalizing the Change

Tichy and Devanna assert that more than one leader can develop a vision. Vision is the outcome of multiple viewpoints.

Institutionalizing the transformation, the process by which the facts are established and the abstract conceptions are realized is what the third stage includes. According to Tichy and Devanna, transformational leaders must take the following actions in practice to combat change and threats:

1. Ensuring that opposing viewpoints and opinions are challenged;
2. Establishing information networks to deliver useful knowledge;
3. To keep in touch with them in order to discuss how other organizations have dealt with similar issues,
4. To assess how the organization performs in comparison to its rivals.

Transformational leaders need to comprehend a several of thoughts, like fairness, strength, and the ability of deciding, according to Tichy and Ulrich (1984). In this respect, Bernard Bass and Tichy, and Ulrich's perspectives on transformational leadership are very similar.

Bernard M. Bass (1985)

Bernard M. Bass (1985) elaborated on Burns' ideas and applied them to modern political and social movements. Managers, according to Bass (1985), engage in a specific type of "transaction" when they give contingent rewards to subordinates and contracts in exchange for good work. Exchanges between leaders and followers are common in the transactional leader-follower relationship. A transactional leader, on the other hand, is one who gives contracts and contingent benefits to subordinates in return for successful performance (Bass, 1985).

According to Bass and Steidlmeier (1999); Bass and Avolio (1994) transformational leadership is the effect the leader has on the target audience. The combination of love, respect, trust, and a sense of engagement with motivation causes the target group to perform better than expected. A leader can change his followers in the following ways:

1. By raising awareness of the mission's significance and importance.
2. By instilling the idea that the organization's interests come before its own.
3. By mobilizing the higher demanded needs (Bass, 1999).

Bass used Maslow's Hierarchy of Wants (1943) to explain the more complex needs of a follower. Additionally, he made reference to Burns' idea of transformational leadership, according to which the leader sees the need to further engage the follower as a whole person. Bass lists the following as traits of transformational leadership:

1. 1. Regardless of nationality or culture, applicable to everybody.
2. Capable of inspiring workers to go above and beyond what they had anticipated.
3. More hierarchically sound than transactional theory because it can account for the needs of subordinates.
4. Capable of going above and beyond what transactional theory achieves.
5. A way to alter an organization's or company's culture, as opposed to transactional leadership, which only functions within the confines of an organization's or company's culture as it currently is.

Transformational leadership is also referred to by Bass as "superior leadership" performance, which occurs when leaders (a) prioritize the needs of their teams over their own; (b) foster a sense of the group's purpose and goal; and (c) motivate their teams to prioritize the group's interests over their own (Bass, 1985). According to Bass, transformational leaders may do this in a variety of ways, including attracting people to follow them with their charisma, catering to their followers' emotional needs, and establishing intellectual confidence in them (Bass, 1985).

Additionally, Bass says that a leader's moral character plays a big part in the moral and ethical component of transformative leadership. Leadership essentially acts as a "moral compass" that encourages long-term human development. Bass also asserts that employees perform better under transformational leaders than under transactional ones (Bass, 1985). Anyone can learn the abilities required to become a transformational leader, claims Bass. He gives the romanticized influences of Confucius and Socrates (1985, 1999) as examples. The highest ethical standards were put forth to their followers by each of these historical figures. Another crucial aspect of being a leader was that they were acknowledged and respected by their followers as leaders. The four elements of transformational leadership that Bass and his associates developed are as follows:

1. Idealized or charismatic influence: Leaders serve as the "ideal" examples for followers. Under this component, a great amount of moral and ethical behaviors will be anticipated.
2. Inspirational Motivation: These leaders are said to be able to motivate their followers to dedicate themselves to high expectations for the organization and a shared vision.
3. Intellectual Stimulation: Leaders who excel in this area inspire followers to use imagination and "think outside the box" to solve problems in the workplace.
4. Individualized Consideration: In this area, leaders can give their followers a safe space and pay attention to their needs.

Four transformational leadership strategies were created by Bennis and Nanus (1985):

1. Focus through vision: The leader focuses the group's attention by visualizing a desirable future.
2. Communication of meaning: The group's leader directs and coordinates with them.
3. Building trust through positioning: The leader conveys information, reliably, and consistently while maintaining a firm stance.
4. Self-deployment through a healthy sense of self-worth: The leader is aware of their value and continually works to improve their abilities.

Kuhnert and Lewis (1987)

Kuhnert and Lewis refined and expanded on the concept of transformational leadership proposed by Burns (1978) and Bass (1985) in 1987. In addition to detailing transformational leaders' acts and consequences, Kuhnert and Lewis (1987) explored the internal mechanisms that underpin these activities. Kuhnert and Lewis (1987) identified and differentiated three of Kegan's (1982) six stages of development in their research of transformational and transactional theories. Instead of focusing on behavior classification, this method emphasized "transformation and progress" from the perspective of a leader.

Bass and Avolio (1989)

Bass and Avolio's 1989 critique and expansion of Burns' previous leadership research. They added four attributes to their concept of transformational leadership: charm, inspirational drive, intellectual stimulation, and individual consideration (Bass & Avolio, 1989). They said that group members tried to follow and replicate the charismatic leader because they identified with the leader's objectives (Bass & Avolio, 1989). They administered five measures to 87 people in their research of transactional and transformational leadership to reflect both leadership beliefs (Bass & Avolio, 1989).

Participants in the study believed that transformational leadership resembled their ideal leader more than transactional leadership, according to the study's findings. When a leader leads in a transformational way, his or her charisma is secured and the followers are given a vision (Burns, 1978, 2003; Leithwood, 1992). Inspirational motivation sets standards for imitation and gives challenges for the group members to conquer. Group

members can come up with a range of solutions to difficulties due to the intellectual stimulation. Each group member is treated as an individual under transformational leadership, which also offers mentorship chances for development (Bass, 1985). According to Bass and Avolio (1985), leaders must be both transformative and transactional in order to perform at their best. A crucial element of this strategy is the transformational leadership concept of individual consideration.

Leithwood and Jantzi (1999)

Leithwood (1999) extended leadership theories and integrated the work of Bass and Avolio into the realm of educational leadership as part of his ongoing study on transformational leadership (Leithwood & Jantzi, 1999). The first stage in transformational leadership, according to Leithwood and Jantzi (1999), is the creation of a vision—a future-focused view that will motivate and influence prospective followers. A "transforming" leader also accelerates change by listening to employees and giving them with constructive criticism when necessary.

Transformational leadership, according to Leithwood and Jantzi (1999), attempts to make a difference and support followers' collective progress. Transformational leadership seeks to create an environment in which people feel comfortable and safe enough to engage fully. The current situation of education necessitates that school administrators focus not just on particular student outcomes, but also on how the principal's leadership influences those outcomes. This frame of view stresses that both administrators and teachers have leadership duties. In this sense, the transformational leadership model's bottom-up approach, as opposed to the top-down method, attempts to uplift individuals.

Leithwood and Jantzi (1999, 2000) proposed six pillars of transformational leadership: creating school vision and goals, offering intellectual stimulation, providing tailored help, embodying professional practices and beliefs, and showing transformational leadership. In addition, Leithwood (1992) proposes eight characteristics of transformational leadership: Creating a school vision

1. Establishing school goals
2. Providing intellectual stimulation

3. Offering individualized support
4. Modeling best practices and important organizational values
5. Demonstrating high-performance expectations
6. Creating a productive school culture
7. Develop structures to foster participation in school decisions.

Bennis and Nanus (2007)

Bennis and Nanus(2007) posed essential questions to leaders from the 1990s, such as "What are your strengths and weaknesses?" What prior events most influenced your leadership style? Similarly, "What major turning points in your career?" Bennis and Nanus found four main tactics employed by leaders in reforming organizations based on the responses leaders provided to these questions.

First, transforming leaders had a clear vision for how their organizations would develop. It represented a desirable, believable, and realistic future. The vision was typically straightforward, beneficial, and revitalizing. Because the concept was so captivating, it resonated with followers' experiences and drew them in as supporters. When a business has a clear vision, it is easier for workers to grasp how they fit into the general direction of the organization and even the overall direction of the organization. It gives them a sense of empowerment because they believe they are a vital part of a worthy undertaking. Bennis and Nanus determined that in order for a vision to be effective, it must come from the needs of the whole business and be accepted by everyone who works there. Although leaders have a significant role in communicating the vision, the vision emerges from both leaders and followers (Bennis & Nanus, 2007).

Second, transformational leaders were social architects for their companies. This implies that they gave the common meanings that individuals retained within their organizations a shape or form. These executives communicated a vision that altered their company's standards and values. These leaders were typically successful in encouraging others to accept a new corporate ideology or group identity (Bennis & Nanus, 2007).

Third, transformational leaders established trust inside their businesses by defining their own principles and then abiding by them. To be trustworthy, one must be dependable or predictable even under adverse conditions. Despite the fact that the vision

may have been fraught with uncertainty, leaders earned confidence by clearly identifying the course and then continuously following it. According to Bennis and Nanus (2007), when leaders develop trust in an organization, it gives the organization a feeling of integrity similar to a healthy identity.

Fourth, transforming leaders deployed their selves creatively by having a positive view of themselves. Leaders were aware of their strengths and weaknesses, and they chose to focus on their positive attributes rather than their flaws. Effective leaders were able to fully commit to their tasks and the overarching objectives of their organizations because they had confidence in their competence. They managed to integrate their sense of self with the task at hand. Bennis and Nanus also discovered that followers' feelings of self-confidence and high expectations were positively influenced by leaders' positive self-perception. Additionally, because the study's leaders were dedicated to continuing their education, there was a constant focus on education in their organizations (Bennis & Nanus, 2007).

Kouzes and Posner

Kouzes and Posner (2002, 2017) interviewed leaders about leadership to develop their approach. More than 1,300 middle and senior-level managers from the private and governmental sectors were polled and asked to share their leadership experiences. Based on a content analysis of these descriptions, Kouzes and Posner created a leadership model. The Kouzes and Posner approach is comprised of five key techniques that help leaders to achieve amazing results: modeling the path, inspiring a common vision, challenging the process, enabling others to act, and encouraging the heart. Furthermore, Kouzes and Posner have identified two commitments that may be utilized as techniques to implement each of the five excellent leadership practices:

Model the Way

To lead by example, leaders must be clear about their principles and ideologies. They must build their own personalities and transmit them to others. Exemplary leaders provide a personal example for others via their activities. They also keep their pledges and agreements, confirming their shared beliefs with others.

Inspire a Shared Vision

Effective leaders develop appealing visions that can direct people's actions. They may imagine positive future prospects and communicate them to others. Leaders also listen to others' dreams and demonstrate how such dreams might be achieved. By casting compelling visions, leaders inspire followers to move above the status quo and aid others.

Challenge the Process

Challenging the process entails being willing to challenge the current quo and move forward. It entails being willing to experiment, grow, and improve. Pioneers, like exceptional leaders, are eager to experiment and attempt new things. They are willing to take risks in order to better things. When great leaders take risks, they do it in small steps, learning from their failures along the way.

Enable Others to Act

Outstanding leaders know how to interact with people. They promote interpersonal collaboration and trust. Collaboration and cooperation are important to these leaders. They offer people respect and dignity by listening carefully to opposing viewpoints. Furthermore, they respect and enable others to make decisions. In other words, they create environments in which individuals can be proud of their job and its good influence on the community.

Encourage the Heart

Leaders encourage the heart by rewarding others for their accomplishments. It is natural for people to want support and recognition. Effective leaders are aware of this need and ready to acknowledge employees for a job well done. They express their gratitude and support for others by engaging in genuine celebrations and rituals. The outcome of this kind of support is greater collective identity and community spirit.

Overall, the Kouzes and Posner model places an emphasis on behaviors and has a prescriptive quality: It suggests what individuals should do to become effective leaders. The five practices and the commitments that go with them offer a special set of guidelines for leaders. The five practices of exemplary leadership are open to everyone and are not

just for people with "special" abilities, according to Kouzes and Posner. The model is about practice rather than personality.

The Practice of Transformational Leadership in School

Leadership has gained the attention of researchers worldwide in the education field, School Leadership research is increasing dramatically, and findings underscore that there are different styles of leadership (Northouse, Leadership, 2019). The leadership aspect of the educational manager has become more significant with the emergence of modern management principles (Zembar, Koçyigit, Tugluk and Dogan, 2010).

Great leaders change people, while good leaders change organizations. Any organization, especially a school, depends on its people, and an organization can only succeed by nurturing and challenging its employees, fostering their growth, and fostering a learning environment for all. Relationships are important in leadership. Leaders make a group more productive by fostering greater effectiveness among all members. A great leader helps everyone advance, no matter the task or objective. While a leader starts by establishing the vision, they don't stop there. A leader makes difficult choices while also listening, comprehending, inspiring, and reinforcing. When things go well, a leader gives praise; when things go wrong, he or she assumes responsibility and helps fix the problem. Relationships are important in leadership (Hoerr, 2005).

There are various types of leadership styles, and these styles are reflected in behaviors and attitudes, the concept of leadership style: is the style that a leader adopts in their dealings with those who follow them (Kippenberger, 2002).

The cornerstone of transformational leadership is power sharing through bringing subordinates together to effect change. Transformational leadership is visionary leadership that can spot changes in the environment and translate them into organizational transformations. In order to improve educational institutions, transformational leadership is required. The principal attempts to move the existing human resources in the education environment to innovate in the learning process, generate commitment from all stakeholders involved, and increase satisfaction and trust in all people involved in educational institutions through transformational leadership (Prestiadi, Gunawan, and Sumarsono, 2020).

The transformational model's normative approach to school leadership focuses on the process through which leaders strive to affect school results rather than the nature or direction of those outcomes, making it comprehensive. It may also be criticized for functioning as a tool for teacher control and emphasizing the approval of the leader above that of the followers (Chirichello, 1999).

Transformational leadership: leaders prioritize are people-oriented over the task. They act as facilitators, promote teacher growth and cooperation, and professional school culture, assist staff in problem-solving, delegate authority to school campuses, actively promote the district's cultural norms, and place an emphasis on discussion and group decision-making (Smith & Piele, 1996).

Transformational leadership in schools, according to Leithwood and Jantzi (2000), involves seven traits. Developing a school vision and goals, offering intellectual stimulation, giving customized support, modeling best practices and organizational principles, setting high academic standards, fostering a productive school culture, and promoting involvement in decision-making are all examples of these.

Although there is widespread agreement that school leaders have a significant impact on student outcomes, the methods used to analyze these effects vary greatly depending on the variables and research designs used by researchers to investigate the nature and significance of specific aspects of school leadership in improving student outcomes. "Instructional" and "transformational" leadership styles are the most often analyzed success models. In instructional leadership, the importance of establishing clear educational goals, planning the curriculum, and evaluating teachers and teaching is said to be greater than in transformational leadership, which traditionally emphasizes vision and inspiration while focusing on establishing structures and cultures that improve the quality of teaching and learning, setting directions, developing people, and (re)designing the organization. 2016; ammons, Day, and Gu).

Transformational leadership is currently the most prevalent type of leadership in administrative sciences, particularly in the area of educational management. In particular in the USA, Canada, and the UK, long-term experimental studies in this area are being conducted, with the results being evaluated (Bottery, 2001). In research, Leithwood (1992) found that transformational leadership promotes staff members' contributions to

the school's culture, fosters teacher development, and makes problem-solving more effective by bringing people together. Three fundamental duties are performed by transformational leaders. First and foremost, transformational leaders genuinely serve others, give them power, and motivate their followers to achieve great success. Second, they inspire pride in working with them by charismatically leading, creating a vision, and inspiring trust. Finally, by providing followers with the same level of intellectual stimulation as the leader. According to this model, the school becomes less bureaucratic and acts as its agent of change. The school as whole gains power rather than just a few chosen individuals (Castanheira & Costa, 2011).

Administrators' transformational leadership practices are more crucial to improving the performance of any company, particularly in schools where they are the agents of social change (Balyer, 2012).

Transformational leadership models are one type of model that school principals can use to carry out school leadership. Transformational leadership focuses on organizational members' commitment and capacity. Transformational leadership is defined as the process by which leaders take actions to raise awareness, increase motivation, and encourage employees to go above and beyond personal interests to achieve organizational goals. Increasing commitment and capacity are thought to result in increased business and productivity (Bass & Avolio, 1990).

Tichy and Ulrich (1984) agreed with Burns that a transformational type of leader was necessary for successfully inspiring and governing the nation. They argued that the necessary revitalization of organizations in the business sector would come from transformational leadership, not transactional leadership. The transformational leadership model rejects the idea that a school's principal is the only person who can change a school (Bass, 1999). Some transformational leadership techniques significantly increase student achievement compared to others (Sun & Leithwood, 2012).

According to Fullan (2001), as society gets more complicated, leadership must become more sophisticated. According to Lewis, Goodman, and Fandt (1998), school administrators must be able to adapt to a fast changing work environment in order to be effective. They must be team-oriented, good communicators, team players, problem solvers, and change agents. Several studies have found positive associations between

transformational leadership and various organizational variables in schools and among teachers (Anderson, 2008). Furthermore, according to some scholars, transformational leadership is defined as the leader's ability to raise organizational members' commitment, capability, and participation in reaching goals (Northouse, 2001).

The ability to affect the most effective changes in group behavior is defined as educational leadership. Educational leaders are the primary and first figures who must be able to adjust organizational developments. Principals, as leaders of educational institutions, must be able to innovate and be creative in managing educational institutions to stay current (Prestiadi, Gunawan and Sumarsono, 2020).

A transformative leader fosters a strong sense of commitment to the achievement of the school staff's goals by fostering common understanding of these goals. Such leaders encourage staff members to adhere to norms and ideas regarding the potential contribution of coworkers to one's activities. They also promote being open to new concepts and ways of doing things, regardless of where they come from, and carefully evaluating them on the basis of their own merits (Leithwood & Jantzi, 1990).

Furthermore, according to Hall, Johnson, Wysocki, and Kepner (2008), this strategy can help to produce great leaders among school administrators. According to Moolenaar, Daly, and Slegers (2010), transformational leadership is positively connected with school cultures of innovation and motivates followers to go above and beyond what is required in terms of extra effort and greater production.

Transformational leaders encourage their people to put others' needs ahead of their own by combining innovation, tenacity, and enthusiasm (Bass & Avolio, 1994).

Transformational According to persuasive research, transformational leadership is critical and a powerful instrument for developing collective objectives and instigating beneficial changes in the educational sector (Burton & Peachey, 2009). Despite the fact that this model served the educational sector for the preceding two decades, contemporary educational reform demands have prompted many school administrators to rethink and adapt their leadership philosophies in order to meet these needs. A school model of

transformational leadership is gaining popularity among educational leaders. Because it seeks to boost members' efforts on behalf of the organization and to build more competent practices in general (Leithwood, Jantzi, and Steinbach, 1999). There is substantial evidence to support the premise that transformational leadership methods have a major influence on the psychological well-being of teachers. (Bass & Riggio, 2006; Leithwood, Jantzi and Steinbach, 1999). Additionally, a review of the literature on school leadership shows that staff members of school leaders who exhibit transformational leadership behaviors report higher levels of job satisfaction (Bogler, 2001; Griffith, 2004).

According to studies by Fuller, Patterson, Hester, and Stringer (1996), Leithwood and Slegers (2006), Ross and Gray (2006), and Kruger, Witziers, and Slegers (2007), teachers' intrinsic motivation, self-concept, and professional growth are all influenced by transformational school leaders' traits, which also have an impact on the school climate (Blatt, 2002). And academic success (Leithwood and Jantzi, 2008; Leithwood and Jantzi, 2006). Studies have shown that there is a high degree of teacher satisfaction and learning in school systems when transformational leadership is used, and it is important to stress this point (Silins and Mulford, 2002; Hallinger and Leithwood, 1998).

However, the level of motivation among teachers is correlated with their performance. The school principal's leadership style has a major impact on the degree of work motivation among teachers (Roth, Assor, Kanat and Kaplan, 2007). Teachers' evaluations of their competence and efficacy increase when school administrators who engage in transformational leadership provide them with tailored support for professional development. There is evidence that school administrators with transformational leadership skills foster teachers' autonomy by encouraging them to pursue their particular goals, offering support depending on their needs, and motivating them to realize a shared vision (Barnett & McCormick, 2003; Eyal & Roth, 2010; Bourn, Hunt and Bamber, 2017). It was discovered that the motivational elements of teachers worked as mediators between the leadership philosophies of school principals and the academic achievements of children. Especially, articulating a distinct vision to supporters from a review of the literature and observations of the school system, it can be seen that the principal's transformational leadership style could perhaps have a profound, positive effect on teachers' job satisfaction and, ultimately, on students' academic (Yu, Leithwood and Jantzi, 2002; Geijsel, Slegers, Leithwood and Jantzi, 2003).

Transformational leaders have been shown to be an important determinant in long-term educational innovation (Klaeijsen, 2015). Improved teacher cooperation, better student motivation and accomplishment, and improved teacher attitudes toward their work are all associated with positive school culture. Provides compelling evidence that transformational leadership promotes to more desired school cultures (Leithwood & Jantzi, 1990; Leithwood & Jantzi, 2000).

Effective transformational leaders influence shared beliefs and values to create a complete and comprehensive level of change; they also aim to foster a learning-oriented school culture in which leaders seek to expand the average employee's abilities, ways of thinking, and individual ambition. Learning becomes a shared duty in this way (Litz & Scott, 2016). Transformational leaders have an important role in developing a healthy culture that influences the behavior of organizational members (Bass & Avolio, 1994).

Additionally, Leithwood (1992) conceptualizes transformational leadership along eight dimensions:

1. Building school vision
2. Establishing school goals
3. Providing intellectual stimulation
4. Offering individualized support
5. Modeling best practices and important organizational values
6. Demonstrating high-performance expectations
7. Creating a productive school culture
8. Develop structures to foster participation in school decisions.

The normative approach to school leadership that the transformational model provides focuses on the process by which leaders seek to influence school results rather than the nature or direction of those outcomes, making it comprehensive. The collegial approach and transformational leadership are compatible since both rely on employees and leaders sharing same goals and values. It can effectively involve all parties in the completion of educational duties. Because the tasks of leaders and followers are so similar, it is reasonable to anticipate a cordial exchange and genuine convergence that will result in mutually acceptable results (Bush, 2008).

Finally, several studies have been conducted in this field since leadership has long been regarded to be one of the most important aspects in the success or failure of an organization. Transformational leadership has gotten a lot of attention in the last few decades. Transformational leaders use their skills to advance others' values and raise individuals to higher heights of performance. Transformational leaders are crucial to organizational effectiveness. In other words, whatever transformational leadership attributes are obvious, members will be more motivated to increase the organization's performance. Transformational leaders are those that inspire others. Leaders with strong personalities who pay attention to people's diversity and high-level requirements, as well as excite the mind, improve members' engagement and encourage them to work more (Korejan & Shahbazi, 2016).

This leadership style is typically associated with vision, goal-setting, organizational restructuring and realignment, employee development, curriculum creation, and community involvement. Transformative leaders motivate their followers to prioritize the demands of the organization over their own. This raises their knowledge of the importance of company objectives. A major percentage of what has been learnt about such leadership in this body of research supports the following four fundamental sets of leadership principles (Day, Sammons, and Gorgen, 2020).

Several relevant study reports have examined the essential components of what we refer to as the "core practices" or "basics" of influential school leaders during the last three years (Leithwood & Jantzi, 2005; Leithwood, Louis, Anderson, and Wahlstrom, 2004). These research summaries identify four basic groups of activities.

The Four Core Broad Categories of Practices of Transformational Leadership in School

Building Vision and Setting Directions

When leaders and followers set shared goals and a shared vision for the institution, subordinates are encouraged to become more committed to the institution and strive to achieve the purpose of the institution. When this is implemented by the school leader with school staff and teachers, the level of commitment, job satisfaction, and quality of learning in the school increases (Day, Sammons, & Gorgen, 2020). The principal needs

to be aware of everyone's goals, aspirations, values, and dreams to gain support for the school's vision (Pingle, 2006).

This category also contains three additional specific sets of practices, all of which aim to give the staff members' individual and group efforts at the school a clearer focus. These procedures, when executed skillfully, serve as one of the main sources of inspiration and motivation for staff members' work as follow:

Building a Shared Vision

Building compelling visions of the organization's future is one core practice of transformational leadership models (Leithwood, Christopher Day, Harris and Hopkins, 2006; Leithwood, 1993). Creating a vision for the future that will inspire potential followers is the first step in transformational leadership. Selling the vision is the next step, which never ends. Few people will immediately buy into a radical vision, and some will join more slowly than others, so this requires effort and dedication. Thus, the transformational leader seizes every chance and employs whatever tactics are effective to persuade others to join him or her in the effort to complete the task (Bertocci, 2009).

Leadership entails developing a vision, recognizing the big picture, expressing that vision or route to the future, and then directing and shepherding the company toward that vision's realization. As a result, developing a vision for the organization is a vital stage in giving leadership in businesses (Bertocci, 2009). In their book *Reframing Organizations*, Bolman and Deal (2008) claim that leaders are visionaries who are focused and collaborate with people around them to find a feasible solution to a specific problem or issue. According to Leithwood (1992, 1994), Organizational vision, according to Hallinger, (2011), is the key to improving student learning. A shared vision is used by effective school leaders to guide their staff and align resources to achieve organizational goals. A shared vision encourages stakeholders to make informed decisions about instructional practices and encourages constituents to investigate current organizational policies and practices (Kouzes & Posner, 2009).

Fostering the Acceptance of Group Goals

As a result, leaders may dedicate a significant amount of time to these strategies while remaining productive. This collection of techniques comprises leader relationship actions to foster collaboration among [teachers] and get them to collaborate toward a shared objective. (Leithwood, Christopher, Harris and Hopkins, 2006; Leithwood, 1993) behavior on the part of the leader aimed at promoting cooperation among staff and assisting them to work together toward common goals. Promoting Acceptance of Group Objectives, the actions of the leader were intended to foster teamwork among the employees and help them achieve their shared objectives. (Steinbach & Leithwood, 1993).

High-Performance Expectations

It is a conduct that indicates the leader's expectations of perfection, quality, and high performance from his or her employees. This type of expectation helps instructors realize the difficulty of the goals pursued in their school. They may also sharpen instructors' awareness of the gap between what the school aspires to accomplish and what is already accomplished. High expectations, when done appropriately, should lead to instructors' judgments that what is anticipated is also possible (Steinbach & Leithwood, 1993). Demonstrating such expectations is a critical activity in virtually all concepts of transformative and charismatic leadership (Leithwood, Christopher Day, Harris, and Hopkins, 2006).

Understanding and Developing People

Regardless of the fact that practices in this category significantly boost motivation, their primary goal is to develop teachers' and other staff members' knowledge and abilities required to achieve organizational goals, as well as the dispositions (commitment, capacity, and resilience) to persist in applying the knowledge and skills. Some of the more specific behaviors in this area include providing customized help and concern, fostering intellectual stimulation, and establishing positive examples. Being cooperative, thoughtful, and helpful in the school setting, hearing instructors' views, and generally caring about teachers' personal and professional well-being are some examples of these actions. Positive working circumstances for teachers may also be achieved through

praising, awarding, and providing feedback on their performance. Furthermore, school leaders assist teachers in their job by spreading leadership. The three categories of practices in this group all significantly boost motivation. Their main objective is capacity building, but they also strive to increase staff commitment and resilience (Day and Schmidt, 2006), which are attitudes that encourage the continued application of knowledge and skill (Harris and Chapman, 2002). In Bandura's (1986) model, individual teacher efficacy represents the third source of motivation and is arguably essential to the development of these dispositions. What they are good at inspires people. And the most potent sources of efficacy, according to Bandura, are mastery experiences. Building capability that results in a sense of mastery is therefore highly motivating.

Providing Individualized Support Consideration

Knowing your followers' needs and rising them to more mature levels, sometimes through delegation, gives opportunity for each follower to self-actualize and acquire higher moral standards, which Bass and Avolio (1994) regard as part of this dimension. This combination of activities, according to Podsakoff et al. (1990), should reflect the leader's care for his or her subordinates' feelings and needs (emotional understanding and support).

Teachers feel acknowledged and understood about their own needs on the one hand, and empowered to achieve organizational goals and effectively accomplish their responsibilities and efforts on the other (Geijsel, Slegers, Stoel, and Kruger, 2009).

Offering individualized assistance is a leader's action that should indicate respect for the team as well as attention for their needs and desires (verbal persuasion). This element is likely to reassure teachers that any challenges they may encounter while changing their practices will be taken seriously by people in positions of authority and that every effort will be made to assist them in addressing such difficulties (Steinbach & Leithwood, 1993).

Intellectual Stimulation

Encouragement of colleagues to take intellectual risks, revisit presumptions, view their work from various angles, and reconsider how it can be performed are behaviors

that fall under this dimension (Bass & Avolio, 1994; Podsakoff, MacKenzie, Moorman, & Fetter, 1990). The practices that contribute to leadership effects on students are listed as "challenging the status quo" by Waters, Marzano, and McNulty (2005). This is where the importance of the leader's role in professional development is discovered, especially for administrators of schools in difficult situations (Harris & Chapman, 2002). However, it acknowledges both the formal and informal manners in which such development takes place. Additionally, it reflects how we currently perceive learning to be constructed, social, and situated. This group of behaviors is a component of all charismatic and transformational leadership models. Most notably, in the literature on instructional leadership, which places school leaders at the center of efforts to improve instruction in their schools, a significant amount of educational literature presupposes that school leaders engage in such behaviors (Day, Harris, & Hadfield, 2000; Hallinger, 2003).

Intellectual stimulation is the leader's behavior that encourages staff to reevaluate some of the presumptions they have about their work and reconsider how it can be carried out. Teachers may become more aware of differences between desired and current practices as a result of this stimulation and understand the truly challenging nature of school restructuring goals (Steinbach & Leithwood, 1993).

Providing an Appropriate Model

Basic values are established through displaying them in everyday behavior. According to Hallinger (2003) and Waters et al. (2003), leadership has led to the school's visibility being related to high-quality interactions with both staff and students. According to Harris and Chapman (2002), successful head teachers "modeled behavior that they considered desirable in order to achieve the school goals."

Providing an appropriate model is a behavior on the part of the leader that is consistent with the values the leader upholds. This behavior aims to improve teachers' self-efficacy and self-belief in their abilities. Additionally, such modeling might contribute to the perception of teachers' jobs as dynamic and ever-changing (Steinbach & Leithwood, 1993).

Transformational principles demonstrate leadership and foster loyalty through their day-to-day behavior. By leading by example, principal leaders demonstrate their

commitment to the stakeholders. Faculty and staff will follow a credible leader who upholds the principles they advocate (Abu-Tineh, Khasawneh and Omari, 2009).

(Re) designing the Organization

Specific efforts under this topic are aimed at building working settings that allow instructors, for example, to optimize their talents, commitments, and motivations. School leadership approaches explain significant disparities in teachers' views of and reactions to their working situations. Some particular strategies include developing collaborative cultures, reforming and regularizing the organization, cultivating strong connections with parents and the community, and integrating the school with its surroundings. In the management taxonomy, comparable techniques include conflict resolution and team building, delegation, consultation, and networking (Day, Sammons, and Gorgen, 2020).

This dimension also contains Bass's "idealized influence," which functions as a partial substitute for his earlier "charisma" dimension. According to Bass and Avolio (1994), leaders have idealized impact when they serve as role models and demonstrate the appropriate actions and attitudes to win their followers' respect and trust. A leader who models values-based conduct offers an example for people to follow (Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

People are motivated when they feel the circumstances in which they find themselves are favorable to achieving the personal goals they hold dear. The three activities in this area are concerned with creating working environments that allow employees to maximize their motivations and capacities (Day, Sammons, and Gorgen, 2020).

Building Collaborative Cultures

Since Little's (1982) groundbreaking research, a substantial body of evidence has accumulated that unequivocally demonstrates the importance of collaborative cultures in schools for school improvement, the formation of professional learning communities, and the enhancement of student learning. Creating more positive collaborative and achievement-oriented cultures is a critical challenge for school administrators in difficult situations. Evidence demonstrates that leaders may create more collaborative

environments and offers techniques for doing so (Leithwood & Jantzi, 1990; Waters, Marzano, & McNulty, 2003; Jacobson, Jacobson, Johnson, Ylimaki, & Giles, 2005).

The talents and motivations of collaborators, as well as chances for them to participate, impact the effectiveness of a collaborative activity, according to Connolly and James (2006). Another aspect in success is prior conditions. Trust is widely recognized as a critical aspect in establishing cooperation, and individuals are more inclined to trust someone with whom they have a positive relationship. Both participatory leadership theory and the leader-member exchange theory address the nature and quality of cooperation in companies, as well as how to manage it successfully.

By being skilled organizers of that work, leaders contribute to productive collaborative activity in their schools. They promote mutual respect and trust among those who are collaborating by modeling trustworthiness, guarantee that group processes and outcomes are decided upon by all participants, aid in the development of clarity regarding the objectives and responsibilities of collaboration, promote a spirit of compromise among participants, encourage open and fluent communication among participants, and provide sufficient and reliable resources to support collaborative work (Day, Sammons and Gorgen, 2020).

Managing the Teaching and Learning Program

Like the practices in the previous category, those in this one specifically works to improve organizational stability and fortify school infrastructure while also fostering productive working conditions for teachers. Specifically, staffing the teaching programs, offering support to teachers, keeping an eye on school activity, and protecting staff from distractions at work are specific practices (Day, Sammons and Gorgen, 2020).

Staffing the Program

This has proven to be a crucial role of leaders involved in school improvement. The objective of this activity is to identify teachers who will be motivated and capable of advancing the school's initiatives. One of the main challenges of running schools in difficult situations is finding and keeping good staff (Day, Sammons and Gorgen, 2020).

Providing Instructional (Teaching and Learning) Support

Waters. (2003) and Hallinger (2003) did study on successful leadership that included the following practices: "supervising and evaluating instruction," "coordinating the curriculum," and "providing resources in support of the curriculum, instruction, and assessment activity." West asserts. (2005), concentrating on teaching and learning is crucial for school leaders operating in difficult environments. This includes reinforcing appropriate behavior, fostering self-esteem, and communicating with and engaging students. It might also entail exhorting students and educators to prioritize student achievement. Such an "academic climate" significantly boosts performance.

Successful administrators offer instructors with the direction, boundaries, and support they need to function more effectively. They provide possibilities for professional development for educators by conducting seminars and allowing them to attend professional conferences. They enable teachers to try new things and take chances when planning, preparing, and delivering lessons. They create and manage a classroom environment in which teachers cooperate to generate ideas, conduct analyses, and find solutions. Effective administrators enable others to act by including instructors in decision-making as much as possible (Pingle, 2006).

Table 1. Practice Transformational Leadership Style in School.

Domain of practice	SPECIFIC LEADERSHIP PRACTICE
Set directions	<ul style="list-style-type: none"> • Create a common vision; • Establish precise, shared short-term objectives; • Establish high-performance standards; • Communicate the vision and goals.
Build relationships and develop people	<ul style="list-style-type: none"> • Encourage staff professional development • Provide support and consideration for individual staff members • Model the school's values and practices • Build trusting relationships with and among staff, students, and parents

	<ul style="list-style-type: none"> • Establish productive working relationships with teacher federation representatives
Develop the organisation to Support desired practices	<ul style="list-style-type: none"> • Build a collaborative culture and distribute leadership • Structure the organization to facilitate collaboration • Build productive relationships with families and communities • Connect the school to its wider environment • Maintain a safe and healthy school environment • Allocate resources in support of the school's vision and goals
Improve the instructional Programme	<ul style="list-style-type: none"> • Staff the instructional program • Provide instructional support • Monitor student learning and school improvement progress • Buffer staff from distractions to their instructional work

Source: (Day, Sammons and Gorgen, 2020)

Finally, when it comes to school principals, a transformational principal leadership style is an important aspect that has a direct link to teacher acceptability, improved performance, and higher work satisfaction. In other words, this approach to principal leadership improves job satisfaction, fosters a supportive learning environment, improves academic performance, involves problem-solving and decision-making, promotes quality at all levels, increases school members' commitment, capacity, and engagement in achieving goals, and improves teachers' acceptance, motivation, commitment, and professional development. By concentrating on the development of high-quality learning and teaching in schools, transformational leadership increases student learning outcomes. Its primary goal is to improve learning and to reflect a leadership style based on the values of professional cooperation, development, and progress. Teachers and leaders rule in and out of the classroom, recognizing and contributing to the teacher community and persuading others to better educational practice. When school leaders share their leadership styles with teachers, their transformational leadership style improves student happiness, motivation, empowerment, and learning. It is a style in which the teacher facilitates students' active engagement in developing knowledge and skills, critical thinking, higher-order skills, and communication. It includes increased teacher commitment to school, higher satisfaction, and higher collective efficacy, teaching effectiveness, student engagement in teaching

activities, decision-making participation, self-efficacy, self-confidence, academic self-concept, and aspects of self-esteem. The emphasis should be on creating a positive school climate for all participants in the educational process, which will make the school a "better place to live and learn," which can be accomplished through the use of a transformational leadership style. Transformational leadership is critical for schools to move forward (Jovanovic & Ciric, 2016; Leithwood & Jantzi, 2005; Steinbach & Leithwood, 1993; Kouzes & Posner, 2007; Stewart, 2006).



RELATED STUDIES

Leithwood and Duke (1999) conducted an assessment of the concept of leadership in educational literature from 1988 to 1995. Out of a total of 716 publications, they only found 121 papers on leadership for this study. They discovered that school leadership has been and will continue to be a critical component of school success and improvement.

According to their professors, Abu-Tineh, Khasawneh, and Omari (2009) researched Jordanian school leaders' utilization of Kouzes and Posner's Transformational Leadership Models. The quantitative research study employed the survey design. 1000 public school teachers were recruited to collect the data. A total of 550 teachers completed and returned valid surveys, for a response rate of 55%. Statistical procedures such as means, standard deviations, ttests, and oneway analysis of variance (ANOVA) were employed to analyse the acquired data. Findings, Jordanian school principals, according to the statistics, apply Kouzes and Posner's paradigm to a lower level. According to the paper, more seminars and training courses based on Kouzes and Posner's Leadership Model should be taught in Jordanian schools. Furthermore, it is intended that this study will

The impact of transformational and transactional leadership (TAL) on organizational citizenship behaviors among secondary school teachers in eight Iraqi secondary schools is investigated by Jameel, Massoudi, and Hamdi (2021). The survey was conducted among instructors. 174 valid surveys were examined using the analysis of moment structures (AMOS). The findings demonstrated that both transformational and transactional leadership styles influenced OCBs in a positive and substantial way. However, the studies demonstrated that transformational leadership, rather than the TAL style, is more beneficial in boosting OCBs among teachers.

Shava (2021) studies how instructional and transformational leadership methods intersect in school development. The qualitative technique was employed in this study to gain a complete understanding of the impact of instructional and transformational leadership in enhancing school performance. Data was gathered through semi-structured interviews with principals in one educational province. Purposive sampling was used to choose people for the study. The outcomes of the study demonstrated that integrating the two models has the potential to increase learner performance. According to the findings

of this study, integrating instructional and transformational leadership techniques generates an atmosphere that supports a culture of teaching and learning, hence boosting the quality of learning outcomes.

Leithwood and Jantzi (2000) investigated the relative impacts of transformational leadership approaches on selected organizational factors and student engagement with school in a research on transformational leadership. The research was conducted in large numbers. They employ a Survey to collect data from a sample of 1,762 instructors and 9,941 pupils. According to the findings, transformational leadership has a substantial and considerable direct influence on organizational circumstances. And has large direct implications on teacher dedication and engagement, as well as indirect effects on student accomplishment.

Top, Mahmood, and Sharif (2020) investigate the effect of transformational leadership on employee performance in the Kurdistan region of Iraq. A questionnaire was issued to 252 store managers and employees in the Kurdish towns of Erbil and Sulaymaniyah. According to the study's findings, transformative leaders improve worker performance. Furthermore, inspiring motivation and customized consideration have a big impact on staff performance. Managers in the region are recommended to motivate and care for their staff personally in order to boost their performance.

Chin (2007) investigated the overall association between transformational school leadership and three measures of school outcomes (teacher job satisfaction, school effectiveness as assessed by teachers, and student success) in a quantitative meta-analysis. According to the study, transformational school leadership had a positive impact on teacher job satisfaction, teacher perceptions of school performance, and student success.

CHAPTER III

RESEARCH METHODOLOGY

This study was designed to investigate practicing transformational leadership style by school principals in Erbil city according to teachers' perceptions. In this chapter, the researcher states the Research Design, sample of the study, data collection, data analysis, validity, and reliability.

Research Design

The term "study approaches" refers to research techniques and processes that range from general assumptions to particular data collecting, analysis, and interpretation methodologies. Research designs are inquiry styles that come within the qualitative, quantitative, or mixed methodologies approaches that provide explicit guidelines for procedures in a research endeavor. The choice of a research approach is influenced by the nature of the study topic or problem being addressed, the researchers' own experiences, and the study's audiences (Creswell & Creswell, 2018).

The current study adopts a qualitative inquiry in accordance with the study's purpose and research issue. According to Creswell and Creswell (2018), qualitative research is especially useful when the researcher is confused about the crucial elements to study. When there has been a minimal investigation into an idea or occurrence, or when it involves an understudied population, a qualitative approach is appropriate. Qualitative approaches allow researchers to be innovative and work more within researcher-designed frameworks. They permit more imaginative wording, which some people like. A qualitative technique is usually beneficial for academics working on social justice or community participation.

The qualitative research design is emergent and fluid, responding to changing study settings (Merriam, 2009). In a qualitative study, researchers do not invite participants into a lab or send out equipment for them to complete; instead, qualitative researchers gather data in the field where participants encounter the subject or problem under investigation. The researchers contact with the participants face to face; also, during

the qualitative research method, the researchers focus on understanding the meaning that participants have regarding the study's topic (Creswell & Creswell, 2018).

The qualitative approach identifies the center of how people feel about an issue as expressed by study participants. Metaphysics is a broad, adaptive movement that encompasses a wide range of thematic interests, talents, sensitivities, and investigative strategies; it usually entails new changes to procedural attitudes and analytic instruments. (Wertz et al., 2011). Creswell and Creswell (2018) the study is defined as an inquiry design derived from literature and psychology in which the researcher describes participants' firsthand experiences with an occurrence. This synopsis concludes with the core of many people's interactions with the descriptive. This design has deep foundations and is sometimes accompanied by an interview (Giorgi, 2009).

This study use cases study, In a qualitative case study, the questions may address a description of the case and the themes that emerge from studying it (Creswell, 2008). Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case. The principal benefit of case studies is that they can expand our knowledge about the variations in human behavior (Kaufman & Kaufman, 2005). Thus qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive (Creswell, 2008).

In case studies research, the setting or participants are described in great detail, and then the data are examined for themes or problems. The fact that the process of conducting a case study is linked to both the study's unit (the case) and its conclusion contributes to the confusion surrounding them.

as Creswell 's detailed definition about it “ case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio visual material, and documents and reports) (Merriam & Tisdell, 2016).

To begin the more intensive phase of data analysis in a case study, all the information about the case should be brought together interview logs or transcripts, field notes, reports, records, the investigator's own documents, physical traces, and reflective memos. All this material needs to be organized in some fashion so that data are easily retrievable (Merriam & Tisdell, 2016).

Study Group

It would be impractical to collect data from the complete population to answer research issues, so we must select a sample. This will be equally crucial whether we plan to collect data through interviews, surveys, observation, or some other method (Lewis and Thornhill, 2009).

This research uses the descriptive approach, qualitative studies usually use Interviews with participants who have an experience of the case study. Therefore, in the present study, the statistical population consists of teachers in primary schools in Erbil.

Merriam (2009) claims, Sample selection in qualitative research is usually purposeful sampling and a small amount population. When the sample size is small for collecting data, it's given us more time to spend designing and piloting the means of collecting this data. Collecting data from fewer cases also means that you can collect more detailed information. You can also devote more time to trying deep analysis and more understanding of data (Wertz, 2011).

The sample of this study is selected purposefully according to the purpose of the study. This means the researcher consciously selects participants who are experts on the research issue, Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam, 2009).

Criteria for sample selection in this study include the following:

1. At least 5 years of teaching experience in primary schools.
2. At least have three years of experience in that school.

Data Collection

Setting the boundaries for the study through sampling and recruitment, gathering information through unstructured or semi-structured interviews and observation, documents, and visual materials, and defining the technique for recording information are all part of the data collection steps (Creswell & Creswell, 2018).

In qualitative research in education, if not in most applicable subjects, interviews are the most popular type of data collecting. In qualitative investigations, interviews are frequently used as the major data-gathering approach (Merriam, 2009). This is an applied study utilizing a qualitative descriptive technique, which implies that the researcher collects data through face-to-face interviews with participants.

Interviews were used to acquire data for this investigation. The interview allows participants to contribute historical information to the researcher while also allowing the researcher to manage the line of inquiries. Interviews are used by researchers to learn about things we cannot immediately witness, such as feelings, ideas, and intentions. The main goal of an interview is to get specific information on the study's key question. In qualitative research, interviews are less organized and more open-ended. Typically, particular information is required from all replies.

The open-ended questions in the interviews are the follow:

1. How have you perceived the principal of your school's leadership style which has been influenced by transformational leadership?
2. What methods of communication does the school principal use to communicate with staff members to encourage them to share information and develop new ideas to improve teaching and learning?
3. Which behaviors does the principal of the school practice that you consider credible to build trust?
4. How does the principal of the school ensure that the staff members feel included as a part of the school's community?
5. What does the school principal do to make sure that staff members have the knowledge, skills, and resources to do the right job?
6. How does the principal of the school express self-belief?

7. How does the school principal create opportunities for staff members to assume leadership opportunities?
8. what are the barriers that prevent school manager to practice this style?

Researcher Role

In In qualitative research, researchers play an essential role in data collection by studying documents, watching behavior, and interviewing individuals. They may employ a procedure as a data collection tool, but it is the researchers that collect and evaluate the data (Creswell & Creswell, 2018).

The position of the researcher as the primary data collecting instrument, particularly in qualitative research, involves the identification of personal values, assumptions, and biases from the commencement of the investigation. After transcribing the recorded interviews, the researcher requested all participants to double-check the correctness of the information in their writing.

Validity

The goal of validity in qualitative research is to determine if the findings are right from the standpoint of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000).

The researcher uses re-checking to determine the accuracy of the qualitative findings for the study's validity by returning data and tentative interpretations to the people from whom they were derived and returning the final report or specific descriptions or themes to the participants for accuracy.

Reliability

Transcripts are checked for dependability by the researcher to ensure that they do not include evident transcription errors. And that there is no drift in the definition of codes or movement in the meaning of codes during the coding process.

Data Analysis

Qualitative researchers collect a variety of data sources, including interviews, records, and audiovisual material. The data is then reviewed, interpreted, and organized into codes and themes (Creswell & Creswell, 2018).

Schatzman and Strauss (1973) claim that qualitative data analysis primarily entails classifying things, people, and events by the properties that characterize them. Typically, throughout the data analysis process, the researchers index or code their data using as many categories as possible (Jacob, 1987), and attempting to understand and explain these patterns and themes (Agar, 1980).

Deductively, the researchers look back at their data from the themes to determine if more evidence can support each theme or whether they need to gather additional information, deductive thinking which also play important roles as the analysis moves forward.

Theme analysis is often a useful method for determining the relationship between various philosophical stances, between theorists and practitioners, and between researchers in various disciplines and with various orientations. According to Table 2 (Clarke & Braun, 2006), there are 5 stages to a theme analysis:

Table 2. Themes Analysis Phases Explanation.

Stages	Explanation
Acquaintance with data	Write data, if necessary (orally), read and re-read, record initial ideas or thoughts.
Creating basic code	Coding the desired data properties on a regular basis throughout the data set, matching and sorting the data with each of the codes.
Searching topics	Matching codes to potential themes and collecting all data related to each of the potential themes.
Reviewing topics	Investigate potential themes with extracted code (Level 2) and data set (Level 1) and finally create a thematic analytical network

Defining and naming themes Continuous analysis to refine the features of each "theme", comprehensive citations, clear definitions and names for each theme.

Compilation of reports Last chance for analysis, selection of clear and obvious samples, final analysis of analytical extraction related to research and literature questions, and compilation of an academic report of the analysis



CHAPTER IV

RESULTS AND DISCUSSIONS

The findings of the research participants' interviews are presented in this chapter. This qualitative research study aims to pinpoint on the practices of transformational leadership style in Erbil's educational institutions according to the teachers' perspectives.

Participants

The number of participants in this research is fifteen teachers who teach at different public schools in Erbil primary schools. The table below shows the current study's participants.

Table 3. The Profile of Participants.

Interviewer code	Degree of education	Position	Interview duration
P1	Master	Teacher	30 minutes
P2	Bachelor	Teacher	35 minutes
P3	Bachelor	Teacher	40 minutes
P4	Bachelor	Teacher	45 minutes
P5	Bachelor	Teacher	30 minutes
P6	Bachelor	Teacher	30 minutes
P7	Master	Teacher	40 minutes
P8	Master	Teacher	30 minutes
P9	Bachelor	Teacher	35 minutes
P10	Bachelor	Teacher	30 minutes
P11	Bachelor	Teacher	45 minutes
P12	Bachelor	Teacher	45 minutes
P13	Master	Teacher	40 minutes
P14	Master	Teacher	35 minutes
P15	Bachelor	Teacher	30 minutes

Results from Coding and Classifying Interview Data

Fifteen interviews result in the formation of fourteen initial codes in the open coding procedure. Following that, the data are first initially categorized, and the open coding concepts are then split into 7 groups. On the basis of orientations, appropriateness, nature, and semantic load, the categories produced from open coding are now combined. The following table lists the model's attributes and conceptual categories along with how frequently each was mentioned throughout each study interview:

Table 4. Open-Source, Subcategories, Frequency and the Main Category.

<i>Main category</i>	<i>Subcategory</i>	<i>Open source</i>	<i>Frequency</i>
Transformational leadership style	Adaptation	Openness to new ideas or thinking	5
		Trusting in team members	5
	Individual consideration	Talent for broadening minds	5
		Commitment for active listening	5
		Able to inspire others	5
		Willingness to accept responsibility	5
Methods of communication	Motivation	Asking them to do duties motivationally	7
		Willing to take risks	4
		Lots of quality control	4
	Coaching	Connecting corporate goals	6
		Helping teachers to find strengths and weakness	4
		Developing teachers to build their long-term strengths	5
Behaviors of principals	Respectful	The way they treat teachers	5
		The way they ask them to do deities	5
		Treating them while spending time with them outside of school.	5
	Supportive	Being supportive for teachers at school	7
		Being supportive for teachers when they are outside of schools.	8
	Critical thinking skills		
			7

		Clarity and precision Not being stuck in one place	8
School community	Teachers	Making teachers feeling included in school community	7
		They should participate in decisions related to school	8
	Caregivers	They get involved in school community	7
		They encouraged to contact with teachers and members	8
Teacher's enhancement	Reading	Inspiring teachers for reading	7
		Gifting them books so that teachers start reading	8
	Courses	Encouraging teachers to participate in courses in their free time	8
		Courses can help you to improve your knowledge	7
Self-belief	Be prepared to win	They should encourage you to be prepared to win	8
		Overcoming difficulties	7
	Encouraging teachers	They shall encourage you	8
		Influencing what they do	7
Leadership opportunity	Map a career path	The significance of it	7
		Influencing what they do	8
Barriers to transformationa leadership style	Financial barriers	Lack of budget and insufficient allocation of resources to school equipment	6
		Lack of experience	Lack of experience of transformational managers and leaders
	Get used to experience and conservative methods		3
	Environmental barriers		Job responsibilities
		Reforms in education	2
	Social responsibilities	4	

Following, the components taken from the current study are thoroughly discussed using the codes taken from the interviews.

The categories found in the main categories of components of good transformational leadership style include characteristics that promote transformational leadership and barriers according to the findings of the interview and the research's objectives. The following discusses each component's subdivisions and available codes.

Effective Transformational Leadership Style

Several categories for an effective transformational leadership style have been developed based on the research's findings. The two primary subcategories of the first question are explained below:

Adaptation

Based on the opinions of the interviewees; part of the activities and actions of an effective transformational leadership style should be on Adaptation for the school. This is the first category of a successful transformational leadership style.

Table 5. Codes that Were Taken From the Subcategories of Adaptation.

Open source	Interview texts
Openness to new ideas or thinking.	<p data-bbox="655 1200 1374 1301">“ Accepting new ideas that may differ from the principals’ ones is an effective way that always worked and it will” (P1)</p> <p data-bbox="655 1346 1374 1447">“A transformational school principal must always open to new notions because they affect the improvement of the school a lot.” (P4)</p> <p data-bbox="655 1491 1374 1570">“Every school needs a successful training manager who is open to new ideas.” (P6)</p> <p data-bbox="655 1603 1374 1682">“New ideas must be always welcomed by school principals” (P8)</p> <p data-bbox="655 1715 1374 1789">“I have seen principals who were open and were successful and effective.” (P11)</p>

Trust in team members	<p>“Every school needs a principal who trusts the teachers the most, because this style affects teacher’s performance.” (P10)</p> <p>“When teachers find out that the school principal trusts them, best is yet to come.” (P7)</p> <p>“I have seen principals who put their trust on the teachers, they were the most successful ones”. (P2)</p> <p>“Trusting teachers by school principals shows that they are loved and cared.” (P12)</p> <p>“Principals should treat teachers as their family members and trust them a lot”(P15)</p>
Talent for broadening minds	<p>“Every school needs a principal who can broaden minds, and have an effective leadership style to influence others” (P3)</p> <p>“Principals should be able to influence teachers and broaden their minds to make them to think bigger” (P5)</p> <p>“Principals who have a talent to broaden minds of teachers are undoubtedly more effective than the ones who do not have this talent” (P8)</p> <p>“I believe that being able broaden minds is one of the characteristics of successful principals” (P11)</p> <p>“I know principals who do not have the capability of broadening teachers mind and they face a lot of problems in their daily routine” (P13)</p>

According the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Openness to new ideas or thinking.
- Trusting team members.
- Talent for broadening minds.

Individual Consideration

Based on the opinions of the interviewees; Part of the activities and actions of an effective transformational leadership style should be on individual consideration for the school. This is the second subcategory of a successful transformational leadership style.

Table 6. Codes that Were Taken From the Subcategories of Individual Consideration.

Open source	Interview texts
Commitment for active listening	<p data-bbox="655 338 1375 416">“A successful principal should listen to all the teachers and discuss the problems they have” (P4)</p> <p data-bbox="655 445 1375 524">“Principals have to actively discuss what is going on with teachers and listen to them” (P6)</p> <p data-bbox="655 553 1375 667">“I believe that schools should have a principal who can listen to teachers and know what the challenges they face during teaching” (P8)</p> <p data-bbox="655 696 1375 810">“Teachers can do their best if they feel they are home and feel they cared and loved by principals while they listen to them well” (P9)</p> <p data-bbox="655 840 1375 987">“When principals are so commitment while they are listening to the teachers, indeed, they do not only listen to us, but that also shows that they recognize our values and needs” (P12)</p>
Able to inspire others	<p data-bbox="655 994 1375 1072">“Every school needs a principal who can inspire teachers” (P2)</p> <p data-bbox="655 1102 1375 1216">“When principals have this transformational leadership style to inspire others, consequently teachers also learn how to inspire students” (P5)</p> <p data-bbox="655 1245 1375 1359">“Being able to inspire teachers is a characteristic of leaders, any principal who does it, is indeed a leader” (P7)</p> <p data-bbox="655 1388 1375 1467">“When teachers are inspired by principals can have a better performance” (P9)</p> <p data-bbox="655 1496 1375 1626">“It is as a crystal clear that teachers who have principals who inspire are doing way better than those who do not” (P10)</p>

Open source	Interview texts
Willingly accept responsibility	<p>“Every school needs a principal who is responsible and feels responsibility”(P12)</p> <p>“Principals should always feel responsibility for everything taking place at schools.” (P13)</p> <p>“If principals want to influence teachers and act as a real leader, then being responsible is one of the effective styles” (P6)</p> <p>“I believe that being responsible by principals is a great way to influence teachers” (P14)</p> <p>“I know principals who do not feel responsible who aren’t successful and they face a lot of problems in their daily” (P8)</p>

According to the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Commitment for active listening.
- Able to inspire others.
- Willingly accept responsibility.

Effective Transformative Methods of Communication

Several categories for effective transformative methods of communication have been developed based on the research's findings. The two primary subcategories of the second question are explained below:

Motivation

Motivation should be a part of principals' activities and behaviors, in the opinion of the interviewees who were asked about their ideas on effective transformational methods of communication by principals.

Table 7. Codes that Were Taken From the Subcategories of Motivation.

Open source	Interview texts
Asking teachers to do their duties motivationally	<p data-bbox="655 248 1410 349">“A successful principal should be able to motivate teachers because motivation is a great method of communication”(P1)</p> <p data-bbox="655 394 1410 461">“One of the most effective methods of communication is motivation. Therefore, it should be prioritized” (P3)</p> <p data-bbox="655 506 1410 573">“I believe that if teachers do not be motivated to do their duties, they won’t do it from heart” (P5)</p> <p data-bbox="655 618 1410 685">“Teachers will do their best if they are motivated for being told what to do” (P8)</p> <p data-bbox="655 730 1410 797">“When principals know how to motivate teachers and it works, it shows that they are great leaders” (P12)</p> <p data-bbox="655 842 1410 909">“Every school needs a principal who can motivate teachers” (P14)</p> <p data-bbox="655 954 1410 1010">“If principals want to act as great leaders, they should motivate their teachers” (P15)</p>
Willing to take risks	<p data-bbox="655 1016 1410 1095">“Being able to take risks by principals is a great way of being innovative” (P2)</p> <p data-bbox="655 1128 1410 1207">“Principals who attempt to take risks are more likely to be positively perceived by teachers” (P4)</p> <p data-bbox="655 1240 1410 1319">“It is clear that principals who take risks are doing way better than those who do not” (P5)</p>
Lots of quality controls	<p data-bbox="655 1352 1410 1464">“Every school needs a principal who takes risks” without taking risks, they cannot be improved or learn”(P8)</p> <p data-bbox="655 1509 1410 1621">“Principals who have quality controls are the ones who engage teachers and they care about improvement a lot”(P10)</p> <p data-bbox="655 1655 1410 1722">“Principals who have quality controls are those who are good at relationship management”(P13)</p> <p data-bbox="655 1767 1410 1879">“I believe that having lots of quality controls by principals are vital as they have great qualities for improving their schools” (P1)</p> <p data-bbox="655 1912 1410 2011">“I know principals who do not have quality controls and they are not as successful as those who have these quality controls” (P15)</p>

Accordinging the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Asking teachers to perform their duties motivationally.
- Willing's to take risks.
- Lots of quality controls.

Coaching

Coaching should be a part of principals' activities and Practice, in the opinion of the interviewees who were asked about their ideas on effective transformational methods of communication by principals.

Table 8. Codes |Derived from the Subcategories of Coaching.

Open source	Interview texts
Connecting corporate goals	<p>“A successful principal should be able to make the goals of school transparent”(P3)</p> <p>“One of the most effective methods of communication is coaching which enables teachers to align their objectives with the school’s overall direction”(P5)</p> <p>“I believe that principals should be able to set clear school goals with the involvement of teachers” (P7)</p> <p>“Teachers will do their best if principals help them achieving their goals”(P10)</p> <p>“When principals know how to connect corporate goals, things will go right”(P13)</p> <p>“Every school needs a principal who can connect corporate goals” (P15)</p>

Open source	Interview texts
Helping teachers to find strengths and weakness	<p data-bbox="667 282 1394 427">“If principals want to act like great leaders, they should be helpful for them teachers to find their weaknesses and strengths”(P2)</p> <p data-bbox="667 483 1394 629">“Being able to help teachers to know about their weak and strong points is a great cartelistic of great principals”(P4)</p> <p data-bbox="667 685 1394 831">“Principals who attempt to help teachers to find their weaknesses and strengths are more likely to be positively perceived by teachers”(6)</p> <p data-bbox="667 887 1394 1032">“It is clear that when principals help teachers finding their weak and strong points, the school can absolutely progress a lot”(P14)</p>
Developing teachers to build their long -term strengths	<p data-bbox="667 1055 1394 1144">“Every school needs a principal who should develop teachers to develop the school too.”(P5)</p> <p data-bbox="667 1200 1394 1346">“Principals who develop teachers are doing way better than those who do not, because schools need developed teachers”(P9)</p> <p data-bbox="667 1402 1394 1491">“Principals should encourage all the teachers to collaborative by being collaborative with us”(P13)</p> <p data-bbox="667 1547 1394 1637">“I believe that real world learning should be prioritized to develop teachers”(P10)</p> <p data-bbox="667 1693 1394 1783">“When principal develop teachers to build their long-term goals, things will go right” (P15)</p>

Accordinging the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Connecting corporate goals.
- Helping teachers to find strengths and weaknesses.
- Developing teachers to build their long-term goals.

Effective Behaviors of Principals

Several categories for effective behaviors of principals have been developed based on the research's findings. The two primary subcategories of the third question are explained below:

Being Respectful

According to the interviewees' opinions, being respectful should be a part of principals' activities and practice.

Table 9. Codes Associated with the Category of Respectfulness.

Open source	Interview texts
The way they treat teachers at school	<p data-bbox="647 1081 1386 1171">“A successful principal should be able to treat all the teachers very well.” (P1)</p> <p data-bbox="647 1227 1386 1373">“ One of the most effective behaviors of principals is to treat all the teachers well and being collaborative with them”(P4)</p> <p data-bbox="647 1429 1386 1574">“I believe that principals should be able to treat teachers in the right way, because mistreating teachers affect the entire school." (P11)</p> <p data-bbox="647 1630 1386 1720">“Teachers will do their best if principals are respectful and treat them well”(P13)</p> <p data-bbox="647 1776 1386 1865">“When principals know how to treat teachers respectfully, things will go right”(P15)</p>

Open source	Interview texts
The way they ask them to do duties	<p data-bbox="651 286 1390 427">“Every school needs a principal who is flexible and knows how to direct teachers to carry out their duties in the right way”(P4)</p> <p data-bbox="651 488 1390 629">“If principals want to act like great leaders, they should know what the right way is to direct teachers carrying out their tasks”(P15)</p> <p data-bbox="651 689 1390 772">“Being able to help teachers to know how to tell them what to do is a great leadership style”(P7)</p> <p data-bbox="651 833 1390 920">“What you say is not important, but how you say it, that is important”(P1)</p> <p data-bbox="651 981 1390 1070">"It is clear that when principals know how the teachers tell what to do it will result in improving schools."(P10)</p>
Treating teachers while spending time with them outside of schools	<p data-bbox="651 1093 1390 1234">“Every school needs a principal who can spend some quality time with teachers not only in school, but outer schools too”(P2)</p> <p data-bbox="651 1294 1390 1377">“Principals should be very friendly with teachers even when they are not at school” (P8)</p> <p data-bbox="651 1438 1390 1525">“Principals should treat teachers the way the treat them at schools”(P5)</p> <p data-bbox="651 1585 1390 1727">“I believe that when principals are able to treat teachers outside schools the way they are at schools are successful ones”(P9)</p> <p data-bbox="651 1787 1390 1935">“When principal develop teachers and spend some quality with them outer schools, teachers’ performances can be improved too”(P12)</p>

Accordinging the analysis of the interview texts of effective school behaviors, two codes have been identified and extracted which include the following ones;

- The way they treat teachers at school.
- The way they treat teachers outside of schools.

Being Supportive

Being supportive should be a part of principals' activities and behaviors and it is one of the great characteristics of transformative leaders, in the perspectives of the interviewees who were asked about their ideas on effective behaviors by principals.

Table 10. Codes that Were Taken From the Subcategories of Principals' Support Towards Teachers.

Open source	Interview texts
Being supportive	<p>“A successful principal should be able to be supportive for the teachers in all circumstances.”(P1)</p> <p>“One of the most effective behaviors of principals is to be supportive for the teachers all the time”(P3)</p> <p>“Teachers must be supported to give and outstanding performance. Therefore, I believe that principals must be supportive and support teachers.”(P11)</p> <p>“Teachers will do their best if they think principals support them and are supportive”(P9)</p> <p>“When principals support teachers, teachers will be more loyal for school, students and principals”(P11)</p> <p>“Every school needs a principal who is supportive for teachers and students”(P13)</p>

	<p>“If principals want to act like great leaders, they should be able to support teachers because leaders are supportive”(P15)</p>
Being supportive outside of school	<p>“Being able to be supportive for teachers by principals outside schools is a great thing which results in improving schools”(P2)</p> <p>“Principals must be supportive for teachers outside schools to make them feel cared and loved”(P5)</p> <p>“It is clear that when principals are able to be supportive outside schools for teachers, they show that they are successful”(P7)</p>
	<p>“Every school needs a principal who can spend some quality time with teachers not only in schools but outside schools too and being supportive and helpful for them too”(P8)</p> <p>“Principals should be very friendly and supportive with teachers even when they are not at school to show their collaboration and support for teachers”(P10)</p> <p>“Principals should treat teachers outside schools the way they treat them at schools”(P12)</p> <p>“I believe that when principals are able to treat teachers outside schools are the ones who show support and great ones.”(P13)</p> <p>“When principal develop teachers and spend some quality with them outside schools, it is a sign of telling them that we are supportive to you and ready to help you, no matter what”(P15).</p>

According the analysis of the interview texts of being supportive, two codes have Been founded which include the following ones;

- Being supportive while they are at schools.
- Being supportive for teachers when they are outside schools.

Critical Thinking Skills

Critical thinking should be a part of principals' activities and behaviors and it is one of the greatest characteristics of t leaders, in the perspectives of the interviewees who were asked about their ideas on effective behaviors by principals.

Table 11. Codes Derived from the Category of Critical Thinking.

Open source	Interview texts
Clarity and precision	<p>“A successful principal is someone who critically thinks”(P1)</p> <p>“One of the most effective behaviors of principals is to be critical thinkers to think of problems critically and being able to provide solution”(P3)</p> <p>“Teachers must be surrounded by critical principal thinkers because these skills can be advantageous for teachers too”(P8)</p> <p>“Teachers will do their best if principals are critical thinkers”(P10)</p> <p>“When principals are critically thinking, they can be clear in the school plans and goals”(P11)</p> <p>“Being able to be clear and precise are great qualities of critical principal thinkers”(P13)</p> <p>“If principals want to act like great leaders, they have to be good at thinking critically”(P7)</p>

Not being stuck in one place “Being able to move forward and not getting stuck in one place is a great quality of principals”(P2)

“Principals must be always looking forward to updating their knowledge and skills”(P4)

“It is clear that great principals who know rules of leadership won’t stop in one place, they always look forward to finding new sources for improving themselves”(P6)

“Every school needs a principal who does not stop in one place”(P10)

“Principals should be critical thinkers who never stay in one place, but always attempt to improve themselves”(P12)

“Principals should even encourage teachers not to stop in one place”(P1)

“I believe that when principals are able not to stop in one place, they also encourage teachers to be thirsty for knowledge and information”(P10)

“When principals develop themselves and are very thirsty for knowledge that can be very effective”(P5)

According the analysis of the interview texts of critical thinking, two codes have been identified and found which include the following ones;

- Clarity and precision.
- Being able not too stuck in one place.

School Community

School community is about when a group of education experts work to create an educational community who have mutual interests and that should be a part of principals'

activities and actions in the perspectives of the interviewees it has two main subcategories:

1. Involving teachers.
2. Involving caregivers.

Teachers

Teacher involvement to make teachers feel included should be a part of principals' activities and actions as it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective school community.

Table 12. Codes From the Category of Getting Teachers Involved.

Open source	Interview texts
Making teachers feel included in school community	<p>“A successful principal makes principals feel included by getting involved in school community”(P1)</p> <p>“One of the most effective behaviors of principals is to let teachers involve in school community to make them feel included”(P5)</p> <p>“Teachers must be surrounded by principals who allows teachers to actively participate in school community” (P8)</p> <p>“Teachers will do their best if they are active participants in school community”(P11)</p> <p>“When principals let teachers taking part in school issues actively, school community will be a better one”(P13)</p> <p>“All the teachers must be allowed to be active participants at schools besides their roles as teachers”(P9)</p>

	<p>“If principals want to act like great leaders, they should let teachers to actively participate in shaping school community”(P14)</p>
<p>Teachers should be allowed by principals to take part in making decisions related to schools.</p>	<p>“Being able to move forward and allowing active participation of teachers in school decisions are qualities of awesome principals” (P3)</p> <p>“Principals must include all teachers in meetings and counseling them in decisions related to schools”(P4)</p> <p>“It is clear that great principals who know rules of transformational leadership get teachers involved in most of the decisions related to school”(P6)</p> <p>“Every school needs a principal who actively gets teachers involves most of the times”(P8)</p> <p>“Principals should be critical thinkers who allow teachers to participate in all the decisions related to that school”(P10)</p> <p>“In collaboration with principals, teachers should play great role in making school decisions”(P5)</p> <p>“I believe that when principals are able to counsel teachers and involve them to make school decisions, things will be better”(P12)</p> <p>“For the sake of making teachers feel more included, teachers should be active participants in making school decisions”(P15)</p>

According the analysis and findings of the interview texts of teachers’ involvement, two codes have been identified and found which include the following ones;

- Making teachers feel included in school community.

- Teachers should be allowed by principals to take part in making decisions related to schools.

Caregivers

Caregivers' participation to make teachers feel included should be a part of principals' activities and actions, and that is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective school community.

Table 13. Codes that Were Taken From the Subcategories of Getting Caregivers Involved.

Open source	Interview texts
They should get involved	<p data-bbox="632 846 1394 987">“A successful principal makes caregivers feel included by getting them involved in school community in collaboration with teachers and other school members”(P3)</p> <p data-bbox="632 1048 1394 1137">“One of the most effective styles of principals is to allow caregivers getting involved in school community”(P8)</p> <p data-bbox="632 1198 1394 1339">“ Parents must send their kids to schools managed by principals who allows them actively taking part in school community” (P5)</p> <p data-bbox="632 1400 1394 1541">“Students will undoubtedly give better performances if their parents in collaboration with teachers and principals are active participants in school community”(P9)</p> <p data-bbox="632 1601 1394 1691">“When parents are allowed and encouraged to take parts in school community, the results will undoubtedly better”(P2)</p> <p data-bbox="632 1751 1394 1890">“All the guardians must be permitted to be active participants at schools to create the best versions of the students.”(P10)</p>

	“If principals want to act like great leaders, parents should be included in school decisions”(P14)
They should contact teachers and other school members	<p>“Parents or guardians should be highly motivated to get involved in school meetings”(P1)</p> <p>“Principals must include all the guardians in meetings and counseling them in decisions related to schools.”(P5)</p> <p>“It is clear that great principals who know rules of transformational leadership should involve teachers and parents in meetings for the sake of letting them know each other”(P7)</p>
	<p>“Every school needs a principal who actively gets guardians involved most of the times in school meetings to report them about their student’s performances”(P9)</p> <p>“Principals should critically think and get parents involved so as to encourage teachers and parents knowing each other well”(P6)</p> <p>“In collaboration with principals and teachers, parents should play a crucial role in making school decisions”(P11)</p> <p>“I believe that when principals are able to counsel parents or guardians with teachers to involve them to make school decisions, things will be better than before”(P13)</p> <p>“For the sake of making guardians feel more included, caregivers should be active participants in making school decisions in collaboration with teachers.”(P8)</p>

According the analysis and findings of the interview texts of guardians’ involvement, two codes have been found which include the following ones;

- They should get involved.
- They should contact teachers and other school members.

Teachers' Enhancement

Teachers' enhancement is about enhancing and developing teachers and updating their knowledge that should be a part of principals' activities and actions in the perspectives of the interviewees, and it has two main subcategories:

1. Encouraging teachers to read.
2. Participating in courses to learn about modern methods of teaching.

Reading

That is an effective way to familiarize teachers with the most effective ways of teaching and expanding their knowledge. Therefore, that should be a part of principals' activities and actions as it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective teachers' enhancement.

Table 14. Codes that Were Taken From the Subcategories of Developing or Enhancing Teachers.

Open source	Interview texts
Inspiring teachers to read	<p>“A successful principal should inspire all the teachers to read as much as possible”(P2)</p> <p>“One of the most effective qualities of principals is inspiring teachers to start reading”(P5)</p> <p>“ Principals should do their best to affect teachers to start reading” (P15)</p> <p>“Students will undoubtedly give better performances if their teachers are great readers and their principal is a great leader who even inspired teachers to read”(P7)</p>

“When teachers are inspired to read by principals, as a result students will be inspired to read by the teachers”(P11)

“Students can influence their parents and inspire them to read if they are inspired by principals and teachers too”(P3)

“If principals want to act like great leaders, a simple way to prove it is to encourage all the teachers to read in their free time”(P13)

Gifts them with books

“One of the good ways to inspire teachers to read is to gift those books”(P15)

“Principals can give teachers books so as to encourage them to spend some time on reading”(P5)

“It is clear that great principals who know rules of transformational leadership need to give some great books to the teachers to inspire them to read”(P2)

“Every school needs a principal who is a great reader and inspires teachers as well to read.”(P12)

“Principals have to be great readers so that they can also influence the others to read too”(P6)

“I think the most effective leaders are those who read and are able to inspire teachers to read too”(P8)

“I believe that when principals are able to inspire others like teachers to read that shows that he is a great leader”(P14)

“For the sake of enhancing teachers, principals should encourage and inspire them by gifting them some books

that they have already read and found real pleasure reading them, so that they start reading too”(P7)

According to the analysis and results of the interview texts of teachers’ enhancement, two codes have been found which include the following ones;

- Inspiring teachers to read.
- Gifting teachers with some great books for the sake of inspiring them.

Participating In Courses

That is another efficient way of familiarizing teachers with the most effective teaching approaches and expanding teachers’ knowledge. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective teachers’ enhancement.

Table 15. Codes that Were Taken From Participation of Teachers in Courses for the Sake of Developing or Enhancing Teachers.

Open source	Interview texts
Encouraging teachers to participate in courses in their free time	“A successful principal is someone who inspires or encourages teachers to take a part in courses”(P5)
	“One of the most effective qualities of principals is inspiring teachers to start participating in courses”(P8)
	“ Principals should do their best to affect teachers to participate in courses related to teaching”(P14)
	“Students will undoubtedly give better performances if their teachers are great readers course related to teaching participants”(P10)

“When teachers are inspired to take part in courses, their performance will be way better”(P1)

“Students can influence their parents and inspire them to update themselves if their school teachers and principals are”(P12)

“If principals want to act like great leaders, they have to encourage teachers to participate in courses”(P3)

Courses can help you to improve your knowledge “One of the good ways to inspire teachers to improve their knowledge is to encourage them to take parts in courses”(P11)

“Principals can give teachers about some great courses so as to encourage them”(P13)

“It is clear that great principals who know rules of transformational leadership should improve their teacher’s knowledge by encouraging them to take parts in courses.”(P4)

“Every school needs a principal who gives successful examples of teachers who took parts in courses”(P15)

“Principals have to be great course participants so that they can also influence the others to do that too”(P7)

“I think the most effective leaders are those who improve their knowledge and are able to inspire teachers to do it too”(P5)

“I believe that when principals are able to inspire others like teachers to improve themselves every day that shows that they are improved.”(P1)

“For the sake of enhancing teachers, principals should encourage and inspire them by inviting some successful course trainers to inspire them too.”(P3)

According to the analysis and results of the interview texts of teachers' enhancement, two codes have been found which include the following ones;

- Encouraging teachers to participate in courses in their free time.
- Improving their knowledge there.

Self-belief

Self-belief is about a person's belief or trust in their capability to complete their tasks and achieving their goals and it has to be a part of principals' activities and actions in the perspectives of the interviewees, and it has two main subcategories:

1. Be prepared to win
2. Encouraging teachers.

Be Prepared to Win

That is another efficient and effective way to prepare teachers to plant and grow their self-belief. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on planting self-belief in teachers.

Table 16. Codes that Were Taken From Preparing Teachers to Win.

Open source	Interview texts
They should encourage teachers to be prepared	<p>“A successful principal is someone who prepares teachers to win and makes them great characters in teaching”(P4)</p> <p>“One of the most effective qualities of principals is create and prepare teachers”(P7)</p>

“Principals should do their best to prepare teachers in the best ways”(P12)

“Students will undoubtedly give better performances if their teachers are well prepared to supervise them”(P10)

“When teachers are inspired and prepared by principals, things will go in a better way”(P13)

“Students can be great charters if their teachers are”(P3)

“If principals want to act like great leaders, a simple way to prove it is to prepare teachers in the best way”(P14)

Overcoming your
difficulties

“One of the good ways to prepare teachers is to teach them how to overcome difficulties.”(P7)

“Principals can give teachers practical examples to teach them how to overcome”(P13)

“It is clear that great principals who know rules of transformational leadership need to prepare teachers to overcome their difficulties”(P9)

“Every school needs a principal who is able to lead teachers and tell them how to overcome”(P5)

“Principals have to great readers to tell teachers how to solve and overcome difficulties”(P2)

“I think the most effective leaders are those who can teach teachers how to overcome”(P15)

“I believe that when principals are able to inspire others like teachers to overcome challenges, they face are indeed great ones”(P8)

“For the sake of enhancing teachers, principals should encourage and inspire as well as teaching them how to overcome any difficulties they face”(P2)

According to the analysis and results of the interview texts of being prepared to win, two codes have been found which include the following ones;

- They should encourage teachers to be prepared
- Overcoming your difficulties.

Encouraging Teachers

That is another effective method to prepare teachers for planting their self-belief. Therefore, it needs to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on planting self-belief in teachers.

Table 17. Codes that Were Taken From Encouraging Teachers.

Open source	Interview texts
They should encourage teachers	“A successful principal is someone who prepares and encourages teachers”(P1)
	“One of the most effective styles of principals is to create teachers by encouraging them.”(P3)
	“ Principals should do their best to encourage teachers in the best ways”(P5)
	“Students will undoubtedly give better performances if their teachers were encouraged to do their duties well as well as supervising them”(P7)
	“When teachers are inspired and encouraged, they will be able to do their tasks way better than before”(P9)

“Students can be great charters if their teachers are encouraged to make them outstanding”(P11)

“If principals want to act like great leaders, a simple way to prove it is to prepare teachers in the best way by encouraging them so that better expectations can be expected from them”(P10)

Influencing what they do

“When teachers are encouraged or motivated, it affects them a lot to work harder and better”(P15)

“Principals can give teachers practical examples to encourage them because motivation influences on them a lot”(P4)

“It is clear that great principals who know the rules of transformational leadership have to influence the teachers to show the best version of them by encouraging” (P8).

“Every school needs a principal who is able to influence teachers by encouraging them”(P6)

“Principals have to know that nothing can influence us more than encouraging”(P2)

“I think the most effective leaders are those who can influence teachers”(P9)

“I believe that when principals are able to encourage teachers, they can easily face what they and indeed are great ones”(P14)

“For the sake of influencing teachers to make them be more loyal for the school and students, teachers have to be encouraged”(P3)

Leadership Opportunity

As a leader, you have the chance to do so much more, including assisting others with career advancement, job satisfaction, promotion, and self-confidence. If you have a good effect on those team members, you also have a good effect on their families. This privilege may be one of leadership's greatest rewards. It has one main subcategory:

Map a Career Path

Career maps offer explicit directions on how to advance in their careers within the organization, giving teachers a clear path forward. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about leadership opportunities in teachers. That is the first subcategory of it.

Table 18. Codes that Were Taken From Map a Career Path.

Open source	Interview texts
The significance of it	<p>“A successful principal is someone who prepares teachers and helps them with giving them career maps”(P3)</p> <p>“One of the most effective styles of principals is to give teachers career maps which helps a lot”(P5)</p> <p>“ Principals should do their best by giving teachers the best career maps"(P14)</p> <p>“Students will surely give outstanding performances if their teachers are given with the best career maps”(P7)</p> <p>“When teachers are given with career maps, they have a road map of what to do”(P10)</p> <p>“Teachers will be great charters if have a great career path with them provided by the principals”(P12)</p>

	<p>“If principals want to act like great leaders, a simple way to prove it is to prepare an effective career map and distributes it over teachers”(P14)</p>
<p>Influencing what they do</p>	<p>“When teachers have a good career path which influences what they do, they will be able to work better than before”(P5)</p> <p>“Principals can give teachers career maps because nothing is more influential than a good career map”(P15)</p> <p>“It is clear that great principals who know the rules of transformational leadership have to influence the teachers to give better performances by giving them career maps”(P10)</p> <hr/> <p>“Every school needs a principal who is able to outline the best career map for teachers which works like road map and it tells them what to do”(P2)</p> <p>“Principals have to know that nothing can influence the way teachers work than a good career map”(P6)</p> <p>“I think the most effective leaders are those who can influence teachers’ performance with a great career map”(P9)</p> <p>“I believe that when principals are able to outline a great career map, he almost did what he had to”(P11)</p> <p>“Outlining an effective career map for teachers must be prioritized by principals”(P13)</p>

According to the analysis and results of the interview texts, two codes have been found which include the following ones;

- The significance of it.
- Influencing what they do.

The barriers that prevent school managers to practice Transformational leadership style

Based on the results of the research, several categories have been identified regarding the barriers that prevent school managers to practice Transformational leadership style. These categories are divided into three main categories, which are described below:

Financial barriers

Based on the opinions of the interviewees; Financial barriers are an important element to a successful Transformational leader. This is the first barrier for a successful transformational leadership.

Table 19. Codes Derived From the Category of Financial Barriers

Initial code	Interview text
Lack of budget and insufficient allocation of resources to school equipment	<p>“Lack of budget in the organization prevents the speed of action of transformational leaders in practicing transformational leadership style and performing tasks in the best way” (P3)</p> <p>“Financial issue is the most important thing for transformational leaders to develop their schools If a principal needs the approval of higher levels of management to make a good practice in an academic institute like school, it will cause both the decision to be delayed and the principal to even become cold to his decision.” (P5)</p> <p>”Lack of budget and insufficient allocation of resources to school equipment. These organizational levels make it more difficult for educational administrators to practice their duties as management levels and organizational layers increase.” (P6)</p> <p>“Insufficient allocation of resources to school equipment. Long hierarchy, and paperwork take the speed of practice from the manager and are obstacles for the manager. Organic</p>

organizations should be implemented, if possible, to reduce these barriers.” (P9)

“Always when we think of obstacles, the first thing that comes to mind is the lack of financial resources, for transformational leaders it is nothing but this and the lack of financial resources is an obstacle for fulfilling the duties of managers”. (P10)

“Lack of financial resources and budget makes practicing transformational leadership style unable to perform their duties as they should” (P14)

Lack of experience

Based on the opinions of the interviewees; Lack of experience is an important barrier to a successful transformational leaders. This is the second category of barriers to successful transformational leadership.

Table 20. Codes Derived From the Category Lack of Experience

Initial code	Interview text
Lack of experience of transformational managers and leaders	<p>” Experience determine the type of attitudes of managers towards an action. In the past, attitudes were mostly result-oriented and were mainly based on strict and controlling supervision by experience. "They have practicing leadership.” (P1)</p> <p>“What is important in schools today is a focus on how to gain experience, all of which require a new approach to curricula. However, the evidence "It shows the focus of managers on experience” (P4)</p> <p>“Lack of experience can prevent progress. It is important for managers to keep their perspective up to date and to avoid the lack of experience of management.” (P12)</p>
Get used to experience and conservative methods	<p>“Some managers follow the traditional methods they are already accustomed to and are reluctant to change their behavior. This is an obstacle” (P5)</p>

“Habit and inertia is a behavioral factor that exists in human beings. Managers are sometimes resistant to new changes and have a strong tendency to use their experience “(P8)

“It is a habit that managers like to adopt past behaviors without experience , and this is not good for successful leadership practicing transformational leadership style” (P13)

Environmental Barriers

Based on the opinions of the interviewees; Environmental barriers are an important barrier to a successful transformational leaders. This is the third barrier to successful transformational leadership.

Table 21. Codes Derived From the Category of Environmental Barriers

Initial code	Interview text
Job responsibilities	<p>“Training managers are very busy, busy managing various managerial and administrative tasks reduces managers' focus on transformational leadership style” (P2)</p> <p>“The fact that an transformational leader is in charge of overseeing and conducting teacher research and development sessions and overseeing the tasks of education causes him to refrain from his style.” (P7)</p> <p>“A training manager has several tasks. The same job pressure makes him / her not effective enough in performing his / her tasks.” (P8)</p> <p>“It is a fact that managers' job stress is high, but we should not let it act as a barrier. Job stress can be reduced by using strategies such as delegating tasks” (P11)</p>
Reforms in education	<p>“The existence of successive reforms in the educational system confuses transformational leaders. In this case, as soon as managers adapt to a teaching method, they face changes that lead to confusion in them” (P3)</p>

“Reform is a good thing, but when it is done continuously and with the change of any party and military, it loses its effectiveness and will be a deterrent.” (P6)

Social
responsibilities

“It is often seen those high public expectations of school leaders add more responsibilities to them, and this leads to failure in the performance of the duties of transformational leaders” (P1)

Parents, expect school principals to do their best. On the other hand, they have been away from education for many years and have been involved in management, so transformational leadership is a challenge” (P4)

“Usually, transformational leaders feel a kind of pressure from the community on themselves that they have excessive demands on them.” (P7)

Managers, in addition to their high workload, are also under pressure from society. In fact, every shortcoming is attributed to managers, and society places a heavy burden on managers." These social pressures sometimes act as a barrier for managers to perform their duties. (P15)

CHAPTER V

DISCUSSION

Based on the results, the school should have "Adaptation" that enables all members of the school community to support and cooperate to achieve the Openness to new ideas or thing. Trust in team members as one of the tasks and activities of leaders has been considered by many researchers and writers. According to Bennis and Nanus (2007), Talent for broadening is one of the basic tasks of leaders. According to some writers and experts, self-belief "of action and activity that all successful leaders should be able to do (Burns, 1978, 2003; Leithwood, 1992). Pointed to the self-belief is one of the most important roles in creating effective transformation leadership style.

The revelation of each transformative principal's gain experience held up the four dimensions of emotional intelligence leaders needed to have as defined by Goleman et al. (2002). All the principals exhibited self-awareness, self-management, an awareness of the social realities they faced and a focus on relationship management.

An effective Transformational leader must also create a "desire and willing's to take risks "by setting high standards and expectations for students and teachers in science and learning. The category of Motivation also has the necessary theoretical and experimental support. In this regard, our results and Chin (2007) show that transformational leadership, in terms of creating Lots of quality controls, directly and positively affects the teacher. Boyce and Bowers (2018) also pointed to the factor of asking teachers to perform their duties motivationally. Highly Effective transformational leadership.

Transformation leaders must provide "profound vision" to guarantee that the school's aim is completely fulfilled in the classroom education process. Background research reveals that one of the primary concerns of principals and school leaders has been student performance. According to Leithwood and Duke (1999), one of the fundamental characteristics of transformative leadership practice is dedication to active listening. According to Harris (2009), the priority and common trait of all principals who have been successful in removing their schools from the list of low-performing schools has been a concentration on enhancing student academic attainment. Georgi (2009). Also

believes that good managers have the ability to motivate students on a consistent basis. They should also keep track of instructional techniques by developing school vision.

An effective Transformational leader must also create a “Willing’s to take risks “by setting high standards and expectations for students and teachers in science and learning. The category of Motivation also has the necessary theoretical and experimental support. In this regard, our results and Chin (2007) show that transformational leadership, in terms of creating Lots of quality controls, directly and positively affects the teacher. Boyce and Bowers (2018) also pointed to the factor of asking teachers to perform their duties motivationally. Highly Effective transformational leadership.

"Being respectful" is important for strengthening a successful transformational leader. In this regard, (Lewis and Thornhill, 2009) pointed out two real factors of professional learning responsibilities in effective transformational leadership.

The transformational leader needs "community and school participation." In this regard, Shava (2021) found that when these characteristics of partnership existed, supervisors and managers engaged in collaborative work that led to fundamental changes in the performance of managers' practicing transformational leadership.

“Supportive” is a factor that strengthens transformational leadership. (Clarke & Braun, 2006) in their research pointed to the role of being supportive while they are at schools for the development and practicing transformational leadership style.

“Self-believe” is identified as a factor to the practice of transformational leadership. In this regard, Heck and Hallinger (2010) pointed out that the "Self-believe" is one of the many strengths in practicing transformational leadership. According to him, the top-down relationship between the expert or supervisor and the teachers that prepared to win.

“Encouraging Teachers” is identified as a factor to the development of transformational leadership. According to Gronn (2002), the Encouragement and desire of leaders to practice is an important factor in the progress and success of transformational leaders.

The importance of "encouraging tachcers" in the development of transformative leadership has been established. High community expectations of transformational

leaders provide greater demands to leaders than the varied needs of society, resulting in being unable to accomplish transformational leaders' tasks (Catano & Stronge, 2007). According to Goodwin et al. (2003), the issue of administrative processes, the pressure of social society, discussions between various parties, and educational changes occur on a regular basis. Local and municipal politicians, he claims, frequently place unreasonable demands on school administrators. This creates an imbalance in school management and leadership.

Leaders impose more expectations on leaders than the community's numerous demands, resulting in an inability to complete transformational leaders' duties (Catano & Stronge, 2007). According to Goodwin et al. (2003), administrative processes, social society pressure, conversations among many parties, and educational reforms occur on a regular basis. According to him, local and municipal officials regularly make excessive demands on school administrators. It creates an imbalance in school administration

“Financial barriers” were found as an impediment to transformational leadership practice for development their schools. It has been demonstrated that “Financial barriers” is important in the development of transformative leadership practice. High community expectations of transformational leaders place larger demands on leaders than society's diverse requirements, resulting in inability to complete transformational leaders' duties (Catano & Stronge, 2007). According to Goodwin et al. (2003), administrative processes, financial barriers, conversations among many parties, and educational reforms occur on a regular basis. He believes that local and municipal officials regularly make excessive demands on school administrators. This causes an imbalance in school administration and leadership.

“Lack of experience” is identified as an obstacle to the development of transformational leadership. According to Gronn (2002), the experience and desire of leaders to change is an important factor in the progress and success of practice transformational leaders.

"Environmental barriers" were identified as an obstacle to the development of practice transformational leadership. High community expectations of school leaders add more responsibilities to leaders than the various demands of society, and this leads to failure in the performance of the duties of transformational leaders (Catano & Stronge,

2007). Goodwin et al. (2003) state that the issue of bureaucracy, the pressure of social society, negotiations between many parties, and educational reforms that occur constantly. He said local and community officials often demand too much from school leaders. This causes an imbalance in the issue of school management and leadership.

In general, it can be said that the literature supports the research results. According to the research findings, the practice of transformational leaders includes these components: "Adaptation", "Individual consideration" and "community and school participation." Finally, transformational leadership barriers include three factors: "Financial barriers", "Lack of experience", and "environmental barriers" Therefore, officials and principals should note that merely planning and practice transformational leadership style is not enough, and reinforcing factors as well as existing barriers should be considered, and by allocating special efforts and continuous meetings with school principals, this leadership style in schools Implement and be practiced.

CHAPTER VI

CONCLUSION

The leadership position must change as the educational system and the outside world do. If schools are to progress, they need a leader who can create a clear future vision, empower teachers and students, and foster an atmosphere that fosters creativity and innovation. Leadership is important when it comes to the expansion and development of schools. The goal of leadership is to motivate, guide, and inspire others to accomplish a common goal. The three pillars of leadership are establishing a vision, fostering a feeling of mission, and persuading people to support it. The leadership's function in enhancing the performance of the school can be seen as both a cause and an effect. It can also be seen as both the main reason for something and a consequence. The research results were evaluated using a theme analysis approach, using 15 face-to-face interviews with Erbil's primary school teachers. Conclusions, discussions, comparisons, managerial applications, and finally recommendations have been explained and discussed for future researchers who are attempting to do research relevant to the research title in this chapter.

Based on the outcomes of the coding and classification of the interview data, there were a total of twenty codes produced from fifteen interviews. The initial classification of the data is then followed by the division of the open coding teachers into 8 groups. At this stage, the categories created by open coding are combined using orientations, appropriateness, nature, and semantic load.

Leadership style which has been influenced by transformational leadership

Based on the results of the interviews, a number of subcategories for an efficient transformational leadership style have been defined. In this regard, the two main areas listed below are indicative of an efficient and effective transformational leadership style:

Adaptation

Adaptation should be a part of principals' activities and behaviors, in the opinion of the interviewees who were asked about their ideas on effective transformational leadership. The transformative leadership style's first subcategory is this. According to the participants' statements and the explanations provided below they believed that school

principal must always open to new notions because they affect the improvement of the school, therefore very school needs a successful training manager who is open to new ideas which means new ideas must be always welcomed by school principals, they also stated that principals should treat teachers as their family members and trust them a lot as well as being able to broaden minds because it is one of the characteristics of successful principals

According the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Openness to new ideas or thinking.
- Trusting team members.
- Talent for broadening minds.

Individual Consideration

Individual consideration should be a part of principals' activities and behaviors, in the opinion of the interviewees who were asked about their ideas on effective transformational leadership. The transformative leadership style's second subcategory is this. According to the participants' statements and the explanations provided below they believed that when principals are so commitment while they are listening to the teachers, indeed, they do not only listen to us, but that also shows that they recognize our values and needs, they also sated by the time principals have this transformational leadership style to inspire others, consequently teachers also learn how to inspire students and principals should always feel responsibility for everything taking place at schools.

According the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Commitment for active listening.
- Able to inspire others.
- Willingly accept responsibility.

Methods of communication that the school principal use to communicate with staff members to encourage them to share information and develop new ideas to improve teaching and learning

Based on the results of the interviews, a number of subcategories for efficient transformational leadership communication style have been defined. In this regard, the two main areas listed below are indicative of an efficient and effective transformational leadership communication style:

Motivation

Motivation should be a part of principals' activities and behaviors, in the opinion of the interviewees who were asked about their ideas on effective transformational methods of communication by principals. The transformative communication methods' first subcategory is this. According to the participants' statements and the explanations provided below they believed that a successful principal should be able to motivate teachers because motivation is a great method of communication which means that one of the most effective methods of communication is motivation. Therefore, it should be prioritized. They also believed that being able to take risks by principals is a great way of being innovative, therefore principals who attempt to take risks are more likely to be positively perceived by teachers and principals who have quality controls are those who are good at relationship management.

According the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Asking teachers to perform their duties motivationally.
- Willing's to take risks.
- Lots of quality controls.

Coaching

Coaching should be a part of principals' activities and behaviors, in the opinion of the interviewees who were asked about their ideas on effective transformational methods of communication by principals. The transformative communication methods' second subcategory is this. According to the participants' statements and the explanations

provided below they believed that one of the most effective methods of communication is coaching because enables teachers to align their objectives with the school's overall direction. Therefore, principals should be able to set clear school goals with the involvement of teachers, they also stated that it is clear that when principals help teachers finding their weak and strong points, the school can absolutely progress a lot and real-world learning should be prioritized to develop teachers.

According the analysis of the interview texts of adaptation, three codes have been identified and extracted which include the following ones;

- Connecting corporate goals.
- Helping teachers to find strengths and weaknesses.
- Developing teachers to build their long-term goals.

Behaviors that the principal of the school practice that consider credible to build trust

Based on the results of the interviews, a number of subcategories for efficient transformational leadership behaviors of principals have been defined. In this regard, the three main areas listed below are indicative of an efficient and effective transformational leadership behaviors of principals:

Showing Respect

Showing respect should be a part of principals' activities and behaviors towards teachers, in the opinion of the interviewees who were asked about their ideas on effective transformational behaviors by principals. The effective principal behaviors' second subcategory is this. According to the participants' statements and the explanations provided below they believed that principals should be able to treat teachers in the right way, because mistreating teachers affect the entire school environment and it is clear that when principals know how tell the teachers what to do it will result in improving schools, they also believed that when principals are able to treat teachers outside schools the way they are at schools, indeed, they are successful ones.

According the analysis of the interview texts of being respectful, three codes have been identified and extracted which include the following ones;

- The way they treat teachers at school.
- The way they ask them to do duties.
- Treating them while spending time with them outside of schools.

Being Supportive

Being supportive inside and outside schools should be a part of principals' activities and behaviors towards teachers, in the opinion of the interviewees who were asked about their ideas on effective transformational behaviors by principals. The effective principal behaviors' second subcategory is this. According to the participants' statements and the explanations provided below they believed that if principals want to act like great leaders, they should be able to support teachers because leaders are supportive people, and when principal develop teachers and spend some quality with them outside schools, it is a sign of telling them that we are supportive to you and ready to help you, no matter what.

According the analysis of the interview texts of being supportive, two codes have been identified and discussed which include the following ones;

- Being supportive for teachers at school.
- Being supportive for teachers when they are outside schools.

Critical Thinking

Critical thinking should be a part of principals' activities and behaviors and it is one of the greatest characteristics of leaders, in the perspectives of the interviewees who were asked about their ideas on effective behaviors by principals. The effective principal behaviors' third subcategory is this. According to the participants' statements and the explanations provided below they believed that one of the most effective behaviors of principals is to be critical thinkers to think of problems critically and being able to provide solution. Consequently, teachers must be surrounded by critical principal thinkers because these skills can be advantageous for teachers too, and being able to move forward and not getting stuck in one place is a great quality of principals.

According the analysis of the interview texts of critical thinking, two codes have been identified and found which include the following ones;

- Clarity and precision.
- Being able not too stuck in one place.

The principal of the school ensure that the staff members feel included as a part of the school's community

Based on the results of the interviews, two subcategories for an effective school community have been discussed. In this regard, the main areas listed below are indicative of an efficient and effective school community.

Teachers

Teacher involvement to make teachers feel included should be a part of principals' activities and actions as it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective school community. The effective school community's' first subcategory is this. According to the participants' statements and findings provided below they believed that one of the most effective styles of principals is to let teachers involve in school community to make them feel included, and it is clear that great principals who know rules of transformational leadership get teachers involved in most of the decisions related to schools.

According the analysis and findings of the interview texts of teachers' involvement, two codes have been identified and found which include the following ones;

- Teachers should be felt included in school community.
- Teachers should be allowed by principals to take part in making decisions related to schools.

Caregivers

Caregivers' participation to make teachers feel included should be a part of principals' activities and actions, and that is one of the greatest characteristics of leaders in the perspectives of the interviewees who were taking parts with their ideas on effective school community. The effective school community's' second subcategory is this. According to the participants' statements and findings provided below they believed that a successful principal makes caregivers feel included by getting them involved in school

community in collaboration with teachers and other school members, and for the sake of making guardians feel more included, caregivers should be active participants in making school decisions in collaboration with teachers.

According to the analysis and findings of the interview texts of guardians' involvement, two codes have been found which include the following ones;

- They should get involved.
- They should contact teachers and other school members.

The school principal make sure that staff members have the knowledge, skills, and resources to do the right job

Based on the results of the interviews, two subcategories for an effective school community have been discussed. In this regard, the main areas listed below are indicative of an efficient and effective school community.

Reading

That is an effective method to get teachers familiarized with the most effective and current approaches of teaching and expanding their knowledge and information. Hence, that should be a part of principals' activities and actions as it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective teachers' enhancement. That is the first subcategory of the enhancement of teachers. Based on the findings of the current paper as research participants, they believe that students can influence their parents and inspire them to read if they are inspired by principals and teachers, as a result most people start reading and for the sake of enhancing teachers, principals should encourage and inspire them by gifting them some books that they have already read and found real pleasure reading them, so that they start reading too.

According to the analysis and results of the interview texts of teachers' enhancement, two codes have been found which include the following ones;

- Inspiring teachers to read.
- Gifting teachers with some great books for the sake of inspiring them.

Participating In Courses

That is another efficient way of familiarizing teachers with the most effective teaching approaches and expanding teachers' knowledge. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on effective teachers' enhancement. That is the second subcategory of the enhancement of teachers. Based on the findings of the current paper, they believe that principals should do their best to affect teachers to participate in courses related to teaching, they also think that the most effective leaders are those who improve their knowledge and are able to inspire teachers to do it too by participating in courses.

According the analysis and results of the interview texts of teachers' enhancement, two codes have been found which include the following ones;

- Encouraging teachers to participate in courses in their free time.
- Improving their knowledge there.

The principal of the school express self-belief

Based on the results of the interviews, two subcategories planting self-belief have been discussed. In this regard, the main areas listed below are indicative of self-belief.

Be Prepared To Win

That is another efficient and effective way to prepare teachers to plant and grow their self-belief. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about their ideas on planting self-belief in teachers. That is the first subcategory of planting or growing self-belief. Based on the findings of the current paper, participants believe that Students will undoubtedly give better performances if their teachers are well prepared to supervise them. Hence, every school needs a principal who is able to lead teachers and tell them how to overcome.

According the analysis and results of the interview texts of being prepared to win, two codes have been found which include the following ones;

- They should encourage teachers to be prepared.
- Overcoming your difficulties.

Encouraging Teachers

That is the second subcategory of planting their self-belief. Based on the findings of the current study, participants believe that Principals have to know that nothing can influence us as teachers more than what encouraging does, and when teachers are inspired and encouraged, they will be able to do their tasks way better than before. According the analysis and results of the interview texts of being prepared to win, two codes have been found which include the following ones;

- They should encourage teachers.
- Influencing what they do.

The school principal create opportunities for staff members to assume leadership opportunities

According to the outcomes of the interviews, one subcategory for leadership opportunities has been discussed.

Map a Career Path

Career maps offer explicit directions on how to advance in their careers within the organization, giving teachers a clear path forward. Therefore, it has to be a part of principals' activities and actions because it is one of the greatest characteristics of leaders in the perspectives of the interviewees who were asked about leadership opportunities in teachers. That is the first subcategory of it. Based on the findings of the current study, participants believe that Students will surely give outstanding performances if their teachers are given with the best career maps, for that reason outlining an effective career map for teachers must be prioritized by principals.

According the analysis and results of the interview texts, two codes have been found which include the following ones;

- The importance of it.

- Influencing what they do.

The Barriers that Prevent School Managers from Practicing Transformational Leadership Style

Based on the results of the research, several categories have been identified regarding the barriers of the transformational leader. These categories are divided into three main categories: "Financial barriers", "Lack of experience ", and "environmental barriers", which are described below:

“Financial barriers”: Based on the opinions of the interviewees; "Financial barriers" are an important barrier to a successful transformational leader. This is the first barrier to successful transformational leadership. Based on the analysis of interviews related to the category of “Financial barriers”, three codes have been identified and extracted. These categories include:

- Lack of budget and insufficient allocation of resources to school equipment

Hence, they will remove the spirit of creativity and innovation from leadership activities. Also, if upstream organizations do not recognize the needs of training leaders and do not take steps to meet them, training leaders will not be motivated enough to perform their duties. Finally, as one of the most important parts of any organization, financing must be adequate. Having financial worries acts as a barrier for transformational leaders.

Lack of experience: Based on the opinions of the interviewees; lack of experience is an important barrier to a successful instructional leader. This is the second category of barriers to a successful transformational leadership. Based on the analysis of interviews related to the category of lack of experience, several codes have been identified and extracted. These categories include:

- Lack of experience of transformational managers and leaders
- Get used to experience and conservative methods

Based on the results, experience is a factor oriented trait that helps a person to achieve their goals. This factor makes a person work hard to achieve school goals. In this regard, the traditional attitude of managers towards training programs acts as an obstacle to the development of training leaders. Man is a creature committed to habit. Repeating a consistent way of doing things makes it easier. Thus, when a person is confronted with the descriptive of change, this kind of tendency, according to which he acted according to habit, becomes a resource that resists the case of change and tends to continue the traditional methods. But in the present age, successful and efficient managers are those who can adapt to the developments of today's society. Also, to become an effective leader, the leader must be able to motivate himself. Lack of experience is an obstacle to the success of transformational leaders that must be considered.

Environmental barriers: Based on the opinions of the interviewees; Environmental barriers are an important barrier to a successful transformational leader. This is the third barrier to successful transformational leadership. Based on the analysis of interviews related to the category of environmental barriers, several codes have been identified and extracted. These categories include:

- Job responsibilities
- Reforms in education
- Social responsibilities

According to the results, the presence of Job responsibilities, a stressful workplace, a heavy workload, and extended working hours limit transformational leaders' capacity and effectiveness. Successive revisions pose another challenge for transformational leaders. Correction is beneficial as long as it is not out of proportion. Continuous improvement perplexes managers and reduces their productivity. Responsibilities from the community will likewise be a detriment to transformational leaders. Excessive parental expectations stress on transformational leaders and hinder them from doing their tasks properly.

The transformational leadership approach has an impact on both social systems and individual behavior. With the ultimate goal of converting followers into leaders, it optimally brings about significant and positive change in the followers. From the

viewpoints of the teachers interviewed for this study, the researcher came to the following conclusion:

- Set a good example for transformative leadership by being adaptable and carefully taking into account individual factors.
- Utilize powerful transformative communication strategies, such as coaching and inspiration.
- Possess transformational leadership traits, such as the capacity for support, respect, and critical thought.
- Include parents and teachers in decision-making for the school community.
- Encourage instructors to read and take courses in an effort to improve their teaching.
- Prepare teachers and instruct them on how to handle challenges.
- Give instructors a variety of leadership options, such as career path mapping.
- School support to solve the barriers to gain the vision of schools.

Suggestions for Upcoming Researchers

- It is recommended that successful transformational leadership at levels other than primary schools be studied.
- It is recommended that successful transformational leaders' behaviors be investigated and verified by quantitative investigation in a sizable statistical community in order to strengthen the credibility of the findings.
- It is suggested that structural equation modeling techniques be used to evaluate how the derived components fit in a structural model.
- This study should be conducted cross-culturally, and its findings should be compared to those of the current study.

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APPENDICES



**T.C.
TOKAT GAZIOSMANPAŞA UNIVERSITY INSTITUTE OF
GRADUATE STUDIES**

Thesis Information

Thesis Title: A QUALITATIVE STUDY ON THE PRACTICE OF TRANSFORMATIONAL LEADERSHIP STYLE FOR PRIMARY SCHOOL PRINCIPALS ACCORDING TO THE TEACHERS' PERSPECTIVE

(SAMPLE FROM ERBIL).

Request Permission to Participate in Research Study

Dear _____,

I am Sozan choli KHALIL currently a master's student at (**Tokay Gaziosmanpaşa University**). I am seeking your help to conduct a research study with selected primary school teachers in Erbil.

Participant Personal Information

Academic Degree			
Year of Experience			
School level		School District	
Seniority		Brunch	
City		District	
Gender		Age	
Code of Participant			

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Interview Information

Place of Interview		Date of Interview	
Interview Start Time		Interview End Time	
Total time Interview			

List of Interview Questions

1. How have you perceived the principal of your school's leadership style which has been influenced by transformational leadership?
2. What methods of communication does the school principal use to communicate with staff members to encourage them to share information and develop new ideas to improve teaching and learning?
3. Which behaviors does the principal of the school practice that you consider credible to build trust?
4. How does the principal of the school ensure that the staff members feel included as a part of the school's community?
5. What does the school principal do to make sure that staff members have the knowledge, skills, and resources to do the right job?
6. How does the principal of the school express self-belief?
7. How does the school principal create opportunities for staff members to assume leadership opportunities?
8. What are the barriers that prevent school manager to practice this style?