ORIGINAL ARTICLE

Practices and Challenges of Leadership in Colleges of Teacher Education Institutions: The Case of Oromia Regional State

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 Abstract

The purpose of this study was to investigate the practices and challenges of leadership in Colleges of Teacher Education (CTE) in Oromia Regional State. The study particularly, investigated the extent to which the CTE leaders are engaged in the leadership practices identified by Kouzes and Posner's to improve quality of education and institutional performances. To accomplish this purpose, the study employed a descriptive survey method. Both quantitative and qualitative methods were employed. 164 teacher-educators were selected from the six CTEs using random sampling technique. In addition, all Deans of the six CTEs were included purposively. Kouzes and Posner's Leadership Practice Inventory Questionnaire (Observer) was used to collect quantitative data. Interview was also conducted to substantiate the data gained through the questionnaire. Frequency, percentage, mean and Standard deviation were utilized to analyze the quantitative data. The qualitative data obtained through interview were thematized and analyzed qualitatively. The results of the study revealed that the leaders of the CTEs moderately practices the five Kouzes and Posner's transformational leadership and the leadership practices were found to be ineffective. Moreover, lack of effective leadership, lack of leadership training and experience, failure to challenge the status quo, failure to motivate, empower and enlist staffs in designing and implementing common goals, shortage of budget, and inadequate skill of communicating a shared vision hindered proper implementation of the training processes. Therefore, it is recommended that there should be leadership development strategy to develop leadership skills on the part of CTEs leaders through seminars, workshops and trainings on the practices of effective leadership outlined in this study. Moreover, it is advisable if the concerned body of establish professional developments schemes so that the leaders will improve their skills continuously.

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INTRODUCTION

Technological, economical, social, political and cultural changes impose changes on educational systems of all countries be it developed or developing. These changes, external to the education system, uniformly and rapidly shape the nature of educational institutions. To this end, educational leaders are bewildered by high expectations and increasing responsibilities their governments and the public imposed upon them (Lam and Pang, 2003).

Higher education has experienced considerable changes, often as the result of public scrutiny and subsequent critique since the mid-1980s. Kerr (1994) forecasted continuing change that will require educational leaders to be adaptable, and cooperative; leaders who understands that organizations often operate in a changing environment. To survive, organizations have to understand and adapt to changes (Milliken 1990). Organizational adaptation can be regarded as the effort by the organization to fit the environment Organizations, however, can take different forms in adapting to the environment. Presently, however, teachers, students, faculty members, administrators and the general public are concerned about the ability of educational organizations to adapt in the face of new demands.

A necessary condition to deal with the external pressure, of course, is to have institutional leaders who understand these problems and are able and willing to make significant efforts to constructively deal with the changes (Astin, 1993) to transform and make higher education institutions responsive. Higher education institutions indeed, need transformational leaders to shape the future of the nation and the coming generation. As Dressel (1981:3) points out, "The future of higher education institutions rest upon their ability to involve individuals who are capable, flexible and willing to deal with change and develop their leadership characteristics".

According to Draughdrill (1988), the essential elements of college or university leadership are a passion for the institution, a commitment to stewardship, a clear but far-reaching vision, and the courage of one's convictions. Leadership for Ramsden (1998), is not fundamentally about the attributes a leader has, but about what the leader does in the context of an academic department, research group, or courses. Wilcox and Ebbs (1992) encouraged certain behaviors such as creating the vision, empowering others, modeling the way, and acting ethically are essentials for leaders in higher education. As Bennis (2003) points out, leadership in higher education is the capacity to infuse new values and goals into the organization, to provide perspective on events and environments which, if unnoticed, can impose constraints on the institution. Leadership in higher education, therefore, involves planning, auditing, communicating, relating to outside constituencies, insisting on the highest quality of performance and people, keeping an eye out for forces which may lead to or disable important reforms.

According to Rozeboom (2008: 34) "The connectedness of college or university across departments and divisions of the institutions seems to be a key for leadership, not just for the president or deans, but also for others on the leadership team". The ultimate success of an institution is based upon the abilities of its executive level officers to develop teams who possess the capacities to initiate critical interrelationships that lead to cooperative and collaborative educational activities (Stamatakos, 1991). Bensimon and Neumann (1993), state that team building is essential to the reconstruction of institutional leadership. Enhancing leadership ability among staff in higher education requires universities and colleges to practice, at all levels, the responsibilities

of envisioning, enabling, developing and learning.

According to Kouzes and Posner, (1995), there are over 225 definitions of leadership found in the literature but no one claims the last word on "defining" the term. Each scholar defined leadership in a ways that works best for his/her in his/her work with students, managers, government officials, community organizers, health care providers, and educational administrators.

Kouzes and Posner's Exemplary Leadership Model is the extension of Bass's and Burn's transformational leadership and its origins in a research project which they began in 1983. They wanted to know what people did when they were at their "personal best" in leading others. They started with the assumption, however, that they did not have to interview and survey star performers in excellent companies to discover best practices. They assumed that by asking ordinary people to describe extraordinary experiences, they would find patterns of success. From an analysis of the personal-best cases, they developed a model of leadership that consists of what Kouzes and Posner call The Five Practices. These practices are challenging the process, inspiring shared vision, enabling others to act, modeling the way and encouraging the heart.

Based on the research project with successful leaders, for over almost 20 years, Kouzes and Posner suggested that leadership is not a position, but a collection of practices and behaviors. They also concluded that leadership is a compulsory skill that can be learned by everyone. According to their research, more and more people can grab hold of the opportunity to lead others to get extraordinary things done (Kouzes and Pozner, 2004). The model argues that leaders must demonstrate at least some of the five key 'practices' to be

successful. The researchers also indicated that specific practices and their characteristics can vary according to different situations, but at some point successful leaders will need to access them all.

According to Kouzes and Posner (1995), when working at their best, leaders challenge the process, inspire shared vision, enable others to act, model the way and encourage the heart. And they did this through committing themselves to particular sets of behavior linked to these values. More importantly Kouzes and Posner argued that these leadership behaviors were an observable and learnable set of practices, available to anyone prepared to spend time developing them. They also stressed that these qualities only manifest themselves when people actually do them. As Kouzes and Posner (1995:9), point out, "These practices serve as guidance for leaders to accomplish their achievements or to get extraordinary things done".

Shared governance characterizes higher education institutions. Although most attention goes to the role of the president or the dean as a leader, an effective president or dean realizes that single leader effectiveness could not meaningfully change higher education settings. Team leadership is more effective than one-person leadership and thus effective leaders share responsibility for thinking as well as doing among teams (Bensimon & Neumann, 1993). Leadership in higher education, more than any other institution, is a collective practice. It is the network of key administrators who actually make most of the critical decisions.

Rost (1993), stages leaders of higher education institutions are successful when their beliefs are in harmony with the transformations happening around the globe and value change over stability;

empowerment over control; collaboration over competition; relationships over rules and regulations; and diversity over uniformity. For higher education organizations grow in the future, the president or deans and executive level administrators must all contribute in a synergistic ways to the leadership of the institution.

Colleges and universities, however, face different challenges including capacity to lead effectively and efficiently. Stable environment, clearly defined program structures and limited competition are longer effective in a networked world. With the international economy evolving towards a global network organized around the value of knowledge the capacity of people and organizations to perform, effectively and efficiently is critical. To meaningfully operate in this challenging environment, leaders of higher education institutions need to transform themselves before they try to transform others and address increasingly complex and dynamic environment (Hanna 2003:26). This requires committed, passionate, transformational and visionary leadership (Tierney 1999). Such a leadership can help shape higher education institutions in ways that make them more humane, more livable and more ethical.

Effective leadership is usually viewed as an essential ingredient in organizational success. If it is present, organizations grow and compete but in its absence many cannot survive. In line to this, Sammons (1999:14) pointed out that almost all studies of institutional effectiveness have underlined leadership to be among the key factors for organizational success. Similarly, the Wallace Foundation (2009:1) also put clearly that "Leadership is the second only to classroom teaching among institution-based factors in influencing learning". On top of this Coopers (1989), concluded that nearly 75 % of all organizational change programs fail because of leaders' ineffectiveness in creating the necessary support among employees. This is also true for academic institutions. In support of this, Fullan (2001:337) states "Without good leader who is good at leading change, there will be no improving institution". The Wallace Foundation (2009:1) also confirms that 'there is slim chance of creating and sustaining high quality learning environments without competent and committed leader to help shape teaching and learning'.

In spite of the recognition of the importance of leadership for effectiveness of educational institutions studies of educational leadership in African context indicate that leaders of higher education institutions lack the expected competence to be proactive and decisive in their leadership role. (Brown & Conrad, 2007: 194). According to Oduro (2008: 13) in his assessment of a number of studies on quality-related issues in education in Ghana over the last twenty years revealed that quality of leadership and management in education is generally poor. Moreover, Ngirwa (2006) states that little attention has been given to the contribution of leadership and management in Tanzania. UNICEF (2004) strongly recommends developing and strengthening leadership competence at all levels of educational institutions to effectively implement educational innovation and reforms.

Cognizant of the importance of quality human capital for the achievement of overall economic and social development, Ethiopia has reviewed its overall educational system by identifying the major bottlenecks and developing strategy to deal with. As a result, during the past few years, education and training system in Ethiopia have undergone major quantitative and qualitative changes. The implementation of the new Education and

Training Policy (1994) is the first major framework for systems reform and transformation stipulated to decentralize educational decision making . Introduction of this decentralized system required many well qualified, experienced and competent educational leaders at all levels of educational management. Accordingly, colleges of teacher education are also redefined their roles to become active agents of change to meet the public and government expectations. Along with the definition of the roles the demand for change oriented leaders has become a paramount importance so that they colleges would be able to discharge their responsibilities effectively.

To this end, literature on higher education institutions' leadership has shown that transformational leadership is positively associated with educational leaders' effectiveness in implementing reform agenda (Coad and Berry, 1998; Sivanathan and Fekken, 2002). According to Barnett et al. (2001) the leaders of higher education institutions need to be equipped with the skills required from transformational leaders. Transformational leadership has the potential for building a high level of commitment in teachers and fosters the capacities teachers need to respond positively to this agenda.

Kouzes and Posner's Transformational Leadership Model is, therefore, believed to describe CTE leaders effectiveness in Oromia Regional State in leading reform agenda. As Barth (1991: 17) points out, Kouzes and Posner's "the 'Leadership Challenge Model' provides educational leaders with the qualities to become effective leaders and improve training institutions". Effective implementation of reforms regarding the training system in the TEIs of Oromia Regional State as well require transformational leaders who are able to raise the followers to higher levels of motivation and morality. According to

Burns(1978), Berry (1998); Siyanathan and Fekken (2002) these are leaders who search for opportunities to change the status quo, inspire a shared vision and set a model to foster collaboration, empower employees to pursue a potential future, and recognize the contributions of employees to the overall success of the organization.

Bennis (2000) suggested that leadership is the key to manage change in culture, processes, and strategies. Oliver (2001) suggested that the study of leaders' behaviors and leadership has a greatest value in bringing about greater effectiveness and improvement. Therefore, a deeper understanding of leadership is very important because leading is an enterprise and a relationship that revitalizes an organization and brings growth and enrichment to a community. Thus, the focus of this research was to investigate the extent to which the leadership of the CTEs in Oromia Regional State is effective in light of Kouzes and Posner's transformational leadership and forward possible recommendations for further improvement.

Statement of the Problem
A lot has been said about the importance of leadership for organizational success. Cameron (1986) points out certain administrative behavior as the most powerful predictors of organizational effectiveness than institutional type, institutional culture, governance, structure and institutional mission. Collins (2001) pointed out that strong organizations place a greater weight on hiring the right people than on organizational direction and yet asserted that leadership capability carries more significance than specific skills, knowledge or work experience.

As Fullan (2001:9) describes, "Holding educational institutions accountable for

their performance depends on having people the right knowledge, skills and judgment to improve institutional performance". This is because, effective transformation of educational system requires transformational leaders who exercise the practices of transformational leadership (the work that effective leaders do to guide and support the improvement of institutional transformation and performance). Kouzes and Posner (2001) conclude that leaders are influential through their actions and activities, not rhetoric.

How educational leaders practice leadership often determines their impact on organizational effectiveness. The leadership practices as identified by Kouzes and Posner are important primarily due to the fact that leaders actions in addition to their words.. More specifically, leaders set an example by how they behave.

Researches in the area of educational leadership have addressed a variety of leadership issues and concerns. But, as Kouzes & Posner (2000: 28) points out, "to meet the leadership challenges is still a personal and a daily challenge for all institutional leaders "particularly, with regard to the best leadership practices in the management of higher education institutions and assessment of leadership performance. Therefore, countries need to constantly check the extent to which leaders at all level of educational institutions exercise effective leadership practices to improve and transform the institutions they lead.

Though Federal MOE have placed leaders of educational institutions at all levels in a highly visible leadership role, leadership and management capacities at institutional level still remain weak (MOE ,2010:22). To this end, effective leadership practices in higher education institutions needs to be researched in order to identify and design strategies specific to the nature of higher education institutions for improvement. The major role of the CTE leaders is creating favorable environment for the instructors to teach and the trainees to learn. They are expected to motivate the academic and non-academic staff as well as the trainees to become active agents of change. More importantly, they are expected to manage change effectively and respond to the demands of the prevailing situations.

A look into local studies in the area of leadership indicates that no research endeavors take the Kouzes and Posners model which is well recognized in enhancing organizational success to examine the leadership practice. Hence, there is no evidence reported that identifies the degree to which CTE leaders in Oromia Regional State practice Kouzes and Posner's Transformational Leadership Model using Leadership Practice Inventory.

Besides, many teacher-educators and administrative staff of the CTEs of Oromia Regional State have been heard complaining that the working conditions in the CTEs are not conducive for training and hold accountable the leadership for the situation. The instructors complain that the management team was mostly observed trying to maintain status quo instead of managing change and leading the institutions towards adapting to the new changing environment and facilitate implementation by creating conducive atmosphere required to ensure the improvement of the quality of training.

Assessment of leadership effectiveness was not a common practice in CTEs of the Oromia Regional State. To the knowledge of the researchers, there are no studies on kouzes and Posners leadership practices of Colleges of Teacher Education in Oromia Regional State. As a result, any failure or weakness observed in the training process

is often attributed to teachers, students or both without considering the extent to which the leaders discharge their responsibilities. The researchers, therefore, felt that investigation of the extent to which the leaders of the CTEs in Oromia Regional State attempted to influence the academic and non-academic staff in light of Kouzes and Posner's leadership practices model to measure the leadership effectiveness.

To this end, the study attempted to answer the following basic research questions:

1. To what extent do the CTE leaders in Oromia Regional State exercise the five Kouzes and Posner's leadership practices to change and transform their institutions?

2. Which of the five Kouzes and Posner's leadership practices are the most or least exercised by the leadership teams of the CTEs of Oromia Regional State?

3. In which category of Kouzes and Posner's database do the leadership teams of the CTEs fall?

4. To what extent are the teacher educators satisfied with the practices of CTE leadership team members?

5. What is the CTEs leaders' feeling of their involvement in the Kouzes and Posner's practices of transformational leadership?

6. What are the challenges of institutional leadership in CTEs of Oromia Regional State?

Objectives of the Study
The study was aimed at investigating leadership practices and challenges of the TEIs in Oromia Regional State in light of kouzes and posners leadership practices model and provide constructive feedback for the OEB, TEI leaders themselves and emerging professionals. The specific objectives of the study are to:

1. Examine the extent to which the CTEs leadership exercises the five Kouzes and Posner's leadership practices for effective implementation of change;

2. Identify the most and the least exercised Kouzes and Posner's leadership practices by the leadership teams of the CTEs;

3. Identify where the leaders of the TEIs of Oromia Regional State fall in terms of the five perceived practices of leadership scores in Kouzes and Posner's database;

4. Examine the teacher-educators' satisfaction with the leadership engagement in the five practices of transformational leadership;

5. Identify the leaders' perception of their engagement in the five practices;

6. Identify the major factors affecting the implementation of best leadership practices in government TEIs of Oromia Regional State

Significance of the Study
The findings of the study would help the Regional Education Bureau (REB) officials to understand the current status of leadership practices in the CTEs. It also enable the leaders of the CTEs improve their leadership practices and effectively lead the CTE. Above all, it benefits the leadership team members at college level to identify their leadership weaknesses and strengths to transform their respective institutions. It could also give the CTE leaders an awareness regarding the need to improve their leadership competence

throughout their careers to meet the mounting challenges of their jobs. It might also serve as a spring board for the future researchers and contributes to the general understanding of the leadership practices and challenges of the training institutions.

Delimitation of the Study

The study has taken into consideration the peculiar nature of and the possible variation that might exist among different regions and focused on the Colleges of Teacher Education in Oromia Region. Since Oromia is autonomous in governing the colleges in light of the needs of the region that may not be shared with other regions.   Though educational leadership is a broad concept that cannot be dully studied in this research, leadership of higher education institutions, Colleges of teacher in this case, is particularly considered in light of Kouz and Possnor's leadership practices model for it is the model that better fits in the practices of educational institutions.

Research Design and Methodology

The study employed descriptive survey to draw meaningful results from a large body of quantitative data as it allows the reporting of summary results in numerical terms. This design was selected as it was appropriate to sufficiently describe the current practices and challenges of leadership teams in the Teacher Training Institutions (CTEs) to draw valid general conclusion. Besides, qualitative method was also used as a support to better investigate the complex realities of the Colleges and to obtain the basic information from the leaders regarding the challenges of their CTEs and their perception of the five Kouzes and Posner's leadership practices that could have been drawn through LPI (self) questionnaire which were used to minimize possible self-report bias.

Source of Data and Population of the Study

Primary data was obtained from teacher-educators and college deans to acquire first-hand information of the situation under the study and draw valid conclusion. The population of the study was 538 teacher-educators including the Stream Heads and 10 Colleges in the ten CTEs of Oromia Regional State.

Among the 10 CTEs, 6 (60%) CTEs were selected via stratified random sampling technique. The stratification of the colleges was made based on the number of years they have been training teachers. The first stratum included CTEs which had been training teachers for more than 15 years. These CTEs were Jimma, Asela and Robe. The second stratum included CTEs which had the experience of training teachers from 10 to 15 years such as Nekemte, Dembi Dolo and Metu. The third stratum included recently established CTEs (Sebeta, Ciro, Bule Hora, and Shambo). Accordingly, among the CTEs in the first stratum, Jimma and Nekemte, among the second stratum, Asela and Metu; among the third stratum Sebeta and Shambo were selected using lottery method.

According to the information from each sample CTEs, there were 80, 52, 60, 24, 64 and 48 instructors in Jimma, Metu, Nekemte, Shambo, Asela and Sebeta respectively. In other words, there were 328 teacher-educators and Stream Heads in the six sample CTEs. Among those teacher-educators and Stream Heads, 164 (50%) respondents were selected from the six sample CTEs using proportionate stratified random sampling technique particularly lottery method. Accordingly, 40, 26, 30, 12, 32 and 24 sample instructors were selected from Jimma, Metu, Nekemte, Shambo, Asela and Sebeta respectively. Since the College Deans were responsible for overall institutional function and to facilitate the work of teacher-educators and college staff

they were purposefully included in the study. It was believed that the information they provide would be highly valuable.

Tools of Data Collection

The study used quantitative data to identify and analyze the status of leadership practices and the challenges of the leadership in the CTEI, compare its existing condition with the reviewed research findings and to draw a general conclusion. The quantitative data were gathered through close-ended questionnaire. Besides, qualitative data were gathered as a supplementary to the study employing semi structured interview with the college Deans.

Questionnaire was used as a main tool for data collection. The questionnaire was used to gather data from 164 sample teacher-educators who were randomly selected from the six TEIs of Oromia Regional State. The return rate was 164 (100%). Permission was obtained through email from Leadership Challenge Team in San Francisco to use LPI as a tool to collect the data for the purpose of the study.

Leadership Practice Inventory (LPI) observer questionnaire based on Kouzes and Posner's Transformational Leadership Model was used for this purpose. There are two versions of LPI (Self and Observer). LPI observer questionnaire was used and LPI self was excluded to minimize potential leaders' self-report bias. The background information section and open-ended questions were added by the researcher to elicit additional comment from the respondents.

The Kouzes and Posner's LPI Observer questionnaire was structured closed ended questionnaire with 5 point Likert scale of thirty items leadership practice. Therefore, it was appropriate not only for the researcher to obtain reliable response from the respondents but also for the respondents

to choose one option from the given scales that best align with their views. In addition to this, open-ended questions were included at the end of each leadership practice to give the respondents an opportunity to express their views.

LPI is a reliable and valid standardized leadership assessment tool which was proved quite powerful in assessing individuals' leadership capacities and in demonstrating what exemplary leaders do (the five practices) to make a difference at the personal, interpersonal and organizational level (Leong 1995). Different researches were conducted to determine whether the inventory had sound psychometric properties and the tests indicated that the LPI was internally valid and reliable. All the studies revealed an internal reliability ranging from .70 to .91 and test-retest reliability of at least .93 in all five leadership practices (Leech, et.al. 2010).

Semi structured interview was set and conducted with five college Deans to obtain additional supplementary data. Semi structured interview was used to ensure flexibility in which new or extension questions could be forwarded during the interview based on the responses of the interviewee. The purpose of the interview was to collect more supplementary opinion, so as to stabilize the responses obtained through questionnaire and to gather additional data.

Data Analysis

The quantitative data collected through close ended questionnaires were tallied and tabulated. Then, it was interpreted with the help of frequency and percentage. Mean and standard deviation were also used to measure the degree to which CTEs leaders practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI) and to further strengthen

the finding obtained with the help of frequency and percentage. The quantitative data were analyzed using the Statistical SPSS. To assure participant confidentiality, results were presented only in aggregate form.

The data were analyzed through the following procedures. Firstly, each of the five leadership practice was analyzed separately. It was believed that plot analysis would be appropriate to convey detailed information about the distribution of the six items questions under each leadership practice. Frequency distribution was displayed for each leadership practice using table and percentage. Secondly, numerical descriptive approach was used to compute the means and standard deviations to convey the average and to summarize the data of the five variables. Accordingly, the finding was analyzed as ($X<2.49$ = low practice, $X>2.5<3.49$ = Moderate, $X>3.5<4.49$ = Good Practice, $>4.5<4.75$ = Very Good Practice, 4.75- 5 = Excellent (Abdullah et. al. 2008). Then, the recorded data collected through interview was categorized based on the similarities of responses. This was analyzed qualitatively to supplement the quantitative data.

Results and Discussion

The data collected from 164 teacher-educators were entered into SPSS for quantitative analysis. Frequency count and percentage were used to investigate the extent to which the TEI leaders exercise the five kouzes and Posners leadership practices in the six sample TEIs of Oromia Regional State a five -point liker scale questionnaires. The result for the five practices of leadership scores were obtained by adding together the scores of six behaviors related to each practice (i.e., the 30 behaviors on the survey were grouped according to the five leadership practices. A higher value indicated more frequent leadership behavior associated with the practice and the low value indicated rare leadership practices or behaviors exhibited. The leadership practice scores for the five variables were obtained for each by adding together the scores of six behaviors related to each practice (variable). The maximum possible score on each of the five practices was thirty (six behaviors with a maximum of five points each). The minimum possible score on each of the five practices was six (six behaviors or variables with a minimum of one point each item).

Table 1: Summary of frequency count and percentage on each of the five leadership practices

Leadership Practices	1		2		3		4		5	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Challenging the Process	41	24.79	31	19.11	39	23.98	33	20.22	20	11.89
Inspiring Shared Vision	38	22.87	29	17.68	39	24.09	34	20.63	24	14.74

Enabling Others to Act	38	22.87	29	17.58	36	22.05	28	17.38	33	20.12
Modeling the way	35	21.44	25	15.35	43	26.52	37	22.26	24	14.43
Encouraging the Heart	46	28.05	37	22.26	34	21.24	30	17.99	17	10.47

1= Rarely 2= Once in a while 3=Sometimes 4= Fairly Often 5= Almost Always

The frequency rating on the five leadership practices (Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act and Encouraging the Heart) indicated that the majority of the teacher-educators rated their leaders from rarely to sometimes. Table 1 indicates that 111 (67.88%), 106 (64.63%), 103 (62.5%), 103 (62.5%), 117(71.55%), rated the leaders the extent to which they challenge the process, inspire shared vision, enable others to act, modeling the way and encourage the heart respectively from rarely to sometimes. It also shows that considerable number of respondents rated the leaders as hardly engaged in the practices. Means and standard deviation were also used to measure the degree to which TEI leaders fit into Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI).The following tables show result of the plot analysis for the six behaviors under each of the five variables.

Table 2: Extent to which the leaders Challenge the Process

Leadership Behavior	Mean	Standard Deviation
Set achievable goals, concrete plans, and establish measurable milestones for the projects and programs	3.10	1.33

Leadership Behavior	Mean	S.D
Challenge us to try out new and innovative ways to do our work	2.80	1.26
Ask "What can we learn?" when things don't go as expected	2.80	1.31
Seek out challenging opportunities that test their own skills and abilities	2.80	1.32
Search for innovative ways to improve what we do.	2.54	1.40
Experiment and take risks, even when there is a chance of failure.	2.44	1.34
Aggregate mean	**2.75**	

When the six variables under the leadership practice i.e. **"Challenging the Process"** were ranked from the highest to the lowest mean score (Table 2), variable number 1 i.e. setting achievable goals, making concrete plans and establishing measurable milestones for the projects and programs that we work on was rated relatively the highest mean 3.10 where as the variable ranked the lowest was Experimenting and taking risks, even when there is a chance of failure with mean score 2.44. As can be seen from the table, the mean scores for the five variables related to "Challenging the Process" were between 2.5 and 3.49. This corresponds with data obtained by the frequency count given earlier. Thus, one could conclude that the CTE leaders of Oromia Regional State moderately Challenge the Process.

It is also interesting to note that the mean for variable 6 (experiment and take risks, even when there is a chance of failure) was less than 2.5 which indicated that the TEI leaders' was below moderate which implies they are reluctant to take risk. Besides, all of the means for the variables related to the leadership practice challenging the process were within 1.3 standard deviation of each other, signifying similar degree of agreement among the respondents regarding leaders' engagement in the five leadership practices while there was more agreement regarding to the extent to which leaders challenge staff to try out new and innovative ways to do our work. The aggregate mean 2.75 shows that the extent to which leaders challenges the process is moderate.

Table 3: Extent to which the Leaders Inspire a Shared Vision

Leadership Behavior (variables)	Mean	S. D
Talk about future trends that will influence how our work gets done.	3.03	1.4
Speak with conviction about the higher meaning and	2.97	1.4

purpose of our work.

Show us how our long-term interests can be realized by enlisting in a common vision.	2.84	1.34
Describe a compelling image of what our future could be like.	2.83	1.30
Paint the "big picture" of what we aspire to accomplish.	2.84	1.32
Appeal to us to share an exciting dream of the future.	2.71	1.45
Aggregate mean	**2.87**	

The means for the variables related with Inspiring a Shared Vision as indicated in Table 3 above talking about future trends that will influence how our work gets done was ranked the highest practiced with mean score of 3.03. The second ranked statement with the mean score of 2.97 was the extent to which leaders speak with genuine conviction about the higher meaning and purpose of the work of the staff. The lowest ranked variable is appealing to share an exciting dream of the future" with the mean score of 2.71. Table 3 also showed that the means of the six variables lies between 2.5 to 3.49 signifying that the CTEs leaders inspire a shared vision moderately. the standard deviations results revealed that there is high variation among the respondents on the least ranked variables than the others while there was more agreement regarding describing a compelling image of what the future should look like. It is also interesting to note that the standard deviations for the leadership behaviors 1 and 2 were almost the same. Moreover, the standard deviation among respondents for variable 6 was slightly higher than that of the highest ranked variables. This indicated that there was less agreement among the respondents regarding the highest ranked variable than the lowest ranked i.e. appealing to share an exciting dream of the future. Generally, the aggregate mean 2.87 shows that the leaders inspire a shared vision moderately.

Table 4: Analysis of Modeling Leadership Behavior

Variables	Mean	S.D
Builds consensus around a common set of values for running our institution.	3.20	1.35
Make certain that we adhere to the principles and standards we	3.20	1.30

have agreed on.

Follows through on promises and commitments that they make.	3.01	1.24
Sets a personal example of what he expects of us.	2.93	1.24
Asks for feedback on how his actions affect other people/our performance.	2.73	1.33
Clear about their philosophy of leadership.	2.70	1.44
Aggregate mean	**2.96**	

As indicated in Table 4 above building consensus around a common set of values for running institutions and spending time and energy making certain that staff adhere to the principles mean score (3.20) is the highest for Modeling the Way. However, clarity about their philosophy of leadership is the lowest. The next lower behavior with mean score of 2.70 was asking for feedback on how his actions affect other people/our performance. In spite of the differences, the means for all behaviors related with "Modeling the Way" fall between 2.5 and 3.49 which indicated that the leaders were moderately engaged in modeling the way.

The data also revealed that standard deviations for variables 3 and 4 were lower than the means for the other variables. This signified that there were little variations among the respondents regarding variables 3and 4 than the remaining behaviors. It was also interesting to note that the standard deviation for the least ranked behavior was greater than the others indicating more disagreement among the respondents than the remaining five behaviors The aggregate mean 2.96 for this dimension shows that the leaders of the Colleges of Education model leadership behavior moderately.

Table 5: Analysis of the Behaviors of Leaders in enabling others to Act

Variables	Mean	S.D
Treat all of us with dignity and respect.	3.03	1.44
Develop cooperative relationships among the people they work	3.03	1.50

with.

	Mean	S.D
Give us a great deal of freedom and choice in deciding how to do our work.	3.00	1.50
Actively listen to diverse points of view	2.90	1.42
Ensure that we grow in our jobs by learning new skills and developing ourselves.	2.90	1.41
Support the decisions that we make on our own	2.89	1.40
Aggregate Mean	**2.96**	

In Table 5, the two highest means for the leadership practice related to "Enabling Others to Act "where leadership treats all employees with dignity and respect and develope cooperative relationships among the people they work with equal mean score of 3.03. On the other hand, the leadership practice with the least mean score (2.89) was supporting the decisions made by workers. The mean scores for the six behaviors fall between 2.5 to 3.9 signifying that the leaders moderately enable others to act. Moreover, the standard deviations for all the leadership behaviors were high implying that there was high level of variation among the respondents regarding the behaviors exhibited.

This may imply that leaders behave differently in different situations so that employees perceive them differently. The results in the table also revealed that as the mean for the behaviors in a rank order decreases, the standard deviation also decreases which implies that respondents better agree regarding the least ranked behaviors than the highest ranked behaviors. The analysis of both mean scores and standard deviations revealed that the leadership practice of enabling others to act is moderately exercised by the leaders of the CTEs of Oromia Regional State. Thus, failure to enable and motivate the staff members to act may be an indicator for the CTE leaders' inability to build the capacity of the staffs and reinforce the team spirit needed for extraordinary achievement by organizing on-job training, cheering about key values, making public ceremonies, being personally involved and creating social support rituals (Kouzes & posner, 2002). In general the extent to which the leaders enable others to act is moderate

.

Table 6: Analysis of Leaders Behaviors in Encouraging the Heart

Variables	Mean	S.D
Give us lots of appreciation and support for our contributions.	2.74	1.31
Make it a point to let us know about their confidence in our	2.73	1.34

abilities

Find ways to celebrate accomplishments	2.62	1.30
Make sure that we are rewarded for our contributions to the success of our projects.	2.53	1.40
Publicly recognize the college staffs who exemplify commitment to shared values.	2.52	1.40
Praise us for a job well done	2.50	1.32
Aggregate Mean	**2.60**	

Table 6 above indicated that the mean scores for the six variables lies between 2.5 to 2.74 which indicate that the CTE leaders' were moderately engaged in encouraging the heart of the workers. The results also showed that quality of the leaders in appreciating and providing support for staff contributions with mean score of 2.74 was the highest ranked while praising and acknowledging staff for a job well done with the mean score 2.50 is least ranked. This may be due to the lack of the culture that values open praises and appreciations, and lack of the awareness on the side of the leaders the motivation power of recognizing others work. Note also that this leadership behavior was the least ranked of the 30 LPI behaviors. This strengthens the finding obtained through the frequency count presented earlier. Thus, both data revealed that the CTE leaders of Oromia Regional State moderately engaged in the practice of Encouraging the heart. It is also interesting to note that the five behaviors (1, 2, 4, 5, and 6) fall within similar standard deviations indicating similar level of agreement among the respondents perception of the CTE leaders' engagement in encouraging the Heart. The data also indicated that there was variation among the respondents regarding leadership the extent to which leaders find ways to celebrate accomplishments than the other leadership dimensions.

The frequency counts for the five leadership practices were analyzed separately to highlight individuality and differences. Some similarities have been observed among the responses of the CTE teacher-educators concerning the leaders' various leadership practices. The frequency count the mean scores of the responses on all the five leadership practices revealed that the CTE leaders moderately exercise the expected leadership practices. Moreover, majority of the respondents rated six to eighteen while less number of the observer-respondents rated from nineteen to thirty on all the leadership practices. This indicated that, although the degree varied from one practice to the other, the leaders' engagement in all the practices was not encouraging to achieve extraordinary result and transform their institutions.

With regard to the ranking of the leadership practices from the most exercised to the least, respondents' responses are presented in the table below. Higher value indicates more frequent use of the leadership behavior associated with the statement. Thus, the maximum possible score on each of the five practices was 30 (six statements with a maximum of five points each) and the minimum possible score on each of the five practices will be six (six statements with a minimum of one point each). Group means are, then, calculated for each of the

five practices from the overall scale for each variable. The ability and behaviors of the leaders in encouraging the heart is

slightly above the cut point low that means it is moderate.

Table 7: Leadership Practices Rank-Ordered

Variables	Mean	Standard Deviation
Enabling Others to Act	17.73	7.70
Modeling the Way	17.70	6.55
Inspiring a Shared Vision	17.22	7.30
Challenging the Process	16.40	6.85
Encouraging the Heart	15.63	7.20

The rank-ordered leadership practices by means and corresponding standard deviations as indicated in Table 7 showed that the three leadership practices (Enabling Others to Act, Modeling the Way and Inspiring a Shared Vision) were relatively better practiced leadership behaviors. The mean for the leadership practice of "Enabling Others to Act" was 17.73 with the corresponding standard deviation 7.70. This shows that there is high variation among the respondents. The mean for "Modeling the Way" was 17.70 and the mean for "Inspiring a Shared Vision was 17.22.Their corresponding standard deviations were, 6.55 and 7.30 respectively.

The findings of the study generally revealed that the TEI leaders moderately exhibit the five practices of transformational leadership. However, when leadership practices are considered, "Enabling Others to Act" and "Modeling the Way" was better observed leadership practices while "Encouraging the Heart" and "Challenging the Process" were the least practiced.

Kouzes and Posner (1987) argue that leaders must demonstrate at least some of the five key 'practices' highly to be successful. The researchers also indicated that specific practices and their characteristics can vary according to different situations, but at some point successful leaders will need to access them all if they have to achieve extraordinary outcome. Thus, it could be concluded that since the TEI leaders did not demonstrate high any of the five key practices it would be possible to conclude that they are effective as a leaders.

The third research question attempted to identify if the leaders in CTEs of Oromia Regional State were in high, moderate or low category in relation to the leaders in Kouzes and Posner's database. Kouzes and Posner and their associates have administered the Leadership Practices Inventory to managers and non-managers across a variety of organizations, disciplines and demographic backgrounds. The scores from these instruments have been compiled in a normative database. Although the attempt to compare the mean scores for the sample leaders of the CTEs

in Oromia Regional State with that of Kouzes and Posners' data base might sound unwise, the two were compared to further understand the status of leadership in TEIs of Oromia Regional State. The mean scores for the sampled CTEs leaders of Oromia Regional State and the mean scores for the leaders in Kouzes and Posner's database and the means differences are presented in Table 8 that follows.

Table 8: Analysis CTE Leaders in light of Kouzes and Posner's Database

Variables	Mean score for Sample CTE leaders	Mean Score of Data Base	Difference
Challenging the Process	32.80	43.90	-11.10
Inspiring a Shared Vision	34.44	40.60	-6.16
Modeling the Way	35.40	47	-11.60
Enabling Others to Act	35.46	48.70	-13.24
Encouraging the Heart	31.26	43.80	-12.54

According to Kouzes and Posner (2000), a high percentile level (dependent upon means) is one of 70 and above. As clearly indicated in Table 8 a score between percentile ranks 31 and 69 is considered moderate and low scores are at or below the 30th percentile. The LPI specific score for CTE leaders for each practice was first changed into 60 to calculate the mean out of 60 since Kouzes and Posner's data base used ten point Likert Scale. Then, the mean scores for Sample CTE leaders were compared with that of Kouzes and Posner's data base.

As indicated in Table 8 above, the mean scores for the CTEs leaders of Oromia Regional State were much below the leaders in Kouzes and Posner's data base. The mean differences were all negative -11.10, -6.16, -11.60, -13.24, -12.54, for challenging the process, inspiring a Shared Vision, Modeling the Way, Enabling Others to Act, and Encouraging the Heart respectively.

The data indicated that the leaders of the CTEs in Oromia Regional State were in the low category on the five leadership practices. For the CTE leaders, the mean score on Challenging the Process (32.80)

fell at percentile rank five (i.e., the CTEs leaders scored 5 % below all the people who have taken the Leadership Practices Inventory and reported to Kouzes and Posner data base. The mean score on "Inspiring a Shared Vision" (34.44) fell at percentile rank 12 below the database. The leadership practice "Enabling Others to Act" reflected a mean score of 35.46 and a corresponding percentile rank of 2.5 below the database. "Modeling the Way" had a mean score of 35.40 with a percentile rank of 6 below the database. The mean score on Encouraging the Heart (31.26) corresponded with a percentile rank of 5 below all the leaders in Kouzes and Posner's database.

This data pointed out that all the mean scores for leaders of the TEIs fell below 30% on Kouzes and Posner's database which showed that on all leadership practices, the TEI leaders were very much below the leaders who have taken the Leadership Practices Inventory and reported the scores to Kouzes and Posner's database. Given the leaders' lack of adequate knowledge about transformational leadership theory in general and Kouzes and Posner's five leadership practices in particular, the finding could be justified and

comparing the status of the leadership practices of the TEIs in Oromia Regional State with that of the leaders in developed countries might seem unfair. However, given the country's effort to change and transform its education system and its economy, the finding tells that a lot has to be done in this regard.

The fourth question asked by the researcher was **"To what extent were the teacher educators satisfied with the practices of CTE leadership team members?"** This question was answered by summarizing the teacher-educators' satisfaction of the leaders' involvement in each of the five leadership practices. The following table shows summary of the teacher-educators' satisfaction with the practices of CTE leadership Team.

Table 9: The Teacher-educators' Perception of CTEs Leaders in light of kouzes and Posers' leadership practices

Variables	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Challenging the Process	41	25.30	32	19.41	39	23.88	33	19.92	19	11.48
Inspiring Shared Vision	37	22.56	29	17.78	40	24.19	34	21.04	24	14.43
Enabling Others to Act	36	22.15	30	17.99	36	22.26	29	17.38	33	20.22
Modeling the Way	33	20.12	26	15.75	45	27.54	36	22.26	24	14.33
Encouraging the Heart	46	27.95	37	22.46	35	21.14	29	17.99	17	10.47

Note. 1 = Hardly satisfied, 2 = Fairly Satisfied, 3 = Moderately Satisfied, 4 = highly satisfied 5 = Very Highly satisfied

Table 9 above showed that 33 (20.12%) of the teacher-educators were almost not satisfied with the extent to which leaders model the way, where as only 19 (11.48%) were highly satisfied with the leaders with regard to modeling the way. Majority of the respondents 45 (27.54%) were moderately satisfied. With regard to Inspiring a Shared Vision, 37 (22.56%), 29 (17.78%) totally about 66 (40.34) are almost not satisfied on the other hand 34 (21.04%), 24 (14.43%) respondents' were highly and very highly satisfied respectively which means about 58(35.47) are satisfied with how the leaders inspire and share vision among the staff. The table also indicated that 41 (25.30%), 32 (19.41%) respondents the total of 73 (40.71) were almost not satisfied with how leaders challenge the existing process; whereas 52 (31.40) were satisfied with their leaders' practice of challenging the process. Regarding Enabling Others to Act 36 (22.15%), 30 (17.99%) which is about 66 (40.25) were not satisfied and 29

(17.38%) and 33 (20.22%) which is about 62 (37.70) of the respondents responded that they were satisfied. Finally, with regard to encouraging the heart 46 (27.95%) and 37 (22.46%) were hardly satisfied, and fairly satisfied respectively totally 83 (50.41) responded that they were not satisfied in this regard. Whereas 29 (17.99%) and 17 (10.47%) i.e. 35 (28.46) were satisfied with the way the leaders encourage the heart of their employees.

As can be understood from the analysis presented in the above paragraph, in all leadership practices majority of the respondents were not satisfied as compared to those who are satisfied. Therefore, it can be concluded that leaders in Oromia TEIs are not transformational leaders and need support to come to the expected level of transformational leadership which is believed to have significant positive impact in effective and sustainable institutional change.

The fifth researches question how CTE leaders' evaluate themselves in light of Kouzes and Posner's leadership practices. The deans of the colleges were interviewed and the data revealed that the College Deans fully understand the importance of the leadership practices; however, they failed to challenge the process unsatisfactorily. "The analysis of the interview data generally indicated that the leaders recognized the importance of taking risk as well. But, they practically failed to take risk. The quantitative data obtained from teacher-educators in this regard indicated that the leaders almost not encourage the heart of the workers, on the other hand as opposed to the teacher-educators' responses, almost all the leaders interviewed indicated that they are highly engaged in this dimension of leadership practice. This is often expected because self perception is often more inflated as compared to perceived by others and can

be concluded that the leaders need to work more to encourage the heart of the

Enabling others to act engenders the development of cooperative goals through empowerment, sharing power and trust building. Success in this practice is predicated upon the leader's ability to appropriately match the capabilities of an organization's human capital with the demands of the task. By sharing power the leader creates in the workers a feeling of influence and ownership in organizational success. With regard to this leadership practice, almost all the leaders responded that the planning process in their TEIs involve all the staffs. But they also stressed that some of the non-academic staff lacks the capacity required to accomplish their tasks. But they fail to recognize having staff who lack the capacity is also considered as one of the weakness of the leaders in light of the kouzes and posners' leadership practice.

Inspiring a shared vision (the image of the future that provides focus for all activities), requires the leader to communicate this vision in such a way as to motivate the followers to work toward its achievement. The leaders interviewed stated that although they communicate the vision and try to motivate their followers, some people were resistant and were not motivated.

Generally, the interview data indicated that the leaders lack the quality of challenging the process though they believed in its importance. With regard to the practice of "Encouraging the Heart", they the two groups of respondents had opposing views regarding which might imply that the leaders do not meet the expectations of the staff. Therefore, it could be concluded that perception staff is highly important than that of the leaders because leadership is a relationship between the leader and the followers and is based on the followers' perception. Thus, it should be noted that the

teacher-educators' perception of the followers is more significant than that of the leaders.

The final research question was the challenges of institutional leadership in CTEs of Oromia Regional State. The research question was answered on the basis of the quantitative data as well as the interview conducted with the Deans of Colleges of Education. As a result, the quantitative and qualitative data, the following leadership challenges were identified:

a) The leaders' failure to effectively lead change and innovation: The analysis of the quantitative data indicated that the TEI leaders were moderately engaged in the five leadership practices. According to the analysis of the frequency count 89 (59.74 %) respondents rated the leaders' engagement in the practice of "Challenging the Process". Moreover, challenging the process was the second least rated leadership practices (16.52). This might indicate that the leaders failed to create conducive organizational climate required by challenging the existence practice to bring about change within the institutions. They were unable to be innovative, to take risks, and challenge assumptions about the way things have always been done. This may cost the TEIs in terms of performance. According to Kouzes and Posner (1995), extra ordinary things are done if leaders challenge the process.

Leaders' incapability to inspire a shared vision negatively influenced many aspects of the organization such as commitment, performance and satisfaction because an accepted vision that creates a common purpose is motivational (Tichy & Devanna, 1996). Vision can influence commitment, performance (Nanus, 1992), and cohesion (Conger, 1990). Lack of a compelling vision negatively affects followers when they are uncertain about the future

(Waldman et al., 2001). Therefore, the leaders' little engagement in this leadership practice could negatively affect the teacher educators' and the non-academic staff's commitment, performance, satisfaction, and motivation.

The study indicated that the leaders were not optimistic building the capacity of their employees and encouraging them to act as required. Being optimistic may help leaders understand and encourage people so that they can achieve even more than they thought they were able to achieve (Seligman, 1990).Through their research Kouzes and Posner (2000) found that encouragement increases the chance that people will actually achieve higher levels of performance.

Leadership is also conceptualized as a relationship between the leader and the followers and is based on the followers' perception. The study indicated that the teacher-educators' perception of the leaders' leadership practice was generally low. In other words, their perception of organizational support was also low because the leadership practice of enabling others to act was rated moderate by the respondents. As a result, the teacher educators lack commitment and engagement in behaviors that promote the goals of the institutions (Bennis, 2007).

In terms of the change the Federal MOE aims to achieve, the leaders' less engagement in the five practices need to be seriously considered by both the government and the training institutions. The TEI leaders' high focus on routine activities was an indicator for their incapability to create a powerful and compelling vision which could transform routine drudgery into energy that is collective and focused (Bennis, 2007). It indicated that they were unable to isolate and eliminate structures and routines that work against change. They failed to create

a shared vision and sense of urgency, implement plans and structures that enable change, and foster open communication.

b) Lack of Professional Support for TEI Leadership Teams: Decentralization and the devolution of responsibilities and ownership of initiatives to communities and educational institutions at federal level have encouraged a commitment to capacity building at the level of Regional State and institutions in attempts to promote effective quality provision. Although government-directed reforms have placed the TEI leaders in highly visible leadership roles, the institutions still lack the capacity required to effectively implement the change in the training process. Most of the leaders interviewed stated that they were hardly provided professional support to improve the leadership capacity and to ensure successful implementation of change.

c) System Structure: The TEI leaders were unable to be innovative, willing to take risks, and challenge assumptions about the way things have always been done because power and responsibilities was highly centralized. Instead of finding solution for problems facing their institutions, they tended to seek solution from the Regional Education Bureau. As a result, the system became highly bureaucratic which often caused impractical and inflexible administrative situations.

These structural characteristics tended to create decision paralysis in which TEI leadership team members were fearful of initiating change and taking risk in the implementation phase without the explicit order from REB (Hallinger 1994). In other words, leadership activities in TEIs of Oromia Region were highly prescriptive and, thus, the institutional leaders were expected to follow the directives as mandated by the REB. Consequently, leaders in the training institutions have

acted as agents of stability, rather than as agents of change. In a similar manner, the role of academic and non-academic staff had been framed as that of order takers within the educational bureaucracy (Tyack & Cuban 1995). Initiative had seldom been valued or expected. Instead, the TEI leaders had been attempting to maintain cultural continuity inside the system bureaucracy (Cuban, 1988; Fullan& Hargreaves, 1991).

d) The leaders' incapability to use various approaches in securing resources and utilizing them to secure competitive advantage: Resources are critical to the success of an organization. The shortage of one type not only impedes the implementation of various parts of the overall plan but also causes under or non-utilization of complementary resources. The data gathered through interview with the TEI leaders indicated that the entire six sample TEIs were facing serious shortage of human and material resources:

The interview with leaders of the TEI in Oromia Regional State indicated not only acute shortage of resources, but also leaders' lack of good understanding of their institutions' resource needs and their incapability to frequently use various approaches in securing and utilizing resources to secure competitive advantage. The leaders' responses to the interview indicated their failure to use different strategies such as developing a shared vision and collaborative relationship with external or internal providers to tackle the resource shortage and to strengthen their reform strategies. Although, budget allocated by the government could be the main source of financial resource for the TEIs. However, the TEI leaders failed not only to understand that fund from one source could be inadequate but also to design strategies of securing additional budget. Thus, the major challenge of the TEIs could be the leaders' incapability to

secure the resources required rather than scarcity of resource.

CONCLUSION AND RECOMMENDATIONS
CONCLUSIONS
The focus of this study was to investigate the practices and challenges of leadership in the TEIs of Oromia Regional State in light of Kouzes and Posers' leadership practices. As a result of data analysis and the findings of the study the following conclusions are made.

The CTE leaders lack the confidence to challenge the process as a basis to increase employee motivation and enhance perceived organizational performance. They failed to enable the teacher educators to act freely to make a difference, to think "outside the box", and experiment with new ideas without fear of discipline or blames for making mistakes. As a result, it could be concluded that the working atmosphere was not as conducive for the teacher-educators to try new ideas and ways of doing things.

The CTE leaders hardly take risks and hence failed to initiate and experiment new ideas and strategies that help to transform the institutions. The leaders are not smart enough in crafting clear vision and effectively communicating their vision in such a way that motivates the followers to work towards its achievement. They were unable to indicate the staff the future dreams and goals of their institutions by communicating the vision. The leaders' failure to communicate the vision, in turn, resulted in failure to bring about commitment, performance, staff satisfaction and cohesion. In this era of high stakes testing and accountability, teaching has become an increasingly stressful profession (Bennis 2000). Such stressful time require leaders who promote

and support the successes of the members of their learning communities. The TEI leaders failed to give such genuine care which helps to provide the academic and non-academic staff with the spirit to overcome insurmountable obstacles.

The leaders of the TEIs in Oromia Regional State moderately exercise all the five practices of Kouzes and Posner's transformational model. Therefore, the leaders' low scores in the five practices could be one major factor which negatively affects effective achievement of institutional goals if not the only one. And hence, these lack of the behaviors of transformational leadership handicapped their effort to deal with the challenges of current restructuring (BPR) of educational institutions. Moreover, the leaders failed to build high level of commitment in teacher-educators and supporting staff to perform in the complex and uncertain nature of the institutional reform agenda and to foster the capacities teacher-educators need to respond positively to this change agenda the leaders also lack the creativity required to deal with scarcity of resources and the ability to implement appropriate strategy to manage human resource by identifying their institutions' resource needs and frequently use various approaches in securing and utilizing resources to secure competitive advantage.

RECOMMENDATIONS
On the basis of the conclusion drawn from the findings of the study, the researchers would like to offer the following five recommendations.

- Oromia Education Bureau (OEB) is advised to plan and invest resources in the leadership development of all managers and leadership team members in the TEIs of the region. The Bureau and the boards of the colleges can use this study as the

impetus for a professional development plan. The plan should be focused on the utilization of best leadership practices that directly influence institutional effectiveness relative to the administration of teacher training institutions.

- The TEI leaders are advised to develop a leadership development plan paying attention to their own leadership development so that they improve their leadership skills to influence their institutions. Such a plan would include particular attention to the leadership practices outlined in this study.

- Coordinated and comprehensive leadership development models and training needs to be conducted to propel the TEIs toward their mission by elevating the leadership. To this end, Jimma University and other universities in Ethiopia might need to design a leadership training course that particularly focuses on the practices of leadership and the use of assessment resources such as Kouzes and Posner's Leadership Practices Inventory (LPI) and other instruments for leadership evaluation and development as a basis for continuous leadership development.

- Additional leadership practices study where the data can be disaggregated might be necessary in order to look at each individual TEI. The researchers used the parameters of this study to analyze data only in aggregate form. But there might be devil in individual cases that would be helpful to understand. Such a study would require a different methodology. Perhaps a qualitative study would help researchers find particular themes although such a study may require more risk to the

participants as they would be identifiable.

- This study needs to be replicated at some time in the future to determine if the leadership practices are affected by employee or leaders' turnover or change with the leaders' level of leadership training and experience.

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