

## Assessing the Relationships between Transformational Leadership and Employees' Engagement in North Gondar Zone Public Preparatory School Teachers, Ethiopia

Gedif Tessema

University of Gondar, College of Business and Economics, Department of Management, Gondar, Ethiopia

\*Corresponding Author

Gedif Tessema

Email: [gediban03@gmail.com](mailto:gediban03@gmail.com)

**Abstract:** In the unpredictable futures, in which the war for talent is endemic, organizations are increasingly taking interest in how not only to retain their talent, but also to optimize their leadership and engagement practices to maximize organizational outcomes. Because of this fact, there is a growing nosiness in understanding the relationships between transformational leadership and engagement in public preparatory schools despite ample of research on the issues of leadership and engagement are hardly investigated in other case areas. A standardized questionnaire was used to collect data from 800 teachers and 267 teachers were made use of as a sample size. The study employed a non experimental quantitative design with correlation survey research type and stratified sampling technique through simple proportionate stratification. Both descriptive and inferential statistics were used for analyzing the data. The survey result confirmed that both the level of transformational leadership and engagement of teachers in all public preparatory schools are low though teachers who are teaching in Fasiledes and Azezo preparatory Schools are good relatively. The three components of employees' engagement were significantly correlated with the overall transformational leadership even if the extent of association of vigor was better and all the transformational leadership components can significantly influence job engagement and inspirational motivation was the highest predictor of teachers' engagement. It is concluded that Schools located far away from Gondar town are living with very low mean value of transformational leadership and job engagement and the opposite is true and transformational leaders can contribute a lot for the physical dimensions of teachers' engagement and engaged teachers are always obliged to a leader who inspires the employees.

**Keywords:** North Gondar, Public Preparatory School Teachers, Transformational Leadership, Transformational Leadership components, Job Engagement, Engagement Component

### INTRODUCTION

Economic pressures and the effects of psychological variables bring serious challenges for public school organizations that strive to be the best in their working settings in terms of the "people component" of their strategies to achieve and maintain the pre-designed positive expectancy. The problem brings for organizations lays in identifying how they could create the type of working environment in their organizations that fosters the employees' engagement which can deliver excellent performance and mitigate employee intentions to quit [8].

One of the concerns in the teaching profession is low level of public teachers' engagement on their job. Researchers suggested that public teachers' job engagement is low as Gretcher Spreitzer [23] in Latin America and Taiwan, Rimm-Kaufman et al. [17] in Africa, Van Niekerk et al. [25] in South Africa, and Manuel Bazo [4] in Mozambique indicated.

In Sub-Saharan Africa including Ethiopia the problem is very brutal. The level of teachers' engagement is very low comparatively [10]. As Solomon Markos [22] in Ethiopia and Alice Waithiegeni kibui [1] in Kenya found that the level of teachers' engagement in the above said countries are not only low but extremely near to the ground.

The other alarm of the teaching profession is low level of transformational leadership towards their subordinates. Some researchers suggested that teachers in the 21st century show less transformed in leadership [16] in Asia, and Dawan M. Decker et al. [7] in Europe. But in developing countries the problem is comparatively serious. Reports in countries such as Zambia, Papau New Guinea and Malawi [26], and South Africa [27] indicated that the problem had almost reached a catastrophic stage. In recent years, East Africa countries including Ethiopia faced low levels of teachers' job engagement [14].

In addition, the relationship between transformational leadership and teachers' engagement, many researchers were found that the two variables are positively correlated as Ghadi M. [9] in Turk, Hayti D. [6] in Egypt, Ritu Koppula [18] in Nigeria, Elzette Pieterse-Landman [8], Sumontha Tonvongval [24] and Alice Waithiegenikibui [1] in Kenya. But, others proved that it is very impossible to make generalization about the positive relationship between the two variables since there will be a condition that transformational leadership and teachers' engagement get negative relationship [11] in Indonesia.

Even with, countless studies were conducted on the issues of Transformational Leadership and Employees' engagement, the North Gondar Zone as well as the Schools as a public organization has mistreated as we had come across several electronic literatures. Thus, this study was hoping that it has been able to provide answers to the following core questions: What is the level of transformational leadership and teachers' engagement among public preparatory school teachers in North Gondar Zone? Does Job engagement positively or negatively related with Transformational leadership?

## METHODOLOGY

### Research Design

This study employed a correlation survey research type and its design was a non-experimental quantitative approach to examine the relationships of transformational leadership and employees' engagement among public preparatory school teachers in North Gondar Zone.

### Method of Data Collection

#### Instrument of the Study

The study employed a standardized self-administered questionnaire as an instrument to collect data. The questionnaires embraced three parts: The first part was about Demographic Questionnaire (DQ) that can be applied to measure the demographic characteristics including respondents' age, gender, marital status, educational level, and tenure of service.

The second part consisted of Transformational Leadership Questionnaire. Transformational leadership can be measured by using a standardized instrument of Multifactor Leadership Questionnaire (MLQ) designed by [3] which evaluates two leadership styles include transactional and transformational leadership; but in this study, we used the transformational one. This instrument contains 20 questions that the portion of inspirational motivation, intellectual stimulation and

individual consideration are equal. It means that every one of last components was assessed by 4 questions, but, it measures idealized influence by 8 questions. But, the researchers adapted the instrument as per the specific case and minimized to 15 questions. They reported its reliability based on 14 studies in different occupations between 0.81 and 0.94. The validity is measured by correlating this scale to the leader behavior description questionnaire (LBDQ). The Leader Behavior Description Questionnaire (LBDQ) that was developed by the staff of the Personnel Research Board in the Ohio State Leadership Studies, directed by Dr. Carroll L. Shartle and all the validity results were significant and satisfactory.

The last part incorporated Job Engagement Questionnaires which are measured by Work Engagement Scale [20]. They developed a self-report questionnaire, consists of 17 items, which measure the three underlying dimensions of work engagement: vigor (six items), dedication (five items), and absorption (six items). At first it consisted of 24 items, but after psychometric testing, seven unsound items were removed and 17 items were retained. Overall reliability (Cronbach alpha) was 0.73. The validity was measured by correlating this questionnaire with Maslach Burnout Inventory (MBI), Schaufeli and Salanova. In addition, all the validity results were significant and satisfactory.

Questionnaires were adapted to the situation of the country and the particular case study. The statements were phrased with a possible response continuum based on a Likert-style five-point scale (1 = strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, and 5 = strongly agree).

### Sampling Design

#### Population

The population for this study obtained from North Gondar Zone Education Office (NGZEO) and from the Directors of each public preparatory school. As per the office's documented data, there are 24 public preparatory schools in the zone. These are Azezo, Faciledes, Shinta, Angereb, Adirkay, Alefa, Beyeda, Chilga, Dabat, Debark, Demibiya, Gendewuha, Gondar Zuriya(makiseqnt), Janamora, lay Armacho, Tach Armacho, Mirab Armacho, Mirab Belesa, Misrak Belesa, Quara, Takusa, Tegedie, Telemi, and wogera preparatory schools. The total numbers of public preparatory school teachers in the zone are 800, and the number of teachers available in each school is portrayed in the following table 1.

### Sampling Techniques

Stratified Sampling Techniques were used to select the sampled teachers from each stratum. According to different literatures, Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Here, the population is stratified by its nature based on their location since the schools are situated in the 20 Woredas and 4 city administrations, i.e. in the zone 24 public preparatory schools are available in different locations even if 4 are in Gondar City. Since the researchers want to measure the relationships of transformational leadership and employees' engagement, it is highly reasonable to use stratified sampling technique because employee's engagement and transformational leadership are affected by geographical location. As per the information we got from the office, each woreda has different working environment, infrastructural facilities and basic utilities. Differences in geographical location can have a significant impact on employees' engagement and

leadership behaviour since both variables can be affected by working environment, infrastructural facilities and basic utilities [8]. Thus, the researcher made use of a proportionate stratified sampling technique and respondents were selected randomly.

The numbers of teachers to be questioned (sampled) were calculated by Using Yamane's formula from the target population of 800. A simplified formula is provided to calculate sample sizes [28]. This formula was used to calculate the sample sizes with a 95% confidence level and 5% of precision level and the researcher's sample size were 267 with 5% none response rate.

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

$$= \frac{800}{1 + 800(0.05)^2}$$

$$= 267 \text{ teachers}$$

Where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the level of precision.

**Table 1: Sample size determination**

S.N	Strata	Number	Sample
1	Azezo	37	12
2	Fasiledes	95	32
3	Angereb	27	9
4	Shinta	26	9
5	Adirkay	21	7
6	Alefa	41	14
7	Beyeda	15	5
8	Chilga	78	26
9	Dabat	44	15
10	Debark	34	11
11	Dembiya	123	41
12	Gendewuha	16	5
13	Gonder zuriya (Makiseqnt)	24	8
14	Janamora	21	7
15	Lay Armacho	43	15
16	Mirab Armacho	10	3
17	Mirab Belesa	8	3
18	Misrak Belesa	22	7
19	Quara	4	1
20	Tachi Armacho	13	4
21	Takusa	23	8
22	Tegedie	13	4
23	Telemit	12	4
24	Wegera	50	17
	Total	<b>800</b>	<b>267 (M-239; F-28)</b>

A total of 267 questionnaires were distributed to the respondents through stratified sampling method and respondents selected randomly.

**Method of Data Analysis**

In this study descriptive statistics was employed as the first stage of data analysis to describe the demographic, the transformational leadership and employees’ engagement characteristics of the variables supposed to be measured and to provide detail information about each relevant variable that can be used in the study. At this stage, frequencies, percentages, mean and standard deviation of the required variables were computed. Tables also utilized to summarize the data.

The study was utilized a Pearson’s Product Moment Correlation Method to show the relationship between independent variables (transformational leadership components including Idealized influence, Inspirational motivational, Intellectual stimulation, and Individual consideration) and teachers’ engagement components (vigor, dedication and absorption) as a dependent variable. The Pearson product moment correlation was used to measure the degree to which two variables are correlated or associated with each other when both of those variables are metric i.e., either interval or ratio-scaled data [5]. The researchers also employed a multiple linear regression analysis to show the simultaneous impact of the independent variables on the dependent variable. In Linear Multiple Regressions, more than one variable is used to predict the criterion. One way ANOVA and independent t-test were exploited to show the variation of the dependent variable (teachers’ engagement) because of differences in the demographic variables. The Statistical Package for Social Sciences (SPSS) 20 version was used to analyze the data that were collected in this study. The results of analysis were presented by using tables.

**Variables of the Study**

**Independent Variables**

In this study, independent variables are variables that can be used to measure the transformation leaders’ behaviour. According to [3] model, transformational leadership classifies in to Idealized influence, Inspirational motivation, Intellectual stimulation and Individual consideration. These four

parts of transformational leadership have an impact on the employees’ engagement towards their organization. Therefore, the researchers employed the four components of transformational leadership as independent variables to measure public preparatory schools leadership behaviours in North Gondar Zone, Ethiopia.

**Norms of the MLQ (Form 5X)**

The norms for the Multi factor Leadership Questionnaire (MLQ) (Form 5X), as determined by [2], are discussed in the following way. The scoring of the MLQ (Form 5X) is based on observed frequency of behaviour on a scale ranging from 1(strongly disagree) to 5 (strongly agree). All the transformational factors are seen to be effective (high level of transformational leadership) when mean scoring results in a >3 value. If the mean scoring value is a < 3, the transformational leadership is ineffective (the level is low) and if the mean scoring value is exactly 3, the behaviour is on somewhat average. The norms are an indication of how effective and active the various leadership behaviours are. If the leader is rated as having a score of >3 on inspirational motivation then this would be interpreted as demonstrating an effective style of leadership. On the opposite, if the leader is rated as having a score of < 3 on the dimensions of transformational leadership then this would be interpreted as demonstrating ineffective style of leadership.

**Dependent Variables**

In this study, dependent Variables are variables that can be used to measure the job engagement of public preparatory school teachers in North Gondar Zone, Ethiopia. According to [20] model, employees’ engagement consists of three components including Vigor, Dedication, and Absorption. Therefore, this study made use of employees’ engagement with the three dimensions as a dependent variable to measure teachers’ job engagement.

**Norms for the UWES**

Work engagement was measured using [20] Utrecht Work Engagement Scale (UWES). Table 2 provides the norms for the UWES-17. The categories are classified from very low to very high, and are also provided for each of the factors.

**Table-2: norm scores for the UWES-17 (adapted from Schaufeli & Bakker, 2003)**

Categories	Vigour	Dedication	Absorption	Total
<b>Very Low</b>	≤ 2.17	≤ 1.60	≤ 1.60	≤ 1.93
<b>Low</b>	2.18 - 3.20	1.61 – 3.00	1.61 – 2.75	1.94 – 3.06
<b>Average</b>	3.21 – 3.80	3.01 – 3.90	2.76 – 3.40	3.07 – 3.66
<b>High</b>	3.81 – 4.60	3.91 – 4.79	3.41 – 4.35	3.67 - 4.53
<b>Very High</b>	≥ 4.61	≥ 4.80	≥ 4.36	≥ 4.54

**RESULTS****Level of Transformational Leadership****Table -3: Description of Level of Transformational Leadership (N=251)**

<i>Item</i>	<i>Category</i>	<i>Frequency (%)</i>	<i>Mean</i>	<i>Standard deviation</i>
Idealized Influence	SDA	90(34.8%)	2.47	0.61
	<b>DA</b>	<b>111(44.2%)</b>		
	N	5(3.0%)		
	A	45(18.0%)		
Individual Consideration	SDA	40(16.9%)	2.39	0.63
	<b>DA</b>	<b>171(67.8%)</b>		
	N	5(1.9%)		
	A	35(13.4%)		
Inspirational motivation	SDA	56(22.8%)	2.51	0.74
	<b>DA</b>	<b>187(73.8%)</b>		
	N	3(1.1%)		
	A	5(2.3%)		
Intellectual Stimulation	SDA	68 (27.0%)	1.99	0.42
	<b>DA</b>	<b>183(73.0%)</b>		
	N	0(0.0%)		
	A	0(0.0%)		
Overall Transformational Leadership	SDA	78(31.5%)	2.23	0.6
	<b>DA</b>	<b>167(66.3%)</b>		
	N	6(2.2%)		
	A			

\*SDA= strongly disagree, DA=disagree, N= neutral, A=agree

Source: Survey of 2015

**Level of Job Engagement****Table-4: Description of the level of Engagement (N=251)**

<i>Item</i>	<i>Category</i>	<i>Frequency (%)</i>	<i>Mean</i>	<i>Standard deviation</i>
<b>Vigor</b>	SDA	75(30.3%)	2.12	0.64
	<b>DA</b>	<b>170(65.9%)</b>		
	N	7(3.8%)		
	A			
<b>Dedication</b>	SDA	73(29.6%)	1.92	0.58
	<b>DA</b>	<b>176(70.0%)</b>		
	N	2(0.4%)		
	A			
<b>Absorption</b>	SDA	23(9.4%)	2.53	0.76
	<b>DA</b>	<b>166(64.4%)</b>		
	N	17(7.5%)		
	A	45(18.7%)		
<b>Overall Engagement</b>	SDA	57(23.2%)	2.19	0.66
	<b>DA</b>	<b>172(66.7%)</b>		
	N	9(4.1%)		
	A	13(6.0%)		

\*SDA= strongly disagree, DA=disagree, N= neutral, A=agree

Source: Survey of 2015

**The Relationship between Transformational leadership and Teacher's job Engagement components****Table-5: Simple correlation among study variables (N=251)**

S.N	Study variables	2	3	4	5	6	7	8	9
1	Transformational leadership	0.67**	0.85**	0.63**	0.92**	0.72**	0.60**	0.58**	0.41**
2	Intellectual stimulation	-	0.39**	0.23**	0.33**	0.57**	0.44**	0.54**	0.37**
3	Inspirational motivation	-	-	0.57**	0.75**	0.68**	0.57**	0.49**	0.43**
4	Individual consideration	-	-	-	0.65**	0.43**	0.36**	0.44**	0.17**
5	Idealized influence	-	-	-	-	0.55**	0.59**	0.39**	0.37**
6	Job engagement	-	-	-	-	-	0.72**	0.80**	0.79**
7	Vigor	-	-	-	-	-	-	0.31**	0.25**
8	Dedication	-	-	-	-	-	-	-	0.50**
9	Absorption	-	-	-	-	-	-	-	-

\*\*p&lt;0.01

Source: Survey of 2015

**The effects of Transformational leadership on Teachers' engagement****Table -6: effects of transformational leadership on teachers' engagement**

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.720 <sup>a</sup>	.550	.650	.32781

a. Predictors: (constant), intellectual stimulation, inspirational motivation, individual consideration, idealized influence

**The relative contribution of Transformational leadership dimensions on overall Teachers' Engagement****Table-7: relative contributions of teachers' engagement with transformational leadership dimensions**

Model		Un standardised coefficients		Standardised coefficients	Sig.
		Beta	Std.Error	Beta	
1	(constant)	.329	.229		.003
	Intellectual stimulation	.503	.247	.492**	.013
	Inspirational motivation	.596	.112	.691*	.000
	Individual consideration	.541	.145	.351**	.012
	Idealised influence	.632	.154	.592*	.000

Significant at \* p &lt; 0.01 and \*\* p &lt; 0.05; dependent variable= teachers' engagement

**DISCUSSIONS****The Level of Transformational Leadership****Hypothesis one (H1): The level of Transformational Leadership is low**

As per the survey result, the majority of the North Gondar Zone public preparatory school teachers' level of overall transformational leadership is low or leaders behaviour is ineffective since the mean value is

laid in the range of below three (<3) as per the norms of multifactor leadership questionnaire designed by [2].

Regarding to the levels of Transformational Leadership Components as they are illustrated in table 5, for Idealized Influence, the average value and standard deviation of the idealized influence are 2.47 and 0.61 respectively. Thus, the level of idealized influence is low or the behaviour is ineffective since the

mean value is less than ( $<3$ ) as per the norms of multifactor leadership questionnaire designed by [2]. For Individual Consideration, the average value and standard deviation of the Individual Consideration are 2.39 and 0.63 respectively as per the survey result depicted in table 3. Thus, the level of Individuals Consideration is low as per the norms of multifactor leadership questionnaire designed by [2]. For Inspirational Motivation, the average value and standard deviation of the Inspirational Motivation are 2.51 and 0.74 respectively as per the survey result depicted in table 3. From these figures one can be aware of that their leaders didn't involve the development and communication of an appealing vision that provides shared and challenging goals, and arouses team spirit, enthusiasm and optimism by modeling the behaviours that are deemed appropriate since around 73.8% of the teachers were being disagree with their leader's intension towards inspirational motivation. Thus, the level of inspirational motivation is low or ineffective as per the norms of multifactor leadership questionnaire designed by [2]. For Intellectual Stimulation, the average value and standard deviation of the intellectual stimulation are 1.99 and 0.42 respectively as per the survey result portrayed in table 3. From these figures one can be alert of that their leaders didn't involve behaviour by the leader that encourages new ways of solving problems and innovative ways of executing daily responsibilities by challenging the beliefs and values of the followers since around 73.0% of the teachers were being disagree with their leader's intension towards intellectual stimulation. Thus, the level of intellectual stimulation is low or ineffective as per the norms of multifactor leadership questionnaire. The researchers finding is similar to the findings of Ghadi M. [9] in Turk, Hayat D. [6] in Egypt, Ritu Koppula [18] in Nigeria, Solomon Markos [22] in Ethiopia, Elzette Pieterse-Landman [8], Sumontha Tonvongval [24], and Alice Waithiegenikibui [1] in Kenya.

To test hypothesis one (H1), *The Level of Overall Transformational Leadership is Low*, a descriptive statistics (frequency or percentage, mean and standard deviation) was applied. As per the result of the survey in table 3, the level of overall *Transformational Leadership* is low. Thus, the null hypothesis (H0) is rejected.

### **The Level of Job Engagement**

#### ***Hypothesis two (H2): The level of Teachers' Engagement is low***

As per the survey result, the researchers deduce that the level of overall engagement is low since the mean value is laid under the rages of 1.94-3.06

which is low as per the norms of work engagement scale designed by [21]. This means that almost all teachers are not energetic, involved and immersed on their job.

Regarding to the level of engagement components as it is portrayed in table 4, for Vigor: The average value and standard deviation of vigor are 2.12 and 0.64 respectively. It means that teachers have not any mental resilience, energy and willingness to invest their effort in one's work and they live with nothing regarding to persistence even in the face of difficulties as per the survey result. Thus, the level of vigor is very low since the mean value is laid under the rages of less than or equal to 2.17 ( $\leq 2.17$ ) which is very low as per the norms of work engagement scale designed by [21]. For Dedication, the average value and standard deviation of dedication are 1.92 and 0.58 respectively as per the survey result depicted in table 4. From this figure we can infer that majority of preparatory school teachers have not any quality about strong involvement, enthusiasm and pride in one's job, and feeling inspired and challenged. Thus, the level of dedication is low since the mean value is laid under the ranges of 1.61-3.00 which is low as per the norms of work engagement scale designed by [21]. For Absorption, the average value and standard deviation of absorption are 2.53 and 0.76 respectively as it is shown in the survey result, table 2. As per this figure, the majority of the respondents surveyed are not normally as it is demanded in cognitive dimension even if it is relatively good as compared with the first two components and they are not being fully concentrated and happily engrossed in one's work. Thus, the level of absorption component is low since the mean value is laid under the ranges of 1.61-2.75 which is low as per the norms of work engagement scale (WES). This finding is supported by Gretcher Spreitzer [23] in Latin America and Taiwan, Robert C. [19] in Africa, Van Niekerk [25] in South Africa, and Manuel Bazo [4] in Mozambique.

To test hypothesis two (H2), *The Level of Overall Engagement is Low*, a descriptive statistics (frequency or percentage, mean and standard deviation) was applied. As per the survey result portrayed in table 4, the level of overall engagement is low. Thus, the null hypothesis (H0) is rejected.

### **The Relationship between Transformational leadership and Teacher's job Engagement components**

***Hypothesis Three (H3): There is a positive & significant relationship between transformational leadership and teacher's job engagement components.***

As per the survey result portrayed in table 5, transformational leadership is significantly correlated with vigor ( $r=0.60$ ), dedication ( $r=0.58$ ) and absorption ( $r=0.41$ ). From this figure one can understand that transformational leadership is strongly related with vigor relatively but absorption is weakly correlated with independent variable despite it is significant. The reason for this would be since transformational leadership gives more attention to change and then this requires some physical energy and dedication though being immersed is equally important. This finding is supported by Hayat D. [6] in Egypt, Ritu Koppula [18] in Nigeria, Elzette Pieterse-Landman [8], Sumontha Tonvongval [24], and Alice Waithiegenikibui [1] in Kenya, James Edward Dibley [13] in South Africa, Dawain Hamman [12] and M.Waqas Raja [15] in Pakistan. But, others proved that it is impossible to make generalization about the positive relationship between the two variables since there is a room of negative relationship between them [11] in Indonesia.

To test hypothesis three (H3), *Transformational leadership and Teachers' engagement components is significantly correlated*; Correlation analysis was applied and used an alpha level of 0.01 as per table 5. Since the (P-value) of transformational leadership is statistically significance at 0.01 level of significance for all engagement dimensions, the null hypothesis (H0) is rejected.

**The relative contribution of Transformational leadership dimensions on overall Teachers' Engagement**

***Hypothesis Four and Five (H4&5): Transformational leadership components have a significant influence on public preparatory school teacher's job engagement.***

As it is already depicted in table 7 below, the coefficient values for Intellectual stimulation, Inspirational motivation, Individual consideration and Idealized influence are 49.2, 69.1, 35.1 and 59.2 percent respectively. This figure implies that inspirational motivation affects teachers' engagement significantly than the other dimensions.

To test hypothesis four (H4), *Transformational leadership components have a significant influence on Public Preparatory School Teacher's Engagement*; Linear Multiple Regression analysis was applied and used an alpha level of 0.01 and 0.05 as it is shown in table 7. Since the (P-value) of transformational leadership dimensions is statistically significance at

1&5 percent level of significance for teachers' engagement, the null hypothesis (H0) is rejected. This outcome is similar to the outcome of Hayat D. [6] in Egypt, Elzette Pieterse-Landman [8], James Edward Dibley [13] in South Africa, Dawain Hamman [12] and M.Waqas Raja [15] in Pakistan.

To test hypothesis five (H5), *Individual consideration has a significant influence on teachers' job engagement than the rest of the transformational leadership components*; Linear Multiple Regression analysis was applied and used an alpha level of 0.01 and 0.05 as it is depicted in table 7. Since the standardized coefficient beta value of inspirational motivation is more than individual consideration, the null hypothesis (H0) is accepted and the alternate hypothesis (H1) is rejected. Therefore, the upshot of this variable is not in line with the proposed alternative hypothesis. This outcome is similar to the outcome of Hayat D. [6] in Egypt, Elzette Pieterse-Landman [8], James Edward Dibley [13] in South Africa, Dawain Hamman [12] and M.Waqas Raja [15] in Pakistan.

**CONCLUSIONS**

Based on the descriptive statistics illustrated in the survey the majority of the respondents were male, under the age group of 25-30, single, first degree holder and having the experience of less than five years. From these survey results it is concluded that majority of public preparatory school teachers who are teaching in North Gondar zone are not aged, experienced and married.

Regarding to the level of overall transformational leadership as it is portrayed in the survey result, more than 66% of respondents were rated as disagree for the overall transformational leadership with the mean value of 2.23 which is under the category of low. From these figure one can bring to a close that majority of public preparatory school leaders are not transformer. The same is true for all dimensions of transformational leadership though inspirational motivation is relatively good than the rest of others despite it is laid under the category of low.

As per the survey result of this study, near to 67 percent of respondents were rated as disagree on their job engagement with the mean value of 2.19 which is under the category of low. Hence, it is clear that teachers are not energetic, dedicated and immersed on their job. The same is true for the components of job engagement even if Absorption is relatively good despite it is under the category of low.

When we compare to the level of transformational leadership and engagement among schools: relatively, teachers who are teaching in Fasiledes preparatory school are engaged on their job and leaders are transformer even if their mean values fall under the category of low. But, on the opposite, Most of preparatory Schools located in Quara, Janamora, Telemit, Tegedie and Gendewuha were rated as extremely lowest. The reason for this gap could be location difference since it is located far from the town and living with nothing about life infrastructure.

Transformational leadership is significantly correlated with vigor, dedication and absorption despite the extent and level of relation is weak with absorption. From this we can conclude that teachers who are teaching in North Gondar Zone preparatory schools are not immersed on their job since leaders didn't give any value for absorption.

As per the survey result, more than 69 percent of the changes of teachers' engagement can be explained by inspirational motivation and also idealised influence, intellectual stimulation and individual consideration can have a significant impact on engagement by 59, 49 and 35 percents respectively. From these figure one can wind up that inspirational motivation has a strong influence on teachers' engagement and individual consideration goes in opposite even if it has a significance influence on the dependent variable.

Except age of the respondents the rest of all demographic variables including sex, marital status, educational level and experience can't have a significance variation towards teachers' engagement. This means that when teachers are getting old their engagement would be low as per the survey result.

#### REFERENCE

1. Alice Waithiegeni Kibui; Effects of competency mapping in talent retention. A survey of state corporations in Kenya. *Research Journal in Organizational Psychology & Educational Studies*, 2013; 3(2):85-88.
2. Avolio BJ, Bass BM, Jung DI; Re-examining the components of transformational leadership and transactional leadership using the multifactor leadership questionnaire. *J Occup Organ Psychol*, 1999; 72:441-462.
3. Bass BM, Avolio BJ; Full range leadership development: manual for the multifactor leadership questionnaire. Mind Garden Inc., Palo Alto, USA. 1997.
4. Bazo M; Transformational leadership in Mozambican primary schools. University of Twente. 2011.
5. Bruce M; Psychological risk factors for depressive disorders in late life. *Biological Psychiatry*, 2002; 52:175-184.
6. Davood Hayati, Morteza Charkhabi and AbdolZahra Naami; The relationship between transformational leadership and work engagement in governmental hospitals nurses: a survey study. Department of Psychology, University of Verona, Lungadige Porta Vittoria. 2014.
7. Dawn M. Decker, Daria Paul Dona, Sandra L. Christenson;. Behaviorally at -risk African American students: The importance of student-teacher relationships for student outcomes. *Journal of School Psychology*, 2006; 45(2007):83-109.
8. Elzette Pieterse-Landman; The relationship between transformational leadership, employee engagement, job characteristics and intention to quit: *Journal of applied Psychology*. 2012.
9. Ghadi M, Fernando M, Caputi P; Transformational leadership, workplace engagement and the mediating influence of meaningful work: Building a conceptual framework. Australian New Zealand Academy of Management Annual Conference (pp. 1-15). Adelaide: ANZAM. 2010.
10. Gregory A, Thompson AR; African American high school students and variability in behavior across classrooms. *Journal of Community Psychology*, 2010; 38(3):386-402.
11. Hairudinor, Endang Siti Astuti ,Srikandi Kumadji, Hamidah Nayati Utami; The Effect of Transformational Leadership on Social Competence, Self-Efficacy, Work Engagement, and Individual Performance; *European Journal of Business and Management*. 2014.
12. Hamman Dawain; Transformational leadership and employee engagement amongst knowledge workers. 2013.
13. James Edward Debiley; The relationship between the transformational leadership style of officers and the level's of their followers' work engagement in South Africa Army. *Industrial and Organizational Psychology*. University of South Africa. 2009.
14. Lambert S, Sahn D; Incidence of Public spending in the health and education sectors in Tanzania, in education and health expenditure, and poverty reduction East Africa: Madagascar and Tanzania, Morrisson C., OECD development study Paris. 2002.
15. Waka Raja M; Does Transformational Leadership Leads to Higher Employee Work engagement: A study of Pakistani Service Sector Firms.

- International Journal of Academic Research in Business and Social Sciences, 2012; 2.
16. Mulford B; The leadership challenge: Improving learning in schools. 2008.
  17. Rimm-Kaufman SE, Pianta RC, Cox MJ; Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly*, 2000; 15(2):147-166.
  18. Ritu Koppula; Examining the relationship between transformational leadership and engagement. Master's Thesis Papers, 2008; 3482.
  19. Robert C Pianta, Christopher A, Amori Yee Mikami, Joseph P. Allen, Anne Gregory; The promise of teacher professional development program in reducing the racial disparity in classroom exclusionary discipline. Center for civil rights remedies national conference. Closing the school to research gap: Research to remedies conference. 2012.
  20. Schaufeli WB, Martinez IM, Marques Pinto A, Salanova M, Bakker AB; Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology*, 2002; 33(5):464-481.
  21. Schaufeli WB, Martinez IM, Marques Pinto A, Salanova M, Bakker AB; Burnout and engagement in university students: A cross-national study. *Journal of Cross-Cultural Psychology*, 2003;33(5):464-481.
  22. Solomon Markos, Sandhya Sridevi M.; Employee Engagement: The Key to Improving Performance, *International Journal of Business and Management*, 2010; 5 (12):89-96. 6
  23. Spreitzer G, Porath CL, Gibson CB; Toward human sustainability: How to enable more thriving at work. *Organizational Dynamics*, 2012; 41(2):155-162.
  24. Sumontha Tonvongval; Impact of transformational leadership development through organization development intervention on employee engagement and firm performance: a case study: *Journal of Social Research Reports*, 2013; 25:34 – 49.
  25. Van Niekerk MM; Transformational leadership at a higher education institution. Doctoral dissertation, University of South Africa. 2005;
  26. Volunteers service organization (VSO); What makes Teachers Tick? A policy research report on teachers' engagement in developing countries: London, VSO. 2002.
  27. Xaba M; Managing teachers' turnover, *South Africa Journal of Education*, 2003; 23(4):287-291.
  28. Yamane; Taro. *Statistics: An Introductory Analysis*, 2nd Edition, And New York: Harper and Row, 1967.