

Transformational Leadership Behaviors of School Principals: A Qualitative Research Based on Teachers' Perceptions

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ABSTRACT

Transformational leadership helps school principals' to frame their attitudes to move their schools forward. It has four major characteristics. Of these, idealized influence is defined as leader's behavior and the follower's attributions about the leader. Inspirational motivation refers to the ways by which transformational leaders motivate and inspire those around them. Individualized consideration represents the leader's continuing effort to treat each individual as a special person and act as a mentor who attempts to develop their potential. Finally, intellectual stimulation represents the leader's effort to stimulate followers to be innovative and creative to define problems and approach them in new ways. It is considered that principals who demonstrate these major characteristics of transformational leadership have effects on satisfaction among teachers and better performance at school. Therefore, this study purposes to discover the level of transformational leadership behaviors that school principals demonstrate at schools during their administrative practices on daily basis. Results reveal that school principals demonstrate high level of characteristics of transformational leadership in terms of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviors.

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Key Words:

Transformational leadership, school principals, school administration

Introduction

According to Fullan (2001) the more complex society gets, the more sophisticated leadership must become. Thus, Lewis, Goodman and Fandt (1998) assert that school administrators are expected to cope with a rapidly changing world of work to be effective at their schools. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders.

Many researches have been made to define leaders' roles in organizations. In this regard, transformational leadership has been frequently studied in the leadership fields (Bass, 1998; Heck & Hallinger, 1999). Initiated by Leithwood and his colleagues in the late 1980s and early 1990s, numerous studies have demonstrated positive relationships between transformational leadership and various school and teacher organizational conditions (Anderson, 2008).

According to Northouse (2001), in the simplest terms, transformational leadership is the ability to get people to want to change, improve, and be led. It involves assessing associates' motives, satisfying their needs, and valuing them. Besides, some researches claim that transformational leadership is the leader's ability to increase organizational members' commitment, capacity, and engagement in meeting goals (Bass & Avolio, 1997; Chew & Chan, 2008; Den Hartog, House, Hanges, Ruiz-Quintanilla & Dorfman, 1997; Geijssel,

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Slegers, Stoel & Krüger, 2009; Jung & Avolio, 2000; Kreitner & Kinicki, 1998; Leithwood & Jantzi, 2006; Marks & Printy, 2003; Yammarino, Spangler & Bass, 1993).

Hallinger (2003) puts that transformational leadership models conceptualize leadership as an organizational entity rather than the task of a single individual. In this context, Evers & Lakomski (1996) suggest that these models rely too heavily on the transformational skills of the leader. It is claimed by many researches that transformational leadership behaviors have direct and indirect effects on followers' behavior, their psychological states and organizational performance (see. Leithwood, Jantzi & Steinbach, 1999; Leithwood & Jantzi, 2006; Leithwood, Jantzi, Earl, Watson, Levin & Fullan, 2004; Moolenaar, Daly & Slegers, 2010; Marks & Printy, 2003; Nemanich & Keller, 2007; Osborn & Marion, 2009; Rafferty & Griffin, 2004; Shao & Webber, 2006; Walumbwa & Lawler, 2003). It has influences on teachers' commitment to change in vision building, high performance expectations, developing consensus about group goals and intellectual stimulation, communication, supportive leadership, and personal recognition (see. Bono, 2000; Chew & Chan, 2008; Gronn, 1995; Leithwood & Jantzi, 2006; Leithwood et al., 2004; Nemanich & Keller, 2007).

According to Moolenaar et al., (2010) transformational leadership is positively associated with schools' innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity (see. Bass, 1985; Bass & Avolio, 1994; Day, Harris, Hadfield, Tolly & Beresford, 2000; Geijsel, Slegers, Van den Berg & Kelchtermans, 2001; Leithwood, Harris & Hopkins, 2008), changed teacher practices (Geijsel et al., 2009; Leithwood et al., 2004; Stewart, 2006), organizational learning (Silins, Mulford & Zarins, 2002), organizational commitment and extra effort for change (Geijsel, Slegers, Leithwood & Jantzi, 2003; Nguni, Slegers & Denessen, 2006; Yu, Leithwood & Jantzi, 2002), and collective teacher efficacy (Ross & Gray, 2006) in a variety of international settings (Bommer, Rubin & Baldwin, 2004; Geijsel et al., 2003; Leithwood, Steinbach & Jantzi, 2002; Leithwood & Jantzi, 2005; Nemanich & Keller, 2007; Rafferty & Griffin, 2004).

Transformational leadership has three basic functions. First, transformational leaders sincerely serve the needs of others, empower them and inspire followers to achieve great success. Secondly, they charismatically lead, set a vision, instill trust, confidence and pride in working with them. Finally, with the intellectual stimulation they offer followers of the same caliber as the leader (Castanheira & Costa, 2011). In this model, the school becomes less bureaucratic and it functions as its own transforming agent. Instead of empowering selected individuals, the school becomes empowered as a collective unit.

Furthermore, McFarlin & Sweeney (1998) claim that the most successful managers in the future should be transformational leaders comprised of strengths, weaknesses and also characteristic behaviors. If leadership is accepted as a process of interaction between leaders and subordinates where a leader attempts to influence the others' behaviors to accomplish organizational goals (Yukl, 2005), then, leaders must foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1985; 1997).

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

Taking everything into consideration, according to Popper, Mayseless & Castelnovo (2000) all these characteristics largely fall into four circumscribed areas in educational settings as idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. In this context, *idealized influence* is defined as considering the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. The other one is *inspirational motivation* which is to motivate and inspire those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states,

communicating high expectations, and demonstrating commitment to the goals. The third one is *individualized consideration* that represents the leader's effort to behave individuals as if they are special people and act as a coach or mentor to develop their followers' potential. The last one is *intellectual stimulation* which means the leader's effort to stimulate followers to be innovative and creative. These components create "additive" effect if managers combine these components to reach "performance beyond expectations" (Northouse, 2001).

In order to make any organization a better performing place, administrators' transformational leadership behaviors become more important especially at schools as they are the dynamics of change for the society in which they operate. However, it is a matter of question how much of this characteristics is demonstrated by principals during their daily practices. In this regard, this study purposes to discover the level of transformational leadership behaviors that school principals demonstrate during their administrative practices on daily basis. The findings may shed some light on the ways of principal selection and also inform policymakers to design the training system of them in the Turkish educational system.

Research Methodology

This study was carried out with a qualitative research design. These kinds of researches are used to gain in-depth knowledge in a study (Denzin & Lincoln, 2005; Marshall & Rossman, 2006). More specifically, the study employed an ethnographic research design in collecting data. Ethnographic designs, as Creswell (2002) described them, "are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time". As such, by using this research design and utilizing in-depth interviews, the study explored "culture-sharing" behaviors, beliefs, and language among teachers in Turkey context. Teachers' views were obtained through interviews with semi-structured questions, as recommended by Bogdan & Biklen (1998), to "get the subjects to freely express their thoughts around particular topics".

Sample

The participants of this study were 30 teachers from 6 different schools determined with equal gender variable in the 2011/2012 academic year in İstanbul, Turkey. The participants were chosen by using a purposive sampling method described as the best used with small numbers of individuals or groups which may well be sufficient for understanding human perceptions, problems, needs, behaviors and contexts, which are the main justification for a qualitative audience research (Bailey, 1994).

Data Collection and Analysis

The data were collected by using the "repertory grid" technique, which is a constructed interview method. This technique can best be characterized as a semi-structured interview (*face-to-face, computerized, or phone interview*) in which the respondent is confronted with a triad of elements and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third (Bailey, 1994; Kerkhof, 2006).

In this study, the data were collected by using the following procedure. First, in an e-mail, the teachers were informed about the purpose of the study, and they were asked if they could participate in this research voluntarily. Those who were invited to take part in the research consented after being assured of the confidentiality of the data to be gathered from them. It was promised that their identities would be kept in secret and their names would not be mentioned in any part of the study or shared with anyone else. Second, an interview was planned on an agreed-upon day with those who accepted the invitation, and the participants were visited on that date. The interviews were both recorded and noted with their permission and each took approximately 50-60 minutes.

In order to analyze the data, the "content analysis" technique was employed. This type of analysis usually aims to analyze similar data on a topic and comment on it (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2008; Mayring, 2000; Yıldırım & Şimşek, 2000). The first step taken in the data analysis process was the data organization procedures recommended by Bogdan & Biklen (1998). In organizing the data, the researcher revisited each interviewer and listened to each audiotape while reviewing the transcripts to ensure the accuracy of the data. Each participant's interview transcript was later analyzed according to the

data analysis procedures described by Bogdan & Biklen (1998), which call for development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. In this respect, each participant's interview was coded separately according to the participant's views on principals' transformational leadership behaviors as well as on various emerging themes and, later on repeated themes among the interviews was grouped into coding categories. It was done in three steps: category definition, exemplification, and codification regulation. First, the answers to each question were separated into meaningful categories, named, and coded. For example, the questions were conceptualized and named with four separate statements as transformational behaviors. These are *idealized influence, inspirational motivation, individualized consideration and intellectual stimulation*. In the second step, the conceptualized statements were brought together. In the third step, it was intended to avoid repetition. In the last phase, the identified results were explained and related to each other. It was also intended to build a cause-and-effect relationship among the separate parts. In this sense, the views of teachers were coded as T1, T2, T3, and T4...

The constant comparative approach (Glaser, 1992) was used in the process of organizing and analyzing the data. The use of the constant comparative method results in the saturation of categories and the emergence of theory. Theory emerges through continual analysis and doubling back for more data collection and coding (Bogdan & Biklen, 1998; Glaser, 1992). In this method, each set of data collected (*interview transcripts*) were reviewed in search of key issues, recurrent events, or activities in the data that became categories of focus. The data for each participant were reviewed multiple times for confirmatory and contradictory statements until the data were organized into satisfactory categories and sub-codes to address the research question. In order to fulfill the aforementioned purpose, the following semi-structured questions were raised:

- "Does your school principal consider your needs before his own needs?*
- Does s/he use power for personal gain?*
- Does s/he demonstrate high moral standards?*
- Does s/he set challenging goals for her/his followers?*
- Does s/he display enthusiasm and optimism?*
- Does s/he involve the followers in envisioning attractive future states?*
- Does s/he communicate high expectations?*
- Does s/he demonstrate commitment to the goals?*
- Does s/he behave individuals as if they are special people?*
- Does s/he act as a coach or mentor to develop her/his followers' potential?*
- Does s/he stimulate followers to be innovative and creative?"*

Trustworthiness and rigor

Here, the interviewer played the role of facilitator and listener by asking questions and recording the answers without leading the participants towards any direction. The participants were interviewed with semi-structured questions developed by the researcher himself. The questions were reviewed by four field experts to ensure content validity. The latest forms of the questions were developed as a result of these experts' suggestions. In addition, the participants were made content enough with the confidentiality of the research to get in-depth answers without any hesitation. The locations were chosen to avoid being affected by power relations.

On the other hand, there are several limitations of this research in terms of transferability to the population. First, the sample of this study was one of volunteers. Therefore, these individuals are not necessarily representatives of other teachers within other schools. For this reason, the results are limited to this group of teachers and caution should be exercised when attempting to infer about any of the results with regard to other populations. Secondly, the researcher was the main instrument of data analysis. The analyses and results are a product of the researcher's interpretation of the data. The interpretation was based on the researcher's knowledge in the area and his social location. Therefore, the theory-laden nature of the investigation can be a recognized limitation as well as its strength. Additionally, the detailed and generous use of quotations and associated discussions of the results expose the researcher's rationale. This information may help the reader assess the trustworthiness of the findings for themselves (Bogdan & Biklen, 1998; Creswell, 2002). Prior to interviewing, ethical approval was granted by giving participants informed consent. Pseudonyms have been used to maintain anonymity of both participants and institutions in this study.

Findings

It is considered that principals' transformational leadership behaviors have significant direct and indirect influences on teachers' commitment to change and their performance. This study purposes to discover the level of transformational leadership behaviors that school principals demonstrate during their administrative practices on daily basis. The findings obtained are as followed:

School Principals' Idealized Influence Behaviors

Idealized influence is defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. Here, managers are exemplary role models for associates. They can be trusted and respected by associates. In this context, a teacher stated,

"Our principal is a good man and creates a peaceful atmosphere at school. He considers our needs before his own needs. For instance, he has provided projection and computers for our classrooms before putting one in his room, which is not common (T 19)."

A teacher asserted,

"The principal sets high standards and communicates it to everyone at school. The walls are covered by photos of success story of students. He creates a feeling that the other students should follow that route. He thinks that every student can succeed. If he is not successful, it is our mistake. I am happy with it (T 3)."

Another teacher claimed,

"He is democratic enough and he treats us as respectful members of our school. He wants respect as well. He takes our ideas seriously. He rarely uses his power against us. He solves problems by compromising (T 6)."

A teacher remarked,

"Principals should be moral role models. Our principal is a real model for us. He respects his teachers, students and his work. He trusts us and we trust him (T 23)."

A teacher stated, "

"I trust him, because he respects and values our ideas. He thinks that he we are experts in our profession and our experience is valuable. We make some mistakes, but he is patient and tolerant. Therefore, everyone at school feels that they are at home (T 18)."

However, another teacher asserted,

"I trust my principal. He tries to do his best to move our school forward. He is young and inexperienced. He tries to learn by heart. He behaves us and students fairly (T 14)."

A teacher stated, "

He deals with our problems with sincerely. We can reach and talk to him easily. He is usually busy on the phone or at meetings, but he has always time for us (T 11)."

It seems that principals demonstrate idealized influence behaviors highly by being considerate to deal with their followers and their professional needs. It can be understood that the teachers trust their principals and they have belief in their efforts to move their school forward. As seen, the principals respect the teachers and they do not want to use power against them. They are also said to be good role models for the teachers. Although the principals are usually busy on the phone or at meetings, they always deal with the teachers' problems.

School Principals' Inspirational Motivation Behaviors

Inspirational motivation is to motivate and inspire those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals. In this sense, a teacher remarked,

"He tries to motivate us but I think he cannot to do it properly. Because of the central administrative body of the system, I am hopeless about the process in general (T 6)."

A teacher stated,

"He creates enthusiasm among teachers. Although, teachers are in a demotivated mood, he finds a way to excite us. He wants to change the current organizational climate at our school and finally he has succeeded it (T 9)."

Another teacher claimed,

"Teachers have no commitment to their organization. In such an atmosphere, a principal has no chance to move his school forward. I think this is the case in our school. But our principal looks as if he is an ant. He runs around all day and we are affected by his energy. He forces us to work harder (T 22)."

A teacher asserted,

"The principal has a vision to make us work in teams. He has succeeded it although it was difficult. At first, teachers treated each other badly. Later, he has organized a lot of social gatherings and made people come closer. Now, we have different opinions but we have one thing in common: our students (T13)."

A teacher stated,

"Most teachers are pessimistic about the system but when we go to our classrooms, we forget everything. The principal has made it possible. Although we have so many personal problems, we have a hope for our school and students. He wants to do more, but he has limited power to do (T 3)."

It can be seen that transformational leaders should be in a continuous pursuit of three goals by helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve their problems together more effectively. As understood from the teachers' statements, the principals always set high academic standards and motivate people towards them. As mentioned above, they are seen around very often and they have made teamwork possible at school. However, they sometimes lose their enthusiasm and concentration after some official barriers.

School Principals' Individualized Consideration Behaviors

Individualized consideration represents the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization. In this context, a teacher claimed,

"Our former principal would stay in his office all day but new principal is around all the time. He is young and has master's degree. He has a consistent effort help us. I have never heard anything discouraging from him (T 17)."

Another teacher remarked,

"He has a lot of paper work and office work, but during the classes he is everywhere. He suddenly appears in the classrooms or corridors. Therefore, I do not have a chance to find excuses to go to classes late, or stay motionless (T 6). "

Another teacher stated,

"In my opinion, he deserves the place he occupying. He knows what our learning needs are and he encourages us to develop our potential. He makes us believe in our talents. Despite his heavy workload, he is eager to help us. He is a real mentor for us (T 8),"

A teacher pointed out,

"Our principal behaves us as if we are special people. She is an excellent person. She always tries to be considerate, fair and loving. We feel valuable while we are with her. I learn a lot of things from her professionally and personally (T 18)."

A teacher stated,

"He is a challenging person. He deals with many academic things at school as well as school's physical environment. In fact, we know that some issues are beyond his responsibility (T 19)."

Another teacher put it,

"He has a role of mentorship, indeed. He is aware of his role but he cannot help 50 teachers at school at the same time. However, he tries to do his best, I think (T 4)."

One put it

"He respects us and welcomes diversity. Our former principal did not like different ideas, but the current principal is tolerant. Although he does not accept the different ideas, he respects the diversity of ideas (T 5)."

Muenjohn & Anderson (2007) state that principals build quality relationships with their subordinates through "individualized consideration" by giving subordinates personal attention, understanding

subordinates' individual differences, and making subordinates feel valued as receiving special treatment. As seen, although the principals have heavy workload dealing with daily paperwork or official documents, they have time to be interested in academic issues and talking to teachers. It is asserted that they are visible both in the classrooms and corridors and they respect different points of view as well; therefore, they feel themselves valuable at school. Furthermore, the principals are aware of teachers' needs, but the central body does not give much freedom to them.

School Principals' Intellectual Stimulation Behaviors

Intellectual stimulation means the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better. In this context, a teacher claimed,

"Principals are people like us; they have feelings. I have worked with several principals so far, but for me female principals are better and more polite than males. Our principal is a woman. She encourages creativity, new implementations and our professional development. She is more flexible than male colleagues (T 8)."

Another teacher asserted,

"He supports new ideas and different solutions to problems but he wants us to convince him at first. For conducting new methods and ways, you have to be backed up (T1)."

A teacher mentioned,

"According to our principal, teachers should produce new ideas. He wants us to think more on some issues, especially technology and application of it in the classrooms. He is open to new opinions and especially technology. When you try something new, he wants us to share it with other teachers (T 16)."

A teacher revealed,

"Our principal is very eager to learn and whenever he hears a new and challenging idea, he gets excited. He encourages new developmental initiations. He supports it in any case. Once, I told him that I wanted to use PowerPoint in the classroom, he gave me his own laptop (T 13)."

Transformational leaders must motivate subordinates to perform better in a changing environment, even in the absence of clear, proximate goals. As seen here, female principals behave more politely to teachers than male colleagues. It is also stated that they are open to new ideas and they are flexible enough to implement new ways in teaching.

Discussion

Teachers' perceptions on principals' transformational leadership behaviors were evaluated in this study and a number of results were obtained. As far as idealized influence behaviors of principals are concerned, principals are believed to be considerate enough to take care of their followers and teachers' professional needs. As can be seen here, the teachers trust their principals and they have great belief in their efforts to move their schools forward. It can also be inferred from the teachers' statements that the principals respect the teachers and they do not want to use the formal power against them. The teachers also state that the principals are good role models and although they are busy with office and paper work all day long, they always deal with the teachers' problems. Eventually, it can be inferred that the principals demonstrate idealized influence behaviors highly at school. It may stem from the quality of education that the principals take. Currently, a great number of school principals have at least master's degree in educational management field. During their education, they have many courses ranging from human relations and management to educational finance. In fact, it is good to see that the principals consider themselves as equal members of an academic unit. As understood, principals are usually busy with office work or paper work. It can be because of central body of the national educational system in Turkey. In that structure, they have sometimes no flexibility to do more.

When principals' inspirational motivation behaviors are concerned, it can be understood that they motivate teachers well. Principals are also believed to set high academic standards by visualizing success stories on the walls. It is also probably because of the quality of education that current principals take. During their education, they learn how to motivate teachers and communicate standards to everyone at school settings. However, they are also blamed on losing their enthusiasm after some official barriers. This

stems from the central management body of the educational system because they are not autonomous enough to make some decisions themselves. They have to take permission from ministry for certain initiations.

Regarding the principals individualized consideration behaviors, it can be seen that although they are usually in their offices dealing with paperwork or conducting official correspondence, but they can deal with teachers' problems in any way. However, it is considered that their agenda that is full of official correspondence on daily basis. It is assumed that if the system were less central, they would have more time to take care of the teachers and students. In this centrally managed system, they are responsible for only monitoring it. Furthermore, as seen, the principals welcome different points of view as well. This may be probably because of teacher education which increases sensitivity in diversity as well.

As far as the principals' intellectual stimulation behaviors are considered, it is clear that female principals behave more politely to teachers than male colleagues. This may stem from female principals' polite, loving, considerate and motherly nature. Moreover, it is understood that principals welcome new ideas easily about creativity, let them express their opinions freely and support them as well. Several studies revealed similar results (see: Leithwood et al., 1999; Moolenaar et al., 2010; Marks & Printy, 2003; Nemanich & Keller, 2007; Rafferty & Griffin, 2004; Shao & Webber, 2006; Walumbwa & Lawler, 2003). According to Vinger & Cilliers (2006) transformational leadership behaviors are exhibited fairly often. To them, the most frequently exhibited behavior is idealized influence, followed by inspirational motivation, intellectual stimulation and lastly individualized consideration. Although gender has not been taken as an independent variable in this study, surprisingly it can be understood that teachers have more positive considerations about female principals. Hence, in their studies Çelik & Eryılmaz (2006), Töremen & Yasan (2010) and Gronn (1995) discovered that female teachers evaluated their headmasters' transformational leadership behaviors more negatively. However, Akbaba-Altun (2003) discovered that although principals found transformational leadership behaviors important, they did not apply them in their daily practices. Çelik (1998) stated that transformational leaders knew how to learn to be role-model for their subordinates, managed the change, and found creative solutions to problems. In his study, Karip (1998) discovered that they perceived subordinates' needs and used them to motivate the followers.

Conclusions and recommendations

Many researches imply that transformational leadership behaviors, such as idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation are positively related to greater employee acceptance, better performance, and increased job satisfaction at schools. Basically, these effects are vision building, high performance expectations, developing consensus about group goals and intellectual stimulation. Therefore, transformational leadership is very substantial for schools to move forward. However, it is an ongoing matter of discussion whether principals demonstrate this characteristics properly, which is main concern of this study.

Results of this study reveal that principals of this sample demonstrate high level of characteristics of transformational leadership like idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. It can be concluded from this study that teachers' opinions concerning their principals' transformational leadership behaviors are positive in general. It can also be inferred that female principals' behaviors are perceived more polite than male colleagues. The recommendations reached through the results obtained in this study are below:

- Principals have important influences on student and teachers' performance, so principal candidates should be trained as transformational leaders during their college trainings.
- Principals have to deal with heavy official procedures which take too much time. This could be reduced by empowering school managements with co-principalship.
- Current principals should be supported to be transformational leaders with in-service trainings prepared by university-ministry cooperation.
- Principals should be asked to have a degree from educational administration field to be eligible for that post in the future.
- Principals should be chosen and appointed to their posts based on their qualities and qualifications without any political manipulations.

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