

Section One: *Transformational Leadership*

Strongly disagree = 1 | Disagree = 2 | Neutral = 3 | Agree = 4 | Strongly agree = 5

Idealized Influence

Statement		Scale				
		1	2	3	4	5
1	Avoid self-interest in order to interest the staff of the school.	1	2	3	4	5
2	Act in ways that promote others, respect for him.	1	2	3	4	5
3	Showing a sense of strength and confidence.	1	2	3	4	5
4	Determines the importance of having a strong sense of purpose of the school.	1	2	3	4	5
5	Emphasizes the importance of a collective sense of the school mission.	1	2	3	4	5
6	Considers the moral and ethical consequences of decisions	1	2	3	4	5
7	Raises awareness of important issues.	1	2	3	4	5

Inspirational Motivation

Statement		Scale				
		1	2	3	4	5
1	Builds clear future vision	1	2	3	4	5
2	Expressing confidence about the objectives to be achieved.	1	2	3	4	5
3	Thinking of strategies regarding school educational practices	1	2	3	4	5
4	The school vision has been formulated in terms that are understandable to others	1	2	3	4	5
5	Agreeing on the meaning of the school's mission statement among the teaching staff and headmaster.	1	2	3	4	5
6	Stimulates teachers to try out new teaching methods	1	2	3	4	5
7	Encourage cooperation and collaboration among staff toward common objectives.	1	2	3	4	5

Intellectual Stimulation

Statement		Scale				
		1	2	3	4	5
1	Propose new ways to look at how to accomplish tasks	1	2	3	4	5
2	Seeking to get different viewpoints when solving problems.	1	2	3	4	5
3	Facilitating opportunities for staff to learn from each other.	1	2	3	4	5
4	Creates opportunities for teachers to develop them professionally	1	2	3	4	5
5	Motivate teachers to try new teaching methods	1	2	3	4	5

Individualized Consideration

Statement		Scale				
		1	2	3	4	5
1	Spends time in education and training.	1	2	3	4	5
2	Treats me as an individual rather than just as a member of the group.	1	2	3	4	5

3	Considers me as an individual has different needs, abilities, and aspirations from others.	1	2	3	4	5
4	Helps me to develop my strengths.	1	2	3	4	5
5	considerate of others' needs	1	2	3	4	5

Section Two: *School Culture*

Strongly disagree = 1 | Disagree = 2 | Neutral = 3 | Agree = 4 | Strongly agree = 5

Group Work

Statement		Scale				
		1	2	3	4	5
1	The school enhances the stimulus, climate to work.	1	2	3	4	5
2	School workers, make more effort, desire to succeed.	1	2	3	4	5
3	The school Management is proud of the achievements of teachers in front of the official.	1	2	3	4	5
4	School management encourages collaborative work.	1	2	3	4	5
5	School workers collaborate on work performance.	1	2	3	4	5
6	Workers in school involved in the decision-making.	1	2	3	4	5
7	Student's opinions are taken on matters that concern them.	1	2	3	4	5

Social Justice

Statement		Scale				
		1	2	3	4	5
1	School personnel familiar with the school systems and regulations.	1	2	3	4	5
2	Regulations and rules apply to all employees of the school.	1	2	3	4	5
3	Discipline in the performance of work is what distinguishes the school climate.	1	2	3	4	5
4	Evaluate functionality according to achievements.	1	2	3	4	5
5	School workers know their rights and duties.	1	2	3	4	5
6	School management characterized transparency and clarity.	1	2	3	4	5
7	Management of the school applies a method of reward and punishment for the conduct of work.	1	2	3	4	5

Human Relationships

Statement		Scale				
		1	2	3	4	5
1	Consecration respect among students and school staff.	1	2	3	4	5
2	Be tolerated with inadvertent errors.	1	2	3	4	5
3	The school has mutual trust between management and staff.	1	2	3	4	5
4	Management sometimes exceeds the systems for the benefit of work.	1	2	3	4	5

6	Encourage school personnel on a good performance.					
7	Respect the views of employees even if they differed among themselves.	1	2	3	4	5
Innovation and Renewal						
Statement		Scale				
		1	2	3	4	5
1	Encourage ideas and unconventional views on methods of work	1	2	3	4	5
2	Be honoured workers with outstanding performance	1	2	3	4	5
3	Honouring student's holders of developmental views	1	2	3	4	5
4	Teachers can exchange ideas and opinions in development.	1	2	3	4	5
6	Encourage initiative and pioneering ideas.	1	2	3	4	5
7	Errors in work are a source of performance development.	1	2	3	4	5

Section Three: *Teaching Performance*

Strongly disagree = 1 | Disagree = 2 | Neutral = 3 | Agree = 4 | Strongly agree = 5

Efficiency						
Statement		Scale				
		1	2	3	4	5
1	Schools' staff have high scientific knowledge.	1	2	3	4	5
2	The headmaster has administrative experience distinct	1	2	3	4	5
3	School management characterized by efficient the performance of tasks assigned to them.	1	2	3	4	5
4	Teachers possess the moral values that are consistent with the objectives of the school	1	2	3	4	5
5	The principal of the school provides efficient teaching staff.	1	2	3	4	5
6	The school's management is working on raising the efficiency of the students.	1	2	3	4	5
7	School's Manager works to provide for the needs of students.	1	2	3	4	5
8	School's teachers are working to develop their knowledge in the area of their speciality.	1	2	3	4	5
Effectiveness						
Statement		Scale				
		1	2	3	4	5
1	The school administration is pursuing its teaching through feedback that contributes to improving the educational process.	1	2	3	4	5
2	School management, focusing on productivity in achieving the goals of education.	1	2	3	4	5
3	The headmaster discusses with teachers, student's problems seriously.	1	2	3	4	5

4	School administration guide teachers to use more effective ways to deliver educational material to students	1	2	3	4	5
5	School management doing achieves effective between teacher and student by applying quality education.	1	2	3	4	5
6	School guide students to choose specialities in the future to accommodate the needs of the market.	1	2	3	4	5
7	School administration guide teacher to follow suitable teaching approach.	1	2	3	4	5
8	Teachers can plan and social responsibility.	1	2	3	4	5
9	School guide students to choose specialities	1	2	3	4	5
10	Administration of school allows students an opportunity to deliver their ideas to it.	1	2	3	4	5