ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Leading Change in the Higher Education Institutions of Ethiopia

Change Leadership Behaviors and Leadership Resilience during Academic-Related Change programs, Challenges and Essences of leadership

By:

Habtamnesh Abera

February 2026

Addis Ababa

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Certificate of Approval

As members of the board of Examiners of the Ph.D. dissertation, we certify that the dissertation prepared by Habtamnesh Abera, entitled: **Leading Change in the Higher Education Institutions of Ethiopia** in partial fulfillment of the requirements for the Degree of Doctor of Educational Policy and Leadership complies with regulations of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declare that the dissertation entitled "**Leading Change in the Higher Education Institutions of Ethiopia"** is my original work, has not been submitted to this or any other institution for the award of any credential (degree, diploma or certificate) and all the sources of materials used for the dissertation have been duly acknowledged.

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Abstract

Pressure for change in higher education institutions (HEIs) is evident from all sides, and they need to adapt their operations to this environment. Ethiopian public HEIs have undergone State-initiated academic-related reform programs, including competency-based education and modularization, and curriculum harmonization for all undergraduate programs. To cope with the schemes of change as well as the current dynamics, HEIs require the use of strategies and effective leadership. This study examined the status and challenges of leadership regarding the implementation of the schemes of change and existing thinking about leadership for change thereby enumerated the contextual competencies by drawing on the academic staff's perception (academic leaders and faculty members) and academic leaders' narratives in public universities of Ethiopia. Using a concurrent embedded mixed-methods (MMs) design, data were collected from 372 faculty members and 216 managers of Organizational Academic Units (OAUs) from six universities across the three generations of universities, who were sampled using a multi-stage stratified proportionate sampling through questionnaires, and 22 experienced managerial academic leaders via interviews. Quantitative data were processed using SPSS version 20 and analyzed using frequencies, mean score, *SD*, mean rank, Chi-square test, Friedman test (X^2_f) along with Wilcoxon signed rank test, the independent samples t-test, one-way *ANOVA*, and one-sample t-test. Qualitative data were analyzed thematically and using the narrative strategy, then used to support the quantitative analysis. Results of the study indicated the existence of a leadership gap in the management of change (implementation) in Ethiopian public universities. The degree of Change Leadership Behaviors (CLBs) practice was at the average position, but not to the level expected. Besides, one-sample *t-test* results indicated that the academic leaders' level of resilience was significantly lower than the expected value. Leadership was also limited in several critical areas, such as role-modeling, teamwork, and strategic conduct. Results from a one-way ANOVA on academic leaders' use of CLBs showed a significant variation across the three generations of universities with a p-value of less than .001. The findings revealed that the major leadership challenges throughout the universities were resource constraints (of finance, physical and material), lack of autonomy of the institutions and their leaders, and unsupportive organizational culture. The bureaucratic work condition challenge is manifested in varying degrees of influence across the universities. Lack of consultative process and support from the MoE was also a major leadership challenge across the universities. Besides, it revealed that gaps in the universities' management, including unfairness and power centralization, challenged middle and departmental level leadership. The study concludes that Ethiopia's higher education system has a problem in coping with change successfully. This implies an urgent need for establishing performance rewards for the HEI leadership both at the institutional and ministerial levels as well as revisiting the system of change management at the sectoral level. The findings also imply that the qualities that characterize the transformational leadership focus on the human dimensions (including empowering people through participating, effective communication, motivating and team-building) and trustworthiness (role-modeling and fairness) both at HEI and individual leader levels are keys to effective change management.

Keywords: leading change, resilience in leadership, organizational change, leadership challenges, higher education leadership

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Abbreviations

BPR	Business Process Reengineering
CBE	Competency-based Education Program
CD-RISC	The Connor-Davidson Resilience Scale
CLBI	Change Leader Behavioral Inventory
CLBs	Change Leadership Behaviors
ESDP	Education Sector Development Program
FDRE HEP	Federal Democratic Republic of Ethiopia Higher Education Proclamation
HEIs	Higher Education Institutions
HESC	Higher Education Strategy Center
LLAL	Lower-level Academic Leader
MLAL	Middle-level Academic Leader
MMs	Mixed-methods research/design
MoE	Ministry of Education
OAUs	Organizational Academic Units
QUAL	Qualitative Research Approach
QUAN	Quantitative Research Approach
TLAL	Top-level Academic Leader

Chapter One: Introduction

This chapter of the study introduces the research topic and defines its scope. The reasons for undertaking the research along with research gap on the topic, objectives, and significance are also explained.

1.1. Background of the Study

Change is an inevitable feature of organizational life (Cummings & Worley, 1996; Russell & Russell, 2006); it is an ever-present element (Ajmal et al., n.d.; Mekonnen & Chala, 2023; Yehualashet, 2020). As Russell and Russell (2006) note, "Every organization is where it is today because of a multitude of changes. …, [an] organization's history is a chronology of the changes it has experienced" (pp.1-2). Thus, organizations must deal with change. To operate effectively in the current environment, there is a great need to deal with and understand change. Organizations today operate in a dynamic and unpredictable environment where they have to adapt as volatile mixes of dynamics trigger changes in the workplace. The pace of change and competition, and the consequent pressures on organizations to change have never been greater than today (Burnes, 2009; By, 2005; Higgs & Rowland, 2005; Kotter, 1996). No exception to the Higher Education Institutions (HEIs); they are in a very dynamic environment that pressurizes their operations and forces them to change.

This is attributed to factors, including globalization, knowledge-based competition, shifting communication approaches, changes in consumer tastes, workforce diversity, growing student enrollment (Ayaz, n.d.; Liu, 2010; Mangi et al., 2011), and change in stakeholders' expectation (Davies et al., 2001). An "… increasing professionalization of academic administration" (Sporn, 2006, p.141) and the decrease in government funding and the need for income diversification (Scott et al., 2008) are also the pressures for change in higher education.

According to McRoy and Gibbs (2009), workforce diversity, increasing globalization, and government-initiated change programs have a greater influence on the HEIs. Besides, an increase in public accountability, new approaches to pedagogy (or online course delivery), and internationalization of institutions (Ellucian, 2021), and the expectation of government, families, and society as a whole from universities' leadership to the digital technologies (Ellis, 2024) are among the recent biggest challenges HEIs face.

In general, it has been noted that "the pressures for change in HE [Higher Education] are evident on all sides, and the pace of change is ever increasing" (McRoy & Gibbs, 2009, p.688). The challenges that HE faces are at all levels [internationally, nationally, and institutionally] (Kurniady et al., 2019).

To respond effectively and ensure their competitiveness in this dynamic organizational operating environment, HEIs need to change their values and behaviors (Lucas, 2000; Rutherford, Fleming, & Mathias, 1985), embrace change (Dizimbiri, 2009), and become innovative (Coetzee et al., 2012). They need to be a place where knowledge is created, research and teaching are undertaken systematically, as well (Scott et al., 2008). Organizations must understand and deal with change more than ever before (Burnes, 2009; By, 2005; Higgs & Rowland, 2005; Kotter, 1996). Fullan (2007) states that there is an urgency for reforming the education system as "the global society is increasingly complex, requiring educated citizens who can learn continuously, and who can work with diversity, locally and internationally" (p.7). The management of change is, therefore, an issue of the time for organizations not only for success but also for survival, which cannot be achieved without effective leadership. A systematic review of empirical studies has shown that the practice of change management significantly influences both employee and organizational performance (Mekonnen & Chala, 2023). Change

management is the process of adopting innovative ideas and accomplishing work processes effectively and efficiently to drive organizations toward improved performance and respond positively to environmental requirements (Zaniol et al., 2021).

Historically, at least in Western World countries (notably the U.S., England, Australia, and New Zealand), the late 1950s to 1960s was a period of educational reform that resulted in a series of governmental initiatives for large-scale reform during the 1980s and 1990s (Fullan, 2007). Other reports (e.g., Hargreaves et al., 2010) have also reflected the related turning period of large-scale educational reform in the history of these countries. Since the early 1970s, due to massive failing experience of the reforms and related initiatives, that is, unimproved instructional processes and institutionalization of the changes, the implementation of change became an issue (Fullan, 2007). During this time, many scholars began to comment about reforming the education system and its implementation (Fullan, 2007). Fullan (2007) states, "[t]he term *implementation* (or more accurately, *failed implementation*) came into the vocabulary of reform, and … the first major review of research [on curriculum and instruction implementation by Fullan and Pomfret, 1977],…" accomplished during this time (p.5). In general, organizational change has been emphasized in management science since the 1970s (İkinci, 2014).

Concerning the issue of change in relation to leadership, that is, the subject of leading change, the 1980s were a crucial time since many corporate and public sector organizations had to alter their methods of operation in order to survive (Yukl, 2010). From the 1990s onwards, when evidence mounted on failed reforms and/or changes in a variety of organizations, the issue of leadership in relation to change implementation or the role of leadership for successful adoption of change and organizational transformation started to emerge in the literature with studies and principles. As Fullan (2007) notes, in relation to educational change, "… 2000 … [is]

a turning point in the resurgence of leadership" (p. 293). Kotter's (1996) *Eight-Stage Process for Successful Organizational Transformation* and Yukl's *(*2010) *strategic and practitioner-oriented change-leadership model* are examples among works that came up with principles for leaders of change during the 1990s and 2000s, respectively. For that matter, the research on the competencies and behaviors required of change leaders is still in development (R. Stilwell, 2016).

Successful change management is unlikely to occur without quality leadership. Successful organizational change initiatives and implementation of new directions can be achieved through "the assistance of change leadership alongside the change management philosophy" (Mansaray, 2019, p.18). Change leadership is a driving force (an engine) for change management to be effective. Change leadership is all about directing and dealing with the sentiments and challenges associated with all the stages of change (Mansaray, 2019). It emphasizes the people's side of change. The prominent role of leadership is to handle the interpersonal dimensions of organizational change (Mansaray, 2019; Mehmood et al., 2012).

Numerous studies in different settings have proven the contribution of leadership to the successful implementation of change (e.g., Geijsel et al., 2003; Herold et al., 2008; Van der Voet et al., 2013). In their study about change implementation in the context of public sector organizations of Rotterdam Van der Voet et al. (2013) found that transformational leadership influenced employees' affective commitment (behavior and attitude) to change. They concluded that the transformational leadership behavior of lower-level managers is a key aspect in the successful implementation of change through enhancing employees' acceptance to change and a desire to provide support for the change accompanied by a belief in its value. In their survey in the southeastern United States on employees of a cross-section of organizations (from a variety

of industry sectors: banking, telecom, information technology, construction), Herold et al. (2008) found that transformational leadership is strongly related to employees' commitment to change thereby to its successful implementation. They indicated that transformational leadership affects the implementation of change as a function of employees' commitment to change.

Geijsel et al. (2003) studied the effects of dimensions of transformational leadership on teachers' commitment and extra effort toward educational reform based on data from samples of Canadian and Dutch secondary education teachers. Reviewing numerous studies from the 1990s and 2000s, Abdul Aziz et al. (2015) also found that leadership is crucial during the implementation of change in an organization, especially in developing readiness toward the change. Effective leaders minimize resistance to change and persuade followers to be open to embracing it (Abdul Aziz et al., 2015).

Only leadership can make a change stick by embedding it in an organization's culture (Kotter, 1996). Effective leadership enables the development of behaviors and actions as well as the alteration of beliefs and values needed to adapt to change; effective leadership ensures the successful navigation of change by embedding it in an organizational culture (Dinwoodie et al, 2015). Studies have shown that the failure to implement numerous documented change efforts is primarily due to weak leadership inside the organization (e.g., American Management Association survey, 1994 cited in Gill, 2002; Ayaz, n.d; Gilley et al., 2008). Empirical research has shown that leadership remains the most determining factor for the successful management and implementation of organizational change (e.g., Bulat et al., 2024; Paulos & Ika Hartika, 2024; Temesgen, 2021).

Managers are primarily required to take on the challenging leadership responsibility of anticipating change and providing guidance, and have the ability to identify, cope with, and

capitalize on organizational change (Kotter, 1996; Yukl, 2010), which means they must be capable of leading change. For instance, they need to promote inspirational vision to ensure collective efforts and focus, and be great communicators as attentive listeners and who can reasonably persuade followers to support their agenda. Change leadership also requires managers to become relationships and teamwork builders, and empower others (by creating capacity among change implementers and engaging them in the process) to ensure their motivation, among other things. Besides, managers are required to be resilient. Resilience, the main construct of effective leadership in times/the context of change (Low, 2010; Sagintayeva, 2013)

The Ethiopian higher education system is not immune to the current pressures facing higher education globally. Within Ethiopia, transforming the higher education sector has become a pressing issue. In this regard, the government of Ethiopia has introduced reforms aimed at realigning the sector to contribute directly to the country's strategies for economic productivity and poverty alleviation. The initiative to reform higher education in Ethiopia began during the Transitional Government in 1993 (MoE, 2010). However, massive reform initiatives, including legislative revisions, quality assurance measures through curriculum-related changes and improvements in facilities, have been underway since 2002 under the guidance of the Ethiopian Education Sector Development Program II (2002) (Alemayehu & Solomon, 2017).

With the issuance of the 1994 New Education and Training Policy (NETP) and following the ratification of Higher Education Proclamation (HEP) No. 351/2003 of the Federal Democratic Republic of Ethiopia (FDRE), a series of reforms were made in this sub-sector. Santi (2004) and WB (2003) noted that in line with provisions granted by the HEP (No. 351/2003), thus far, major reforms have been made at the *overall system*, *institution, and*

academic programs levels. Reforms to the system have been continued in line with the provisions granted by the HEP (No. 650/2009) of the FDRE.

Various quality improvement reform initiatives have also been endorsed in public universities in the country, aimed at improving public service performance, particularly the delivery of quality education. The country's public universities have been embarked on adapting the principles of Business Process Reengineering (BPR) and its academic-related initiatives since 2008. (for more information on this, see 'Developments and Reforms of Higher Education in Ethiopia from1991 to the present' in the review of the related literature section). In 2017, deliverology was introduced as a quality management tool in Ethiopian public universities, specifically to address the problem of graduate unemployment (Teklu & Ewnetu, 2019). A renewed focus on Competency-Based Education (CBE) as a pathway to improving educational outcomes has emerged through policy direction in Ethiopian higher education in response to rising graduate unemployment and concerns about the relevance and quality of academic programs since 2021 (Ashenafi, 2025). Transforming the sector has continued to be a priority agenda for the state MoE (Ashenafi, 2025). The BPR schemes of change (Haftu, 2014; MoE, 2010), of these, the teaching-learning improvement-oriented initiatives that are curriculum harmonization of the undergraduate programs, adopting a modular mode of course delivery, establishing Quality Assurance Offices, and furnishing libraries and laboratories (MoE, 2015) are among the reform strategies endorsed in Ethiopian public universities.

In the same vein, with the advent of this transformation effort, the necessity for quality and committed leadership of the sub-sector has been noted (Higher Education Strategy Center [HESC], 2013; Ministry of Education [MoE], 1997, cited in Teshome, 2003). To guide programs of change and transformation undertaken in the institutions in the country, quality leadership is

considered fundamental (HESC, 2013). In this regard, a capacity-building program has been arranged for managers at different levels of authority in public Universities (HESC, 2013). As indicated by Teshome (2003), formerly the MoE on "The Future Directions of Higher Education in Ethiopia" (MoE, 1997) also noted that quality and committed leadership of higher education at all levels is essential for the intended expansion and reform of the sector.

This study, therefore, seeks to explore the status and challenges of leadership in relation to the academic-related schemes of change, and academic staff's views on the roles and qualities for leading change in the public universities of Ethiopia thereby to identify context-fit leadership competencies that could enable to lead changes in HEIs effectively.

1.2. Statement of the Problem

To operate effectively within the current environment, the most important matter for organizations is the effective management of change. Principally, this requires ensuring the acceptance and commitment of the organizational workforce towards the need for change and engaging them in the process. That is, addressing the human side of change is the most vital. Accordingly, the skills and qualities of effective leadership in times of change (or leading change) are highly required.

Recently, in the developed world more particularly, leading change or the leadership of change (or the approach to leadership for change management) and the strategies to successfully introduce, implement, and sustain organizational change have become a concern for several studies. For example, Higgs and Rowland (2005) conducted a qualitative-case study in the UK on the approaches to change and leadership behaviors required for effective change management and its implementation in the context of a variety of organizations, including service sectors.

Another scholar McNamara (2010) studied the role of transformative leadership and change strategies in successful HEIs change efforts using a mixed-methods (MMs) design. The study was based on questionnaires to individuals and follow-up interviews with coordinators of the change process respectively in randomly and purposively selected Colleges and Universities in the United States.

Considering the current very changing environment, Mehmood et al. (2012) investigated and identified the role of academic leadership for change management in ensuring higher education quality in terms of two themes of change management: "accept[ability of] change [instructors' opinion towards the need for change]" and "implementation of change"(p.197). Their investigation is based on the views of HEI faculty members in Islamabad and Lahore, Pakistan.

Leadership in relation to organizational change management (including successful adoption of change initiatives) has been also a concern of African scholars. Several studies investigated leadership competencies and key elements for effectively leading organizational change. However, a considerable studies are undertaken in non-academic contexts; did not focus on the distinctive environment of HEIs (such as Universities), particularly considering the perspective of academic leaders across the hierarchical, the primary agents of change in these institutions.

Naidu and Vanderwalt (2005), for example, undertook a sequential QUAL (interview)→QUAN (questionnaire) research in South Africa on 96 subordinates from a mining company to explore whether a relationship existed between leadership styles and the implementation of transformation interventions. In the two-phase triangulated research design, Naidu & Vanderwalt (2005) found, "… a statistical and meaningful correlation between

Integrated Leadership styles and transformation interventions but no correlation between Directive Leadership and implementation of transformation interventions" (p.1). Similarly, Coetzee et al. (2012) explored the process of organizational change in a South African company using a sequential *MMs* research design of interviews with executives followed by a questionnaire to employees of a purposefully selected unit of the company to identify key elements for leading a successful change intervention in organizations.

Zame et al. (2008) argued that effective leadership is the most important component for the success of school reform. They identified the challenges and proficiencies required for effective leadership as perceived by head teachers in the Accra region of Ghana. Dzimbiri (2009) analyzed the process of change and identified the challenges in managing a new performance management system at the University of Botswana, South Africa. This work is based on documentary analysis and the researcher's experience as an academic member and facilitator of the change process at departmental and faculty levels at the University.

Above all, scholars seem to have extended the research and discussions about the leaders' role and the leadership strategies in an organization to the effect of different leadership competencies/styles upon the process of change (implementation). For example, Battilana et al. (2010) explored the relationship between managers' leadership competencies (their effectiveness at person-oriented and task-oriented behaviors) and the likelihood that they will emphasize the three major activities of planned organizational change implementation (namely, "communicating the need for change, mobilizing others to support the change, and evaluating the change implementation") based on data from 89 clinical managers of National Health Service in the UK. They found that leaders effective at task-oriented leadership competencies and people-oriented behaviors were more likely to focus respectively on both the mobilizing and evaluating

activities, and the communicating activities of the planned organizational change implementation. They further noted that treating planned organizational change as a generic phenomenon is not good as it may overlook the determinant peculiarities associated with the different activities involved in the process and the corresponding roles that leadership competencies might play in the execution of the activities.

Baesu and Bejinaru (2013) also presented their argument regarding the relationship between different styles of leadership and the phases of organizational change implementation. They indicated that leadership styles that are inspirational, supportive as well as commanding have applicability in the process of implementing organizational change. They concluded that while each leader is characterized by a particular leadership style, awareness about the styles is important to apply what fits best for each phase of change.

However, more empirical research on leading change, particularly in the context of higher education, is still needed. This area of study remains unsettled. McSharry's (2022) literature review signifies that the finding on the leadership approach and characteristics of leaders as individuals to enable effective leadership of change is inconclusive and neither refers to the context of higher education. Effective leadership to realize successful change management in organizations and ensure a change-supportive organizational culture has been the issue of discussion and debate among scholars (Zainol et al., 2021). Inconsistencies have been reported in reviews of empirical research regarding the leadership approaches that contribute to successful organizational change (Ford et al., 2021).

In the Ethiopian context, in addition to the global environmental dynamics facing HEIs, external pressures for change have increased due to expectations that HEIs will contribute to national development, thereby calling for strong leadership intervention to successfully manage

change. The major pressures include the need to create new sources of income generation to strengthen the educational process (Federal Democratic Republic Government of Ethiopia [FDRGE], 1994a) and "… to reduce their dependency on government funding [for-profit funding]" (Ayenachew, n.d.a, p.25). Government funding prioritized basic and secondary education to HEIs (FDRGE, 1994a, 1994b) and was limited to prioritized and essential areas of higher education (FDRGE, 1994b).

HEIs are also required to develop and supply highly qualified and innovative human resources, and create and transfer advanced and relevant knowledge (FDRE HEP No. 650/2009 Article 8: 2 & 3; MoE, 2010; MoE, 2015) for socio-economic development towards achieving the vision of transforming Ethiopia into a middle-income country (MoE, 2010; MoE, 2015). To realize this, HEIs are required to develop a research capacity (MoE, 2010). They are, thus, required to build a research culture, a culture of innovativeness and risk-taking among faculty members. They are mandated to ensure excellence in research with a focus on knowledge and technology transfer aligned with the country's priority needs, to promote graduate employability, enhance academic relevance, and institutionalize quality assurance mechanisms (FDRE, 2019). There is also a rapid expansion of students' enrollment with their diversified backgrounds and external quality audits (MoE, 2010; MoE, 2015). Besides, HEIs are required "… to develop international collaboration [internationalization]" in accomplishing their major functions: teaching and research (MoE, 2015, pp.111-112).

Moreover, public universities in the country have embarked on various government-initiated change programs, including curriculum and pedagogy-related initiatives. Curriculum harmonization of undergraduate programs, adoption of competency-based education and

modularization, and the establishment of Quality Assurance Offices are among the teaching-learning improvement-oriented initiatives endorsed by the MoE (MoE, 2015).

However, the Ethiopian higher education system in general, and its change programs in particular, have not yet reached the intended level of effectiveness. Although the Ethiopian higher education system has been undergoing continuous reforms, it is still not well developed (Haftu & Kibrom, 2016). Still there are several critics about its responsiveness due to universities graduate unemployment (Teklu & Ewnetu, 2019). Unsuccessful implementation of the government-initiated change programs in public universities was also evident in studies (e.g., the BPR program (Behailu, 2011); undergraduate curriculum reform: student-centered pedagogy and continuous assessment method (Tefera & Wudu, 2016)). A study by Amanuel (2015) also confirmed that the curriculum change projects, including "modularized" teaching are not yet executed successfully among other things due to a lack of leadership. Despite the introduction of various quality improvement programs aimed at enhancing Ethiopian higher education, these efforts have had only a limited impact on the overall quality of the sector (Zelalem, 2023). In the Ethiopian context, program implementation has not been as strong as policy rhetoric, including in the education sector (Belay et al., 2020).

Thus, it is increasingly important to study on the topic of 'leadership in times of change/leading change' and the leadership challenges encountered in the process of change in the HEIs. Particularly, as the government has introduced diversified schemes of change for HEIs, the role of leadership and the contextual factors that determine the approach of the leaders need to be investigated. In this regard, a framework for assessing implementation fidelity—a framework for successful program implementation—in the Ethiopian context by Belay et al. (2020) identifies effective leadership as one of the key components. Few research studies have

investigated leadership in Ethiopian public universities in relation to change management (e.g., Amanuel, 2015; Befekadu, 2013; Mulatu, 2015).

Befekadu (2013) researched about organizational change in relation to leadership styles. However, he analyzed the relationship between leadership styles and academic staff's perception of change thereby examining the implications of leadership styles on organizational change. The study did not address the situation of Ethiopian Public Universities in light of the change strategies, processes, and leaders' role in leading change (the implementation) in organizations. Mulatu (2015) investigated leadership challenges that hinder the current Ethiopian HEIs transformative change at Wolaita Sodo University using a cross-sectional survey research design. He examined the status of the required competencies and roles of leaders in facilitating the change process only regarding that university. These two studies indicated that the leadership system in Ethiopian Universities did not exhibit the transformational leadership characteristics and accordingly, did not facilitate the institutions' transformation.

Amanuel (2015) surveyed the status of and activities for implementation of the current teaching-learning related programs of change and the impeding factors in Ethiopian public universities as perceived by the academic communities (academic units' leaders, instructors, and students). This study did not address the leadership aspects (change-leadership) in the implementation of the change. The study revealed that the change implementation process was not properly led. The study indicated that leadership-related problems contributed largely to the failure than other factors such as incompetency of leaders' in solving problems and inadequate communication in particular and academic leadership in general. Regarding this, HESC (2013) indicates that university leaders in Ethiopia encountered leadership-related challenges "… in guiding the change and transformation undertaken in their organization". Amanuel's (2015)

investigation, however, only identified the status of practicing the aspects for successful implementation of programs of change, including the constructs of preparation and perception of academic communities on the overall state of change-leadership, monitoring, and evaluation. The state of leaders' role in the change process and their experience, leaders' competencies for effectively leading the process of change (implementation), and the challenges (contextual factors) for leadership were not addressed.

None of these studies explored the issue from the perspective of the actors involved in leadership using a qualitative research approach, examined their role in implementing a specific change initiative, or investigated the construct of effective leadership during times of change—specifically leadership resilience and the contextual factors that might influence the leadership process. The research so far investigated the challenges of the leadership are also only related to quality assurance (e.g., Abay & Marishane, 2023) and institutional performance to cope with the changing environment in a particular region (e.g., D. Mitiku & B. Mitiku, 2017).

The impact of the academic program of change introduced in the Ethiopian Public Universities on the faculty members' job seems to be high. It seems to be transformational. The competency-based education (CBE) program and modularized curricula and its related initiatives tended to require more adaptation. Faculty members are required to exert considerable energy and attention to implement the curricula demanded. Herold et al. (2008) based on their research note that transformational leadership is primarily or if this is not the case, the change-specific leadership dimensions are helpful to generate organizational members' commitment to a particular change thereby facilitate its successful implementation. The leadership in the Public Universities of Ethiopia is unfortunate. It is found that it lacks to be transformational (Befekadu, 2013, 2021; Mulatu 2015). The leadership needs to demonstrate the change-specific behaviors, if

not transformational. University leaders are expected to at least adapt to managing the specific change by practicing the change leadership behaviors.

Thus, to examine leadership in the implementation of change in Ethiopian public universities harnessing the perspective of involved actors is crucial. The purpose of this study is, therefore, to examine the status and challenges of leadership in connection with the MoE academic-related schemes of change and investigate existing thinking about leadership for change thereby identifying context-fit competencies of leadership drawing on academic staff's perception (academic leaders and faculty members) and academic leaders' narratives in Ethiopian public universities. To achieve this aim, the study set out with the following main research questions:

1. What is the status of leadership in Ethiopian public universities in relation to the academic-oriented programs of change?

1.1. What is the extent of change-leadership practice among academic leaders in Ethiopian public universities in connection with the implementation of the programs of change?

The latter question requires answering specific issues concerning practicing change leadership behaviors aimed at assessing the extent to which leaders act as change agents in the implementation of the programs of change.

1.1.1. Is there a statistically significant difference in the levels of change-leadership practice among academic leaders across the three generations of Ethiopian public universities?

1.2. To what extent are academic leaders resilient in leading change in public universities of Ethiopia?

1.2.1. Is there a statistically significant difference in academic leaders' level of resilience in leading change across the three generations of Ethiopian public universities?

2. What are the challenges encountered by academic leaders in connection with the programs of change in public universities of Ethiopia?

2.1. Is there a difference in the challenges encountered by academic leaders in connection with the programs of change across the three generations of Ethiopian public universities?

3. What are academic staff's views on leadership behaviors concerning the implementation of change programs in public universities of Ethiopia?

   3.1. How do academic leaders conceptualize change and the role of leadership in change management in HEIs?

4. What are the experiences of academic leaders regarding the programs of change in public universities of Ethiopia?

   4.1.What decisions and actions are being made by academic leaders of universities?

   4.2. What is the perception of academic leaders towards the programs of change?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the status and challenges of leadership regarding the implementation of the academic-oriented schemes of change in Ethiopian public universities, and investigate existing thinking about leadership for change thereby to identify context-fit competencies that enable to lead changes in HEIs effectively.

1.3.2. Specific Objectives

The specific objectives of the study are:

- ✓ To examine the status of change leadership behaviors practice in connection with the implementation of the academic reform programs in Ethiopian public universities.

- ✓ To evaluate whether academic leaders in Ethiopian public universities exhibit resilience.
- ✓ To identify and enumerate the underlying signs of leadership gaps in managing change and their impact on implementation in Ethiopian public universities.
- ✓ To examine the leadership challenges related to the implementation of academic reform initiatives in Ethiopian public universities.
- ✓ To investigate academic staff's views regarding leadership behaviors and roles for the implementation of change programs in HEIs.
- ✓ To generate suggestions for enhancing successful leadership of change in HEIs and change management in the country as a whole.

1.4. Significance of the study

The study is useful in highlighting the strengths and areas for improvement for HEIs and their management as well as academic staff regarding the issue under study. It is also significant in providing Ethiopian HEIs and their management and leaders as well as academic staff an evidence-based and context-fit approach of organizational change leadership as recurring successful strategies and solutions to common problems encountered in implementing the programs of change are documented.

Besides, the study is the first of its kind in Ethiopia to examine resilience in leadership and explore the role and behaviors of leaders in the context of change. And accordingly, it may shed light on the issue for further related studies. Most importantly, in the context of the current reforms and dynamism in Ethiopian higher education, empirical confirmation of the role of leadership in successful change implementation and the identification of leadership strategies and the constructs of resilience gives direction for leadership preparation and development

programs, as well as the selection of leaders. Findings (e.g., Shin et al, 2012) indicate that "organizations going through change are likely to benefit from the presence of individuals with high levels of resilience" (cited in Hoopes, n.d.,p.83).

Moreover, by exploring stories from informants in leadership roles and academic staffs' views, the study may substantiate the roles and behaviors, and competencies of leaders in the context of change. In this regard, a qualitative analysis of leaders' perspectives in the context of change is worth investigating. On top of this, as the study investigated leaders' views on the programs of change, it addresses their views towards policy leadership in Ethiopian higher education and influences educational policy decisions.

Furthermore, the study may serve as a benchmark in evaluating institutional progress and good governance in higher education. In this regard, empirical identification of a framework of competencies and roles for successfully leading HEIs in the context of change may contribute a lot.

It may also contribute to the area by indicating its empirical findings regarding the implications of leaders' demographic variables on leadership performance; it may help clarify the controversy on this issue. There seems to be controversy on the relationship between age and experience on the job (leadership) and leadership performance.

1.5. Delimitation of the Study

The study examines the state of leadership in managing change in connection with the implementation of academic-oriented programs of change in organizations, in particular, and the challenges, experiences, and views of academic leaders about it. Accordingly, the scope of the study is extended to determining context-fit leadership qualities (or competencies) and roles that

make a leader/team leader/ successful in leading change without concern for the status of implementation of the programs of change or whether or not the required improvements are realized and contribute to quality education.

In fact, given the context in which change programs were not executed as expected and proved ineffective in terms of educational outcome indicators, particularly student learning and achievement, as well as graduate employability, it would not have been logical to evaluate the status of their implementation in the present study. Instead, the study analyzes not only the status of change leadership but also identifies the leadership dimensions that may affect the implementation process and interprets their possible effects on constituents' readiness for change.

As the role of leadership for successful management of change is in terms of attitudinal influence, in the conceptual framework of the present study its contribution is indicated through enhancing employees' readiness for change. This posed identification of qualities of a leader of change from the faculty members' point of view as another focal area of the investigation. This aimed to determine what qualities make a leader/team leader successful in leading organizational change along with leaders' views. Accordingly, faculty members' views regarding the kind of roles (or support expected of a leader/a team leader) and which qualities they consider crucial for a good leader in times of change was investigated. However, as employees' perception (readiness to change) would be the function of multiple factors other than leadership, examining its status in relation to the level of practicing the change leadership strategies was not a concern.

Academic leaders' level of resilience was another focal issue of the study. By virtue of their position, formal leaders have the access to many sources of power to influence others in the change process, typically to lead organizational transformation (Ee Wan, 2013). Thus, assessing

their personal quality in terms of the main construct of effective leadership in times of change (i.e., resilience) is appropriate.

Regarding scope of the site of the study, only public universities in the country were considered as they are public institutions where various government-initiated programs of change towards improving their performance, and accordingly, they are appropriate sites for the investigation. Additionally, universities in the fourth phase of expansion were excluded as they lacked experience related to organizational change and implementation. Moreover, only universities owned by the MoE were considered as the sample frame for selecting universities for the study. This is because the Ministry took the upper hand in administering the researcher's sponsoring university as well as her education hosting university, and by default, it requires research undertakings, which examine institutions under its jurisdiction at least for future direction. Most importantly, public universities under the administration of the Ministry of Science and Technology (MoST) were excluded as their administration differs, and the working conditions, thereby the approach and perception of potential research participants towards change might not represent the large majority.

1.6. Limitations of the Study

This research has faced certain limitations. The country's political instability, which impeded free movement, restricted the data gathering process from one of the universities was one of the limitations. Questionnaires were administered and collected twice from one of the sites. The second round of data collection was made to collect data adequately or at least to an acceptable level. The researcher considered it would be illogical to change the site after some data are collected, as it would be unethical (devalue the data). The researcher checked and compared the questionnaires collected in the first round with those gathered in the second round. Fortunately,

no overlapping questionnaires were observed in terms of both the respondents' background information and patterns of response.

The other main challenge was that due to the frequent replacement of academic leaders, it was difficult to access experienced leaders in the change process. This challenge was aggravated by a directive from the then MoE, which required universities to select and appoint new academic leaders across the hierarchy since the fall of 2010 E.C, especially in replacing those who were not appointed by the staff's vote. Where academic leaders of the sampled OAUs of universities were new (less than 3 months of experience) in the current position, an attempt was made to involve the former academic leaders of the respective OAUs. To obtain valid data, these participants were informed to complete the questionnaire concerning their immediate experience of their leadership.

The other limitation is related to a difference in management structure across Universities. It was laborious to identify potential academic leaders' participants. Some universities had program coordinators for undergraduate and postgraduate separately. In others, there were Ph.D. program coordinators at the department level, while in others there were not. In some other universities, the job title at Vice-dean status coordinates both the Postgraduate Studies, and the research and community affairs with a position title of Graduate, Research, and Community service dean. Still in others, postgraduate studies and the research and community service are run separately with entitled posts respectively of Associate Dean for Postgraduate Studies and Associate Dean for research and technology transfer. Utmost effort is made to involve potential participants supported with the actual information of the selected universities.

The inaccessibility of academic leaders, especially the deans was also another major challenge. Despite repeated attempts, secretaries (gatekeepers) blocked the researcher from

contacting them, and as a result, some potential participants did not participate in completing the questionnaire. This reduced the planned size of data besides the unreturned questionnaires taken by the academic leaders while efforts to contact them by phone for their cooperation. Some academic staff hesitated, while some did have time even to complete the questionnaire (Further, see Appendix N: the researcher's memo related to the challenge encountered in the course of the research). This affected data required from the academic leaders given the limited number of potential participants of this target group of the study. Despite all these challenges, the researcher tried and collected at least half of the required sample size of academic leaders from each research site.

1.7. Operational Definition of Terms

Leadership- In this study, is conceptualized as a process of influencing the adoption of schemes of change or leading change in an organization operationalized (measured) by the mean ratings of respondents (faculty members' perception and leaders' self-rated) in a behavioral inventory of leadership (i.e., a self-developed Change Leader Behavioral (CLB) scale). The nature /effectiveness/ of leadership was also judged by evaluating the level of leaders' resilience.

Leading change - In this study, it refers to a dynamic process of facilitating the situation for change initiatives to be successfully introduced, implemented, and thereby sustained (for successful change implementation) as well as for improved practice so that the organization can cope with the changing situation. That is leaders' roles in guiding organizational change initiatives and contributing to organizational capacity to

cope/manage with the changing situation by accomplishing appropriate roles as well as confronting the related challenges effectively.

Implementation of change – in this study, it is conceptualized as *a process* to put academic programs of change into practice in universities wherein actors can influence it. This definition is in terms of the contemporary conceptualization of education policy implementation.

Change- in this study, it refers to the academic-oriented (curriculum and instruction) reform and the related programs in HEIs as well as a new state/improvement/ of practices (or behaviors) and at large culture, and performance in the core-activities: teaching-learning, research, and community engagement to enable the HEI to cope with the dynamic environment. Thus, change in this study refers to both the discontinuity (replacing/a shift in/organizational routines with a new procedure of work) and continuity (continual improvements in organizational practices, processes, or incremental change), respectively.

Resiliency/resilience: For the present study, it is conceptualized as the ability (personal quality) of leaders to cope with change and the related challenges as measured by the mean ratings of respondents using a standardized Personal Resilience Measure/scale (The Connor-Davidson Resilience Scale (CD-RISC 10).

1.8. Organization of the Study

This dissertation is organized into five chapters. The first chapter introduces the research topic and explains the reasons for undertaking the research. Specifically, the chapter includes the

following aspects: background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition, and organization of the study. The second chapter is about a review of the related literature on central issues of the research, including the concept of leadership, leadership in higher education, leading change and the models, organizational change and theories, implementation of change, the role of leadership in change management and the required qualities of leadership, and challenges of leadership during times of change. In this chapter, the schema for constituents of leading change implementation in educational organizations and the conceptual framework of the research are depicted. The historical evolvement and the current state of Ethiopian higher education are also discussed.

The third is about the methodology of the research. This section presents a detailed description of the philosophical base of the research design and the adapted approach for the present research, a description about the subjects of the study and the sampling used, the methods of data gathering, and analysis of data to undertake the research. The fourth deals with the presentation and analysis of data and thereby findings and discussion. Discussion on the status of leadership and its challenges related to change implementation, and quality for the leadership of change in HEIs are made based on theoretical and empirical evidence as well as data collected. And, the last chapter provides a summary of the study, conclusions, implications, and recommendations. The chapter also pinpoints potential areas for further research. This is followed by a section of ‘references’ of the research. Finally, tools of data gathering and relevant documents are annexed.

Chapter Two: Review of the Related Literature

Although conceptualization and effectiveness of leadership are situational, it would be important to identify the attributes indicated by different models in the literature. The situation should be considered in conceptualizing as well as evaluating effectiveness in leadership in addition to considering the variable/s on which its influence will be sought. Under this unit of the study, information on the concept of leadership and change; leadership in higher education; leading change (or the role of leadership for effective change management), models of organizational change, which particularly focus on the role of leadership and the corresponding competencies and leadership behaviors, including resilience; and challenges of leading change in organizations will be addressed. The development and reforms in the Ethiopian higher education system will also be identified.

2.1. Leadership and Organizational Change

2.1.1. The concept of leadership

Leadership is a useful construct and a phenomenon that is important for the effectiveness of organizations. It relates to students' learning and facilitates teachers' efficiency. In this regard, Leithwood et al.'s (2004) review of research on the role of effective leadership on student learning confirmed that leadership is the second only factor next to classroom instruction (teaching) from among all school-related factors that contribute to students' learning. It accounts for a quarter of the total school's factors' effect on student learning (Leithwood et al., 2004). Especially in a difficult school circumstance, leadership (leaders in the formal administrative roles) has a tremendous role. Concerning this, Leithwood et al.'s (2004) review of research also disclosed the fact that many other factors may contribute to turnaround from a challenging situation, but it would be achieved through successful leadership. That is, "leadership is the

catalyst" (Leithwood et al., 2004, p. 5). Thus, as Universities become dynamic business organizations in a dynamic context, they need to have strong leadership as part of their internal process.

The term *leadership* has so many definitions; different scholars have defined it in a variety of ways (Ali, 2012; Winston & Patterson, 2006; Yukl, 2010). In this regard, Davies et al. (2001) note that despite a long history of discussions and an abundance of literature relating to the subject of leadership, there has been no consistent definition of it. Winston and Patterson (2006) also note that the definition of leadership is not static; it "… will continue to develop as scholars, researchers, and practicing leaders gain greater insight into the concept" (p.32). Winston & Patterson (2006), for example, gave an integrative definition of leadership as it is the process of influencing one or more follower/s to focus on the organization's mission and objectives and "… to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the … mission and objectives" (p.7). According to Spendlove (2007), "leadership …[is] a process of influence leading to the achievement of desired purposes" (p.408). Yukl (2010) defined leadership to somehow in a broader sense as it is"… the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives"(p.8). The definition is believed to be broader as it "includes efforts not only to influence and facilitate the current work of the group or organization but also to ensure that it is prepared to meet future challenges"(p.8).

However, one can note from the above definitions that the essence of leadership (the primary function of leader/s) is influencing others for a purpose; it is the core of the definitions. For that matter, the key assumptions of leadership: "a process" and "exercising purposeful

influence" are inevitable in defining leadership **(**Leithwood et al., 2004; Yukl, 2010**).** In differing from Management, which 'emphasizes rationality and control [, thus,] leadership inevitably requires using power to influence the thought and actions of other people' (Zalenik, 1996 cited in Davies et al., 2001, p.1027).

In his review of definitions of leadership, Yukl (2010) indicates that the definitions of leadership may vary in terms of their basis, such as "traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position". It is, however, realized that most of the representative definitions "… reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization"(Yukl, 2010, pp.2-3). In support of this, Leithwood et al. (2004) note that though the different forms of leadership described using adjectives as " instructional", "participative", "democratic", "strategic" etc. may vary stylistically (in their methodology), all they entail the intention of achieving two objectives for organizational effectiveness: setting defensible organizational directions and influencing its members towards the directives. These are the two major functions of leadership. Accordingly, it is noted, "[a]t the core of most definitions of leadership are "providing direction" and "exercising influence"" (Leithwood et al., 2004, p. 20). Overall, as Northhouse (2004) notes, the concept of leadership entails four themes: "… leadership is a process, it involves influence, it occurs in [a] group context and involves goal attainment" (cited in Ali, 2012, p.73).

That is, "… leaders cause followers to think and feel positively towards the organization's goals" (Capezio & Moorehouse, 1997 as cited in Winston, & Patterson, 2006, p.10). "Thus, … an effective leader can influence others to accomplish organizational goals"(Spendlove, 2007, p.408). Thus, effective leadership can ensure individuals' common

understanding of what and how should be done as well as enhance their collaboration towards the directives.

Relatedly, effectiveness in leadership (effective leadership) can be conceptualized differently by different theories of leadership. As Yukl (2010) indicates, the theories assume research approaches/methodologies favorite for understanding leadership effectiveness. These are categorized based on the type of variable that is most emphasized for explaining effective leadership (Yukl, 2010). The variables are "characteristics of the leader", including traits and behavior; "characteristics of the followers", including traits, attributions about the leaders, trust in the leaders; and "characteristics of the situation", including position and power of leaders, organizational and task structure, etc (p. 12). As Yukl (2010) classified, the major theories/approaches that guide the research methodology to study leadership effectiveness are:

1. "**The trait approach"**. It assumes that in studying leadership effectiveness, study on the relationship between leaders' traits and leadership success in terms of group performance, leader improvement or identifying effective leadership traits.
2. "**The behavior approach"**. "Pay closer attention to what managers actually do on the job" (p.14). This approach focuses on either examining how managers cope with demands and challenges in their jobs, how they accomplish the managerial functions, and their time management or identifying effective leadership behavior. The former uses the descriptive research methods of data collection such as observation, interviews or job description questionnaires, whereas the latter uses a behavior description questionnaire/survey to examine the relationship between leadership behavior and various indicators of leadership effectiveness.

3. "**The power-influence approach**". "This research seeks to explain leadership effectiveness in terms of the amount and type of power possessed by a leader and how power is exercised" (p.14). This could be through a survey questionnaire or descriptive incidents about leaders' influence tactics.
4. "**The situational approach**". It "emphasizes the importance of contextual factors that influence leadership processes". Using a comparative study, the first subcategories of research "attempt to discover the extent to which leadership processes are the same or unique across different types of organizations, levels of management, and cultures. … The other subcategory of situational research attempts to identify aspects of the situation that "moderate" the relationship of leader attributes (e.g., traits, skills, behavior) to leadership effectiveness"(pp. 14-15). This is with the assumption that the same attribute may not be effective in different situations.
5. "**The integrative approach**". "An integrative approach involves more than one type of leadership variable/traits, behavior, influence processes, situational variables, and outcomes" (p.15).

As the trait and behavioral theories of leadership show, there are delineated traits and behaviors presumed necessary for effective leadership. However, as the situational theories of leadership show, leadership style and behavior can vary across organizational situations as moderated by situational variables. The current research follows the integrative approach in studying leadership effectiveness; it involves more than one variable in evaluating leadership effectiveness in organizational change. Following this approach, effective leadership in times of change in the present study considers the behaviors/roles assumed necessary for successful leadership by models of leading change in organizations (the CLBs) as perceived by leaders'

themselves and their subordinates, and the presumed personal quality/trait for leadership effectiveness during a change in organizations, i.e., leaders' level of resilience. The leadership characteristics/experiences emanate from the different characteristics of different organizational situations and the determinants of leadership effectiveness of leading change were also considered.

In terms of the behavior approach, questionnaires (developed based on the literature on models of leading change in an organization/organizational change/, including the dimensions of a change leader's behavioral inventory) were used to survey how leaders respond to the demands related to the responsibility of leading change in organizations. In terms of the situational approach, an exploration of views on the challenges that can influence leadership behavior and the leaders' reaction towards the situation were made. This could be an aspect in the identification of situational moderating variables, which can affect leadership effectiveness in the context of the current study. Besides, the leadership process across universities and the challenges of leadership of change are examined through interviews. In this way, attempts were made to identify the leadership qualities that may be unique to the research context (culture). This way to understand the reality (related to leading change) gives birth to the method of research (descriptive *MMs*) for the current study

As a result, Yukl (2010) rightly indicates that the definition of leadership is "subjective"; researchers define it according to the phenomenon of their investigation (p.8). Its operational definition depends upon the purpose of the researcher, the choice of outcome variable of the influence process or the criterion variable used to evaluate leadership effectiveness, and accordingly, it is very difficult to have a single best definition that fits with the different purposes of research on leadership (Yukl, 2010). Accordingly, leadership and its effectiveness in the

present study is conceptualized as a process of influencing the adoption of schemes of change or leading change in an organization through practicing the CLBs, which are accustomed to the higher education context and by being resilient.

2.1.2. Organizational change and implementation

Change is becoming not only a way of success but also of survival for organizations. Therefore, there should be no doubt regarding the importance to any organization of its ability to identify where it needs to be in the future, and how to manage the changes required to get there. As a result, "… organizational change cannot be separated from organizational strategy, or vice versa" (Burnes, 2004, Rieley & Clarkson, 2001 as cited in BY, 2005, p.369). The management of change is, thus, the main issue of the time; it "is an essential area of concentration [not only] for healthy growth… [but also] for the survival of any organization in" the current operating environment (Ajmal et al., n.d., p.117). And, accordingly, it will be the core competency required of leaders of the time.

The literature reveals that change is not an overnight activity; it is a process (Ajmal et al., n.d.; Fullan, 2007). It requires passing over into and involving different aspects, including leadership. Change is a new state of things, and it includes "new materials, new behaviors/practices, and new beliefs/understanding" (Fullan, 2008, p.1). As a planned process, it requires the implementation of (an externally or internally initiated) new procedures/programs in the routine work.

Educational change is no exception. In dealing with "The New Meaning of Educational Change", Fullan (2007) also notes that "educational change is not a single entity" and "change is multidimensional" (p. 39). Accordingly, analysis on the implementation of educational change could be at classroom/teacher, school/organizational, and district/supra-system level with the

consideration of three stakes: the level in which using a revised material (i.e., curriculum materials), change in the approach of doing a job (possible use of new teaching and assessment approaches, etc), and change in belief (understanding about pedagogical/curriculum assumptions). This is because achieving the purpose of an educational change requires change along the three interwoven dimensions (Fullan, 2007). Implementation is, therefore, "a multidimensional process" and consideration of these three dimensions is necessary when implementing a new educational program or policy because they are central for an envisaged change to be brought about (Cerna, 2013, p.22). In consideration of scholars' insights into implementation (of curriculum), Solomon (2008) described implementation "… as a process of translating plans into actions, and implementation as an execution stage of a planned curriculum" (p.10).

Viennet and Pont (2017), however, note that limiting the essence of policy implementation in education only to the idea that the policy that gets implemented brings about changes in teachers' and administrators' practices, beliefs, and material used will be misleading. That is, considering implementation as "a change" rather than as "a change process". It is one of the challenges of implementation (Viennet & Pont, 2017). As such, in challenging the traditional perspective of implementation, which conceptualizes it just as "a technical stage of the policy process" (between policy formulation and its effect in which a policy decision gets executed), the contemporary conceptualization of education policy implementation refers to it " as an iterative, political process wherein actors influence the outputs and outcomes of the policy" (p.9.). Underlines on the contemporary conceptualization and analysis of a range of definitions, Viennet & Pont (2017) define education policy implementation as it "is a purposeful and multidirectional [it can be influenced by stakeholders of the system] change process aiming to put a specific

policy into practice and which may affect an education system on several levels" (p.10). Following the intent of this conceptualization, they suggest a framework for successful education policy implementation. The suggested framework includes four dimensions: "Smart policy design, inclusive stakeholder engagement, conducive context, and coherent implementation strategy", (p.7). The level to adhere to assumptions of these dimensions will determine whether implementation will be effective and most importantly, will facilitate educational change (Viennet & Pont, 2017).

The present research taking into account the contemporary perspective and Viennet & Pont's (2017) definition of implementation, focused on assessing the role of managerial academic leaders and the context they faced in relation to the implementation of programs of change in their universities. That is the academic leaders' role in the process towards the adoption of the programs of change. In support of this, Lv and Zhang (2017) note that implementation is a planned process of introducing new procedures in routine work, and its success requires strong leadership support. The implementation of education programs will be affected by factors that include among others, characteristics of change recipients and actors like teachers and leaders of education institutions (Cerna, 2013). Among other things, curriculum implementation requires the aspect of instructional leadership (curriculum leadership), including coordinating the curriculum, protecting instructional time to increase academic learning time (See the discussion in this review on aspects of leading change: managing instructional program). These respectively require facilitating collaboration among faculty members in their teaching of courses/subjects, team-teaching, reviewing and re-planning courses/curriculum material; and facilitating conducive classroom arrangement, the application of student-centered teaching, and proactive approaches for teaching/ lesson planning/.

Currently, many organizations are applying change management strategies to ensure sustainability. Researchers have also been concerned to examine organizational change from a variety of perspectives. The present study considering the change- a deliberate reform (programs of change from the top of the MoE), primarily intends to assess the role of leadership for change management (in guiding the implementation of the programs of change), the challenges and leaders' experience in connection with the programs of change. Thus, this study falls into the process school of research related to organizational change. There are two schools of research related to organizational change that exist in this regard.

Researchers in the first school, *the content school (variance theory*), have focused on antecedents and consequences of change, typically utilizing large samples and statistical methods. In contrast, researchers in the second school, *the process school*, have focused on the inevitable appeals and complexities of the change and the role of actors in the change process (Kezar & Eckel, 2002). To put it differently, the process approach to the study of change context, which focuses on a series of events that unfold through time to bring about the outcome and to see the overall patterns that generate the series and the dynamics of the change process and the formative patterns that give overall direction to the change /the choices/(Poole, 2004). Accordingly, this study falls into the second school as it will focus on the roles of leadership in the process of implementation up to efforts toward institutionalizing and sustaining a particular type of program of change in the organization/universities.

2.1.2.1. *Organizational change theories.*

Rhydderch et al. (2004) indicate four major organizational theories, which have been applied to organizational change: systems, organizational development, complexity, and social worlds theory. They note that examining the theories is essential for the decision on what aspect/s of

leadership/leaders are important to measure. (See Table 1 below about similarities and differences among the theories).

Table. 1.

Organizational Change Theories: Differences and Similarities across Six Dimensions

	Systems	**Organizational development**	**Complexity**	**Social worlds**
	Goals	**People**	**Evolution**	**Conflict**
Metaphor of organization	General practices are inertial and change is infrequent, discontinuous and intentional		General practices are emergent and self-organizing, and change is constant, evolving and cumulative	
Analytical Framework	Change takes place at the level of a single organization		Change takes place where the organization interacts with another organization or with its environment	
Trigger for change	Clear goals, measurement and feedback loops	Overlap between individual and organizational goals	Desire to try multiple approaches and let direction arise gradually over time	Difference of opinion
Change Process	Change as goal achievement	Change as a Lewinian process	Change is Confucian, already under way, without end	Change as conflict followed by synthesis into new order
Role of leader	To establish a measurement and feedback process	To encourage Participation	To interpret emerging change with team	To take a strategic view of multiple agendas
Resistance to Change	Due to data poverty and lack of clear goals	When individual and organizational goals differ	As one stage in the Sense-making process	As a natural part of a conflict process

Note. Adopted from Rhydderch et al. (2004, p.214)

According to Amagoh (2008), both systems theory and complexity theory provide a conceptual foundation that can be useful in explaining the characteristics of organizations for coping with changing situations. They assume the perspective that changes are resulted from a variety of interconnected causes and effects that make delineating a direct cause and effect association/linearity/ difficult and hard to predict organizational behavior, as well (Amagoh, 2008). That is, they perceive change as a complex process. This requires organizational leaders to engage in a learning process and facilitate a learning organization, and act strategically (Amagoh, 2008). As noted from his review, the theories respectively require organizational leaders to acknowledge the interconnectedness and diversity of organizational elements to leading change (Amagoh, 2008).

The system and organizational development theories, and complexity and social world theories of change align with the *planned* and *emergent* approaches to change, respectively. The emergent approach viewed change as "a continuous process" rather than a single and time-bounded event in responding to environmental challenges, which requires organizations to habitually examine their strategy, systems, people, and culture in consideration of the operating environment (Kin & Kareem, 2015). "Thus, the emergent approach also viewed the process of change as a process of learning and not just a method of changing organizational structures and practices. … [and] see change driven from the bottom-up" (Kin & Kareem, 2015, p. 138). The reverse applies to the planned approach to change. The planned approach to organizational change viewed change as a linear sequence of pre-identified events implemented and managed in a situation of interventions within a given period with intended outcomes (Kin & Kareem, 2015). This approach to organizational change could be criticized as it leads to the assumption that

organizations operate in a stable environment and changes are top-down and management-initiated. However, the views are equally valid in the present research.

Thus, in the present research, an integrative view of organizational change was considered. Given the situation of the research where improvement-driven programs are introduced/initiated from above (the top of the Ministry), change refers to the *discontinuity* (a discontinuous change which is planned and requires to dismantle the present/the post diverge from the past/) and the role of the leader is to develop measurement to follow up the implementation of the requirements of the proposed change (monitoring the progress of change implementation), encourage participation, and give feedback. As well, given the current dynamic nature of the organizational working environment in which organizations are required to be flexible and, in general, able to cope with the changing world, change refers to the *continuity* (continuous incremental change/improvements in organizational activities, practices, processes) and leaders are required to be strategic and able to interpret emerging changes with a team. That is, considering the systems theory and organizational development theories of organizational change (the planned approach as well), and the complexity and social world theories (as well as the emergent view) of organizational change, respectively.

This integrative view of organizational change and the corresponding role of leaders requires a *MMs* research approach. Accordingly, given that the government introduced programs of change and the qualities required of leaders to cope with the current dynamic working environment, leaders' behavior and skills will be assessed and identified respectively and predominantly through the quantitative and qualitative research approach.

2.1.3. Leadership in higher education

Several authors (e.g., Bryman, 2007a; van Ameijde et al., 2009) as well as research into leadership (e.g., Spendlove, 2007) have indicated that the cultural uniqueness of HEIs presents unique challenges and accordingly, requires additional competencies from leadership in other contexts. As Davis and Jones (2014) note, the leadership of "… universities which operate as knowledge-intensive institutions" requires shared responsibilities; distributive/collaborative leadership is required (p.367).

Brungardt (1998) also 'claims that collaborative leadership works best in post-secondary and higher education because it models what effective teachers do to help students learn' (as cited in Scott et al., 2008, p.13). Supporting this, Sagintayeva (2013) notes, "Effective higher education leadership would [also] include allocation of responsibilities and delegation of institutional decision making to other constituencies alongside the hierarchy of university management" [distributive leadership](p.79). Basing on academic leaders' view in Australian Universities, Scott et al.(2008) further explain the situated nature of leadership in higher education as follows: "… instanced the lack of hierarchical structures in Universities compared with the corporate sector, with the result that academics are reluctant to be subject to authority (p.4)[,] … the cultural value of 'collegiality' means that 'winning followership' is especially important …"(p.6).

In line with this, Bryman's (2007a) literature review of selected publications on leadership effectiveness in higher education from the UK, the USA, and Australia concludes, "Aspects of leader behavior that are likely to be especially significant in universities are the need to foster a collegial atmosphere and advancing the department's cause" (p.706). Professionally oriented employees of higher education like Universities (academic staff) are concerned, provision of

autonomy (over their work) can also make a difference (Bryman, 2007a); 'covert form of leadership entailing protection and support' will have appropriateness for excellence in Teaching and Learning in Higher Education (Mintzberg, 1998 as cited in Bryman, 2007a, p.706). In relation to this, he (Bryman) comments that given the characteristics of academic staff that they have professional orientation and a need for autonomy, the concept of '*substitutes for leadership'* would seem to have applicability. However, this will be true if there is faith on the part of academics in the underlying principles of the notion of professionalism (Bryman, 2007a). According to this logic, academics are required to be devoted, self-responsible, and strategic in their approach to managing their work in an integrated way to act as a substitute for leadership.

From this, it would be possible to say that in principle, the feature of higher education that is embedded with professional employees with close attachment to the academic world can cultivate a collegial leadership approach to the extent that it can neutralize/substitute for the impact of formal leadership role**s**. However, in practice, it is dependent upon whether there is a sense of professionalism (trust and confidence in academics' professionalism). The appropriate leadership behaviors and the approaches thereof are, thus, a function of the characteristics of the organizational people. Among other things, the leadership of academics (in the context of higher education) needs to consider the situation in terms of the status of professionalism.

Though this was the situation, the key features of leadership are indispensable for HEIs to be effective in their business. In this regard, Hamidifar et al. (2013) based on their study at Islamic Azad University (IAU), Iran suggest the following as operational principles for effective academic leadership. These are: "committed leaders in promoting … ethics and … culture in training contents, satisfied shareholders' expectations of excellent returns, organized individuals and teamwork in research and teaching, excellence in resource stewardship, strong in

implementing and learning ethical values, open communication, building trust and respect in their relationship"(pp.171-2). Their suggestion implies that effective academic leadership in higher education entails leading in teaching and research. Spendlove (2007), in investigating the competencies for effective higher education leadership based on interviews with top-executive academic leaders of a university in the UK, found that academic credibility and experience of university life, which required the leaders to engage in research and teaching activities alongside their managerial roles; and the interpersonal skills (the ability to communicate and negotiate with others) were the perceived important competencies.

The current operating environment of HEIs (the 21st century) in itself also requires additional leadership behaviors and competencies. The current environment in which HEIs operate is very dynamic that pressurizes their operation and force them to change; it is fast-changing than ever before (Ajayi, 2002; Beerel, 2009; Kotter, 1996). This is attributed to global factors, most of which have implications for all types of organizations, such as increased globalization, knowledge-based competition, shifting communication approaches, changes in consumer tastes and workforce diversity, and growth in student enrollment (Ayaz, n.d.; Liu, 2010; Mangi et al., 2011). In addition to this, challenges particular to HEIs like an "… increasing professionalization of academic administration" are factors (Sporn, 2006, p.141). Above all, 'University' is expected to enable its graduates to possess the required human capital of the 21st century. A university can do that when it is a place where knowledge is created, research and teaching are undertaken systematically (Scott et al., 2008).

Effective change management is, therefore, the way forward for the current globally engaged organizations. Indeed, continuous growth and performance of organizations depend on the exercise of envisioning and implementing changes (Ajayi, 2002), which cannot be realized

without effective institutional leadership, that is, change leadership/change responsive leadership (As empirical works e.g., Ayaz, n.d.; Liu, 2010; Mangi et al., 2011 as well as books, including Ajayi, 2002; Beerel, 2009; Yukl, 2010 indicated). In this regard, the current operating environment of HEIs requires the skills and qualities of leadership for managing changes, i.e., the competency for 'leading change'. As Kotter (1990) notes, in this rapidly shifting environment, managers are primarily required to assume "the responsibility of anticipating change and providing guidance" (cited in Gil et al., 2005, p.313) and to have "… the ability to identify, cope with, and capitalize on organizational change …" (Ajmal et al., n.d., pp.113-14). That is, as "Organizations are no more stable and settled" in the twenty-first century onwards, managers are required to have the capability for leading change (Alkahtani et al., 2011, p.71).

In relation to this, the related studies (e.g., Mehmood et al., 2012; Sagintayeva, 2013) have noted that the skills and qualities of effective leadership for managing changes are required of higher education leaders. Basing on their investigation on faculty members' perception, Mehmood et al. (2012) concluded that academic leaders/leadership in higher education is required to investigate and integrate changes through preparing and motivating and get faculty members to accept and implement the changes for the betterment of their institution and ensuring quality to accomplish the perceived core responsibility of the current very changing environment, that is, change management.

'Leading change' or 'change leadership' is, thus, one of the most important leadership responsibilities, especially in leading higher education in the current very dynamic operating environment. Given this organizational operating environment, it is reasonable to conclude that leading change is the primary skill required of leaders to lead their organization effectively.

In her qualitative study of examining "… context-sensitive opportunities and challenges for academic leadership … on campuses of post-Soviet universities with the case of Kazakhstan" (p.75), Sagintayeva (2013) also states, "… higher education leaders are nowadays expected to lead and be proactive not only inside the institution but also outside [bridging between their institutions' community and the environment, the ability to influence politicians](p.76).

The advancement in information communication technology also triggers e-leadership, that is, " communicate with followers through internet networking" (Dubrine, 2007,p.304). Drew (2010) in investigating the timely issues and challenges to do with higher education leadership based on senior leaders' interviews from one Australian university, concludes that dealing with the human dimension (including engaging and mobilizing staff; individual development and recognition; and building and maintaining team) is critical for effectiveness in higher education leadership, particularly to deal with change.

In general, educational "leaders need to be contextually literate [need to understand and be able to act on the context]" and "achieving balances and/or choosing between competing forces [Continuity and/or Constant Change, Dependence and/or Independence, Individualism and/or Community, Homogeneity and/or Heterogeneity]" (Mulford, 2010, p.188). In this regard, "Recent developments in the field suggest the elements for successful educational leadership involve being contextually "literate", organizationally "savvy" [understand the organizational nature and able to act on accordingly] and leadership "smart" (Mulford, 2010, p.187). Although Mulford's (2010) suggestions are made in referring to school leadership, they appear to be applicable to higher education leadership/leaders, as well. "The theme, which is directly related to the present research: 'Continuity and/or Constant Change', for example, implies leaders' ability to facilitate progress without losing the established positive aspect of an organization. As

to Mulford (2010), striking a balance between continuity and constant change requires “Stability for Change”, that is, fostering people’s emotional stability and their organization as well so that they can contribute to the pursuit of change, and help them to move ahead without losing their basis (p.188). This notion seems to be also consistent with the principle of change management: ‘change must be well paced’.

2.2. Leading Organizational Change: the Role of Leadership for Change Management and Leaders as Change Agent

As Kotter (1996) and Yukl (2010) explain, ‘Leading change’ or ‘change leadership’ is one of the most important but difficult leadership responsibilities, which is to guide and facilitate the process of making a major change in an organization. Yukl (2010) also notes that it is the process of “… revitalize an organization and facilitate adaptation to a changing environment” (p.298). Leadership is, therefore, an important aspect of effective change management. As Kotter (1996, p.4) explains, “To some degree, the downside of change is inevitable; whenever human communities are forced to adjust to the shifting conditions, pain is ever-present”, however, a series of problems in change efforts could be precluded through effective leadership.

Resistance to change is natural because change means a new way of doing things, and it is natural that people fear the unfamiliar and are afraid that they will be unable to cope in the new situation. Let alone the other factors of resistance to change (including doubts about the need for change, doubts about the feasibility of change, doubts that the benefits from the change would justify the costs) (Yukl, 2010), when people are directed to a new way of doing things, naturally, they fear the unfamiliar. Thus, at the beginning of a change people’s reaction will be resistance. However, through effective leadership, it would be possible to redirect people’s

behavior in favor of change for an organization (Ajmal et al., n.d; Alkahtani et al., 2011; Dinwoodie et al., 2015; Ee Wan, 2013). As such, addressing the people side of organizational change (motivational/motivating and relational aspects) is the sole role of leadership (Dinwoodie et al., 2015; Ee Wan, 2013; Mehmood et al., 2012; Parry, 1998; Somalingam & Shanthakumari, 2013). Successful leadership supports the change process in an organization through enhancing employees' commitment and motivation for change (Gradoboeva & Koskimäki, 2017). As long as organizations are made up of people, who are required to be motivated and committed if change is to be effected, leadership is, therefore, the most important aspect of change management in any organization. This particularly has implications for the educational organization as long as it deals with human beings with human-intensive inputs: teachers and students.

In this regard, a number of reviews on the issue (e.g., Abdul Aziz et al., 2015; Ajmal et al., n.d; Gill, 2002) and empirical research, as well (e.g., Mehmood et al., 2012) have confirmed that 'Leadership' is the main driving force to successful organizational change (change management). Studies at different settings (e.g., Herold et al., 2008; Van der Voet et al., 2013) confirm that effective leadership contributes to the successful implementation of change through maintaining employees' commitment to change. That is, leadership is central to ensure buy-in; employees' openness to and willingness to support a change intervention and exert efforts towards the successful implementation of a change (Herold et al., 2008).

Theoretical treatments of organizational change (e.g., Kotter, 1996; Yukl, 2010) also claim that initiating proactive and positive change and facilitating implementation within an organization is the function of effective leadership; the skills of leading change are needed. In discussing the importance of leadership to effect change, Kotter (1996) also adds, though

"Managing change [competent management] is important [,] …[it is o]nly leadership can motivate the actions needed to alter behavior in any significant way. Only leadership can get a change to stick through anchoring it in the very culture of an organization" (p.30).

Reporting on analysis of models for organizational change, Rutherford et al. (1985) also indicate that effective leadership is the most important among the decisive factors of the models. On the other hand, ineffective leadership within the organization is the forefront reason for the unsuccessful implementation of many documented change efforts than other reasons (American Management Association survey, 1994 as cited in Gill, 2002; Ayaz, n.d; Gilley et al., 2008). By virtue of their position, formal leaders have the power to redirect the behavior of employees in favor of a change to the organization; they could be change agents. As Gilley et al. (2008) put it clearly, "It has been suggested that a primary reason for an organization's inability to change and innovate lies with its leaders—the individuals who are responsible for leading change efforts—and their lack of skill or will, impeding successful implementation. … Thus, the importance of the leader's role and skills in driving change is clear" (p.155). For this purpose, they are required to complete certain steps and/or accomplish certain tasks and have the necessary competencies.

2.2.1. Models of leading change in organizations

Models of organizational change generally guide how change should be planned, implemented, monitored, and improved; they help to effectively lead change or successfully initiate, implement, institutionalize, and sustain change in organizations. Of course, the classic works, which conceptualize change as a process (which requires passing over various actions and using strategies), start with Kurt Lewin (1947) (Ajmal et al., n.d.; Armenakis et al., 2007; Burnes, 2009) and extend to include Kotter, Yukl, and others' work. It also includes action research as a model. The present study, however, will predominantly address the models of organizational

change, which focus on leadership (the leader's role in the process of change), including Kotter's and Yukl's models for organizational change.

Responding to the need for change and effective change implementation, in the organizational change and development literature, several scholars (e.g., Gill, 2002; Kotter, 1996; Yukl, 2010) have developed comprehensive frameworks that leaders can employ to enhance strategic organizational change and/or transform an organization and facilitate their effective implementation. Hereunder are models that are clear as well as comprehensive that leaders can use to guide and facilitate change implementation in organizations. These models have enabled the researcher to explain the role of leadership/leaders, leadership behaviors, and the corresponding qualities to effect change.

2.2.1.1. Yukl's (2010) 'strategic and practitioner-oriented change-leadership' model.

Yukl (2010) developed '*strategic and practitioner-oriented change leadership'* constructs based on leadership theories, empirical research, and practitioner insights that could primarily help leaders in guiding the successful implementation of change. These include understanding the change process, using the organizational diagnosis model of Systems-thinking [system's thinker], visioning (developing a clear and compelling vision) with strategies to serve it, influencing organizational culture, and enhancing innovation and organizational learning.

Understand the process of change.

The model shows that change is a process involving stages. In the process, members of an organization or the client system itself may resist a proposed change for different reasons. He (Yukl) indicates that resistance to change is "natural/inevitable" in the change process; it is a common phenomenon that arises while a change is introduced, and it "… should be viewed as a

normal defensive response, not "as a character weakness or a sign of ignorance" (p.328). Accordingly, Yukl (2010) suggests that leaders have to deal with issues emanating from change rather than overcoming resistance to change. Rather than hesitating in the face of resistance, leaders should study the reasons why resistance to a proposed change arises and then respond accordingly.

Change as a continuous process involves a series of sequential phases in which a typical pattern of events that occur from the beginning of a change to the end are involved, which start from the expression of frustration with the existing status quo to the evaluation of the change implementation and efforts to sustain it (Yukl, 2010). Accordingly, he notes that rushing through the stages is unlikely to lead to the success of a change and vice-versa. Leaders' awareness of this nature of change is, therefore, one essential aspect of leadership effectiveness during change in organizations.

Using the system's model.

As Yukl (2010) explains, "To understand the reasons for a problem and how to deal with it requires a good understanding of the complex relationships and systems dynamics that occur in organizations" (p.304). This could be through the following assumptions of the system's model:

- ✓ problems have multiple causes, which may include actions taken earlier to solve other problems;
- ✓ actions have multiple outcomes, including unintended side effects;
- ✓ a change in one part of a system often elicits reactions from other parts to maintain system equilibrium; and
- ✓ a reinforcing cycle wherein small changes grow into much bigger changes that may or may not be desirable as well as positive. (Yukl, 2010, pp.304-305)

Besides, the model along with its notion – 'interdependency' urges facilitation of collaboration among individuals as well as sub-units of an organization (Stroh,n.d.). As By et al. (2012) observe, promoting "the ethical dimension of change" is indispensable in this regard; "…

ensuring that leaders and their followers act in the interests of the many rather than the few". Put differently, the importance of promoting cooperative ["'one for all, all for one'"] rather than "… individualistic …[approach] of 'every man for himself' and ethical leadership(p.3). Above all, as Yukl (2010, p.315) notes, "It is likely that the success of efforts to transform an organization depend in part on when, where, and how various aspects of the change are implemented, and who participates in the process in what ways". Successful change leadership, therefore, requires the consideration of delegation of responsibility and provision of support during change implementation. This implies empowering people in the change process.

Developing a Vision. The vision should appeal to all stakeholders of the change (Yukl, 2010).

Influencing Organizational Culture.

Culture as entailing shared assumptions and beliefs about the world is helpful to understand the environment and determine how to respond to it (Yukl, 2010). Thus, changing this important feature of an organization is said to be indispensable; creating a positive culture (change-oriented values and beliefs) is required during change. Yukl (2010) notes that this is an indirect approach enabling leaders to influence the motivation and behavior of organizational members.

Innovation and Organizational Learning (OL).

One aspect of leading change, especially in today's turbulent, dynamic, and competitive organizational environment is creating the character of *a learning organization* by facilitating the invention of innovation and organizational learning and establishing and maintaining *a learning culture* (Geldenhuys & Veldsman, 2011 as cited in Coetzee et al., 2012; Yukl, 2010). Put differently, the increased environmental pressure on organizations requires things can happen in a learning mode and create new knowledge, updated system, and updating and empowering employees so that people at every level are reflecting on the existing ways of doing and oriented

toward learning and continuous improvement in turn actively participated in the production process as well as to develop a view that challenges and mistakes as an opportunity to learning *(*Burnes, 2009; Martinette Jr., 2002; Yukl, 2010). Besides, to develop the capacity and confidence of people to accept and adapt to major organizational changes, facilitating organizational learning is indispensable (Yukl, 2010).

That is, facilitating the acquisition, diffusion, and utilization of new knowledge/innovation/, which can be created internally (like through establishing dedicated sub-unites for research and development of new products and services) or acquired from outside the organization (like through imitating relevant best practices used in successful organizations-"benchmarking") is paramount (Yukl, 2010).

Yukl (2010) indicates guidelines for leaders to create conditions favorable to learning and innovation. These are:

- ✓ Encourage appreciation for flexibility and innovation.

To develop an appreciation for flexibility and adaptation, leaders need to apply the following techniques:

  - encourage people to view all practices as temporary and examine each activity periodically to determine whether it is still needed and how it can be improved or eliminated;
  - encourage subordinates and peers to question traditional assumptions about the work and to "think outside the box" when solving problems;
  - encourage people to apply creative ideas for improving work processes; and
  - encourage and support relevant learning practices and quality improvement programs (e.g., after-activity reviews, benchmarking, Six Sigma, TQM, quality circles). (Yukl, 2010, pp.326-327)

- ✓ Encourage and facilitate learning by individuals and teams [resources in terms of material as well as time are invested in promoting learning]
- ✓ Help people improve their mental models [by using systems notion helps people to see problems/success or failure from different perspectives].
- ✓ Leverage learning from surprises and failures.
- ✓ Encourage and facilitate sharing of knowledge and ideas.
- ✓ Reward entrepreneurial behavior.
- ✓ Set innovation goals. (pp.326-327)

Yukl's (2010) model seems comprehensive in that the concept of "leading change in organizations" is conceptualized in two ways: leaders' role in facilitating innovation as well as change implementation to transform one's organization. It describes the role of leadership generally for change management (to enhance organizational adaptation to its environmental change through enhancing innovation and to facilitate successful implementation of change, including managing resistance). This is asserted by the elements and qualities that the model comprises as essential for leading change in organizations. Regarding the roles of leadership for implementing a Major Change in organizations, he suggests the following guidelines:

- ✓ "Create a sense of urgency about the need for change".
- ✓ "Communicate a clear vision of the benefits to be gained".
- ✓ "Identify people whose support is essential and any likely resistance".
- ✓ "Build a broad coalition to support the change". That is, build an alliance with inside as well as outside (of the organization) key supporters.
- ✓ "Fill key positions with competent change agents".
- ✓ "Use task forces to guide the implementation of changes".
- ✓ "Empower competent people to help plan and implement change".
- ✓ "Make dramatic, symbolic changes that affect the work". That is, change in procedures of work and the authority of various parties over the work, change in symbols, carrying out ceremonies and rituals.
- ✓ "Prepare people for change by explaining how it will affect them". That is, inform people about the expected problems and difficulties that may be caused by the change and help them to understand what adjustments they are required to make; adjust training on stress and depression coping mechanisms. Regarding this, Yukl (2010) rightly

suggests that "[r]ather than presenting change as a panacea without any costs or problems, it is better to help people understand what adjustments will be necessary" (p.320)].

- ✓ "Provide opportunities for early successes to build confidence". Early success/smaller wins can ensure a positive perception of people because they are indicative that efforts are likely to be successful and enhance willingness to invest more. To this end, there is a need to breaking-up challenging tasks into smaller steps with smaller/short-term wins.
- ✓ "Monitor the progress of change and make any necessary adjustments".
- ✓ "Keep people informed about the progress of change".
- ✓ "Demonstrate continued optimism and commitment to the change". The leader who acts as the primary proponent and sponsor of the change must continue to provide attention to it and activities related to the change process, and should persistently promote the vision of the proposed change and display optimism to overcome the inevitable setbacks and difficulties. These have a clear symbolic meaning for other members of the organization, indicating that the change is beneficial to be supported. (p.317)

2.2.1.2. Kotter's (1996) eight-stage process for successful organizational transformation.

Based on observation and experience, Kotter (1996) also developed an eight-stage model for successful organizational transformation. These are:

1st *Establishing a sense of urgency* (Enhancing the sense of the necessity/need for a change). It requires bombarding people with information about the external events (threats and opportunities) and performance deficiencies of the organization through environmental monitoring.

2nd *Creating a guiding coalition.* Creating a powerful team from mutually trusted and right people in terms of their leadership power, with a shared goal. This is to create the necessary vision and communicate it widely.

3rd *Developing a vision* with *strategies that back it up.* A clearly stated *v*ision that is communicable within five minutes.

4th *Communicating the change vision.* Using simple (jargon-free), memorable (using metaphors, analogies, examples valued by management and employees), often repeated and consistent/ "*Walk the talk or lead by example*"- (managers must look at all of their activities through the lens of the new vision), are key elements for effective communication of vision.

5th *Empowering broad-based action.* Empowering people through the right structure, training, system (i.e., align information and personal system to the vision), and supervision, and encouraging risk-taking behaviors.

6th *Generating short-term wins.* Major change takes time. So, it is useful to identify unambiguous and relevant areas of short-term/visible improvements in performance with specific goals/targets and systematic plans into the organization's operating budget, and organize for implementation and then monitoring to keep them on track. This lays the base for evaluating progress of change and thereby serves as a motivator.

7th *Consolidating gains and producing more change*. Tackle additional and bigger change projects that fit the transformation process - *More change, not less*; hiring, promoting, & developing people who can implement the change vision- *More Help*; refreshing the process with new change agents; senior management focuses on maintaining clarity of shared purpose and keeping urgency levels up; people management & leadership from below for specific projects; and reduction of unnecessary interdependencies.

8th *Anchoring new approaches in the culture*. This includes tasks: "[a]rticulating the connections between new behaviors and organizational success [and d]eveloping means to ensure leadership development and succession"(p.21). It requires a lot of talk.

As John Kotter argued, the reason why successful changes fail is due to the failure to adhere to the eight stages in the change process. Thus, efforts to produce major changes should pass through the steps quietly, which helps to have a sufficiently strong foundation for the redirection that forced us to go back and rebuild. The first six stages help to build up sufficient momentum to blast the dysfunctional situation/inertia found in many organizations so that the introduced change starts to be implemented. While the rest two stages help to institutionalize a change (Kotter, 1996).

2.2.1.3. Gill's (2002) model.

Gill (2002) while *argues,* "… Management is necessary but not sufficient" and thus, *effective leadership is required to successfully introduce and sustain a change,* develops a model of leadership for change, which comprises the following aspects:

- ✓ Defining and communicating an appealing (relevant, feasible, and shared) *vision*.
- ✓ Establishing a strong *organizational culture* (change-orientated beliefs, attitudes, and habitual practices among organizational constituents) through identifying and promoting shared values.
- ✓ Developing and implementing *logical strategies* to realize the vision, such as team-up a 'guiding coalition' by involving individuals who have the power to lead the change.
- ✓ *Empowerment*. As to Gill (2002), in practice, it entails capacitating people or stimulating employees' competency, including giving them the knowledge and skills,

helping them to be emotionally matured (self-confident), and allowing resources so that they can manage themselves and be accountable in the change process.

- ✓ *Motivation and inspiration.* A leader/s could ensure individuals' motivation and inspiration through creating organizational goals, which appeal to its constituents needs, values, interests, and goals; planning and showing improvements related to the change process; fairly recognizing and rewarding people, who contribute towards the improvements; and communicate wisely /'framing the message' with those whose collaboration is needed (Gill, 2002). By this last dimension, the enthusiasm of employees could be realized for implementing change and the required behaviors will be seen as organizational routines.

Overall, these models are taken as the theoretical lens for this study and as a base to develop its conceptual framework. The models give high weight to empowering those legitimately involved in the process of change. Branson (2010) notes that this is the contemporary assumption for successfully leading educational change. The current perspective of leading change concerns for both benefiting individuals involved in the process of change (by empowering them) and achieving the intended change outcomes (Branson, 2010). Provided the strong sides and limitations associated with the respective models, however, *an integrative approach* was used for the present study. That is, a conceptual framework is developed by integrating the aspects. For example, Kotter's and Gill's models indicate the ways to institutionalize and sustain change in organizations, which seems to be missed/or overlooked in Yukl's model. On the other hand, Kotter's model does not indicate the action to influence organizational culture as a dimension, unlike the other two models. By implication, the models

indicate the behavioral dimensions/tasks/roles that leaders are required to assume while going through an organizational change initiative.

Based on the related literature and models, R. Stilwell (2016) and R.A. Stilwell et al. (2016) also developed the following dimensions of change leader behaviors.

Table 2.

Change Leader Behavior Dimensions.

Dimension	Sub-dimension	Definition
Communication	Communicating the Need for Change	Leader identifies the need for change and creates a new vision; leader communicates the need for change
	Sharing Information During Change	Leader constantly relays necessary information to all stakeholders involved in change; leader pays attention to reactions of employees, peers, and other stakeholders
Planning	Planning and Preparation	Leader sets clear goals and responsibilities; leader creates a change plan to align support
Involving	Engaging	Leader creates opportunities for meaningful involvement in change; leader demonstrates passion and commitment to change; leader provides opportunities to influence what and how of change
Doing	Aligning People	Leader aligns key stakeholders with change objectives
	Aligning Processes	Leader aligns systems and processes to support change
	Execution	Leader carries out plan; leader makes sure things get done
Sustaining	Monitoring and Adjusting	Leader monitors progress after change has taken place
	Sustaining	Leader shows a clear understanding of the impact of change on organizational, team, and individual levels; Leader actively establishes ways to reinforce and normalize new behaviors
Outcome	Outcome	Results and perceptions of change success

Note. From R. A. Stilwell et al. (2016, p.377)

As we can see in Table 2 above, some of the aspects of change leadership, including creating urgency for change, visioning, and influencing organizational culture seem to be addressed respectively under the dimensions communication, Planning and preparation, involving and doing. The first aspect seems to be addressed with "Communicating the need for change" and the third aspect through the sub-dimensions "Aligning Processes and Execution". The aspect of 'empowerment' will also be addressed partially through the dimension: "involving/engaging".

In supporting the intent of the models of leading change discussed above, Higgs & Rowland's (2005) finding indicates that effective leadership for successful implementation of change focuses on tasks related to the change itself (framing it) and empowering (creating capacity). Higgs & Rowland (2005) through their study identified three categories of leadership behaviors/the leader's role: "shaping behavior (leader-centric behavior), framing change and creating capacity". The last two behaviors (Framing change and creating capacity) could facilitate the successful implementation of change (Higgs & Rowland, 2005).

- ✓ "shaping behavior [includes] a) What leaders say and do, b) Making others accountable, c) Thinking about change, [and] d) Using an individual focus."
- ✓ "framing change [includes] a) Establishing 'starting points' for change, b) Designing and managing the change journey, [and] c) Communicating guiding principles."
- ✓ " creating capacity [includes] a) Creating individual and organizational capabilities [and] b)Communicating and creating connections." (p.135)

Of course, "what leaders say and do" may contribute to developing a strong organizational culture in terms of their role modeling for others. But the present researcher, in sharing Higgs & Rowland's (2005) finding, argues that what matters most is the leadership behavior in shaping the track of change (framing change) and creating a situation conducive to others to contribute to the implementation of change.

In addition to these generic strategies and behaviors for leading change in an organization, the principles and elements of effective leadership in higher education discussed above can be the elements to enact change in higher education successfully. The leaders should be literate with the principles and elements of effective leadership in higher education. They should consider the unique features of the institution.

2.2.2. The leadership qualities in times of change

2.2.2.1. *Leadership competencies for effective change management: leaders as change agents.*

In support of this, Krummaker and Vogel (2012) argue that 'leaders' change competency' is one among the determinants for successfully initiating/introducing and implementing change in organizations in such a way that it would ensure subordinates' extra effort for change and job satisfaction as well as the leaders' efficacy for change. Krummaker & Vogel (2012) also note that considering that leadership in differing from management is change-oriented and equating the competencies required for effectively accomplishing tasks as competencies of change leadership is misleading, and thus, there is a need to deal with the competencies related to change leadership as 'leaders' change competency. In relation to this, Battilana et al. (2010) based on their findings suggest that treating planned organizational change as a generic phenomenon is not good as it might overlook the determinant peculiarities associated with the different activities involved in the process and the corresponding roles that leadership competencies might play in the execution of the activities.

Based on the findings of their study, Krummaker & Vogel (2012) identified the following specific competencies/contents of 'Leaders' Change Competency' with two major constructs. They are: "*Leaders' readiness for change*" ("desire to challenge the status quo,

disengage from routines, change goal orientation, intention to act in change, purposefulness, willingness for change") and "*change ability"* (transformational leadership skills, political skills, assertiveness, and Timing and shaping of change tasks) (Krummaker & Vogel, 2012, p.287).

Similarly, Ee Wan (2013) identified the following list of leaders' qualities, which are believed to be critical factors for leading organizational transformation:

- ✓ 'Leaders' personal qualities':
  - interpersonal skills ("including the abilities to motivate, communicate, build teams, coach, involve others, and reward them appropriately" (Para.37);
  - cognitive skills, including exercising effective judgment about the change approach [reasonable in one's judgment]; and
  - self-awareness: Self-aware leaders are more likely to have an understanding of their intentions, priority needs, and the impact of their behaviors on the transformation process. "This helps them to raise difficult issues clearly (Higgs & Rowland, 2010) and to make more considered decisions (McNaughton, 2003)" (as cited in Ee Wan, 2013, Para. 40).
- ✓ 'Leaders' world views' :
  - "World views that are more complex" make leaders "… open to thinking about their assumptions and purposes (Para. 44) and to exercise … balanced processing of relevant information before making a decision(Para. 45) and
  - "Perspective of change as a complex event" This helps leaders to adopt a change approach that leads to greater success and vice-versa.

Involving employees from a variety of companies, including education, Gilley et al. (2008) studied the perceived importance of specific leadership skills and abilities necessary to

effectively implement change and drive innovation. Their study revealed that (communications and motivation) and (coaching and involving others) are skills that have a significant impact on a leader's ability to drive change and innovation. Particularly, the first two are critical (Gilley et al., 2008).

Gradoboeva and Koskimäki (2017), based on employees' perception, found that trustworthiness, fairness, and good communication skills are the three most important qualities of a leader to contribute to successful change management. These three qualities were found to be the most important among the remaining five qualities, including the ability to inspire people, creativity, coaching skills, positive attitude, and good team-working skills presented to participants of the study.

Although these lists of qualities are not very different from generic competencies for effective leadership, they are highly applied to the context of change.

On top of these, the literature on higher education leadership notifies that leaders' resilience is the most important construct for effective leadership in times/the context of change (e.g., Low, 2010; Sagintayeva, 2013) that the context requires leaders to act effectively within such parameters as challenging situation (Low, 2010).

2.2.2.1.1. Resilience in academic leadership.

The concept of resilience emerged as a concept of psychology, but nowadays it could have great applicability in leadership (Patterson & Kelleher, 2005). It refers to coping factors to survive in a challenging situation and "… to emerge from adversity stronger than ever" through using one's resources productively" (p.3).

Patterson and Kelleher (2005, p. 147) in their work based on school leaders in the state of America also identified the following as strengths of resilient leaders, which could be considered as qualities that can express resilient leaders irrespective of context:

- ✓ "Resilient Leaders Accurately Assess Past and Current Reality". That is, they are critical thinkers; have "… high tolerance for ambiguity, paradox, and complexity" [and] examine reality from multiple points of view.
- ✓ "Resilient Leaders Are Positive About Future Possibilities". They are optimistic; they are positive thinkers in terms of focusing on opportunities rather than obstacles, and are effortful to create positive outcomes in the face of a challenging situation.
- ✓ "Resilient Leaders Remain True to Personal Values". They are purposeful/goal-oriented in their action; they have focus/priority areas for investing their energy during adverse situations.
- ✓ "Resilient Leaders Maintain a Strong Sense of Personal Efficacy". They are confident in their personal competence and effortful for achievement.
- ✓ "Resilient Leaders Invest Personal Energy Wisely". They are organized in terms of updating themselves emotionally and physically, and focused on investing their energy in prioritized areas.
- ✓ "Resilient Leaders Act on the Courage of Personal Convictions". They are proactive; they are courageous /decisive and strategic to cope with challenging situations as well as admit and learn from mistakes.

In Low's (2010) work, more or less similar qualities are indicated as constructs of resilience in leadership. Citing Conner (1992) and ODR (1995), Low (2010) explained the seven characteristics as follows:

> **Positive [:]** optimistic views about the **world** and positive thinking**. …[**and**]** a strong, **positive self-concept** [*emphasis added*] [;] **Focused –** having a strong sense of goals and priorities [;] **flexible thought [,** that is,] … willingness and readiness to look at situations from multiple points of view and to suspend judgment while considering alternative perspectives… [and] **flexible Social [:]**… being able to build strong relationships and draw on the resources of others …[;] **Organized[:]…**are able to think before they act, developing an effective strategy beforehand to achieve the stated goal [and] **Proactive –** resilient individuals tend to challenge the world around them,… Failure is viewed as an opportunity to learn, and in the face of adversity, strive to take active strategies rather than use avoidance and withdrawal strategies. (pp.29-31)

These constructs are the elements on which the Personal Resilience Questionnaire (PRQ) is built-up (Low, 2010).

The approaches of resiliency indicated above are nearly similar except in their way of explanation. Low (2010) explains the qualities of resilience with comprehensive (powerful) terminologies. The essence of numbers 1, 2, 3, 4, 5, and 6 of the first approach go respectively with Low's (2010) dimensions: flexible thought, positive (optimistic view about the world and positive thinking), focused, positive self-concept, organized, and proactive dimension. "Flexible social" is the only aspect that is absent in the first approach. On the other hand, it (the first approach) incorporates additional behaviors of resilient leaders under the characteristics of numbers 3 and 4. Under the 3rd characteristic: "Resilient Leaders Remain True to Personal Values", leaders' modeling of their core values and soliciting feedback are additional elements. Similarly, under the 4th characteristic: "Resilient Leaders Maintain a Strong Sense of Personal Efficacy", leaders have not only a positive outlook towards their competency but also try to demonstrate it.

2.2.2.2. *Leadership approach for change management*

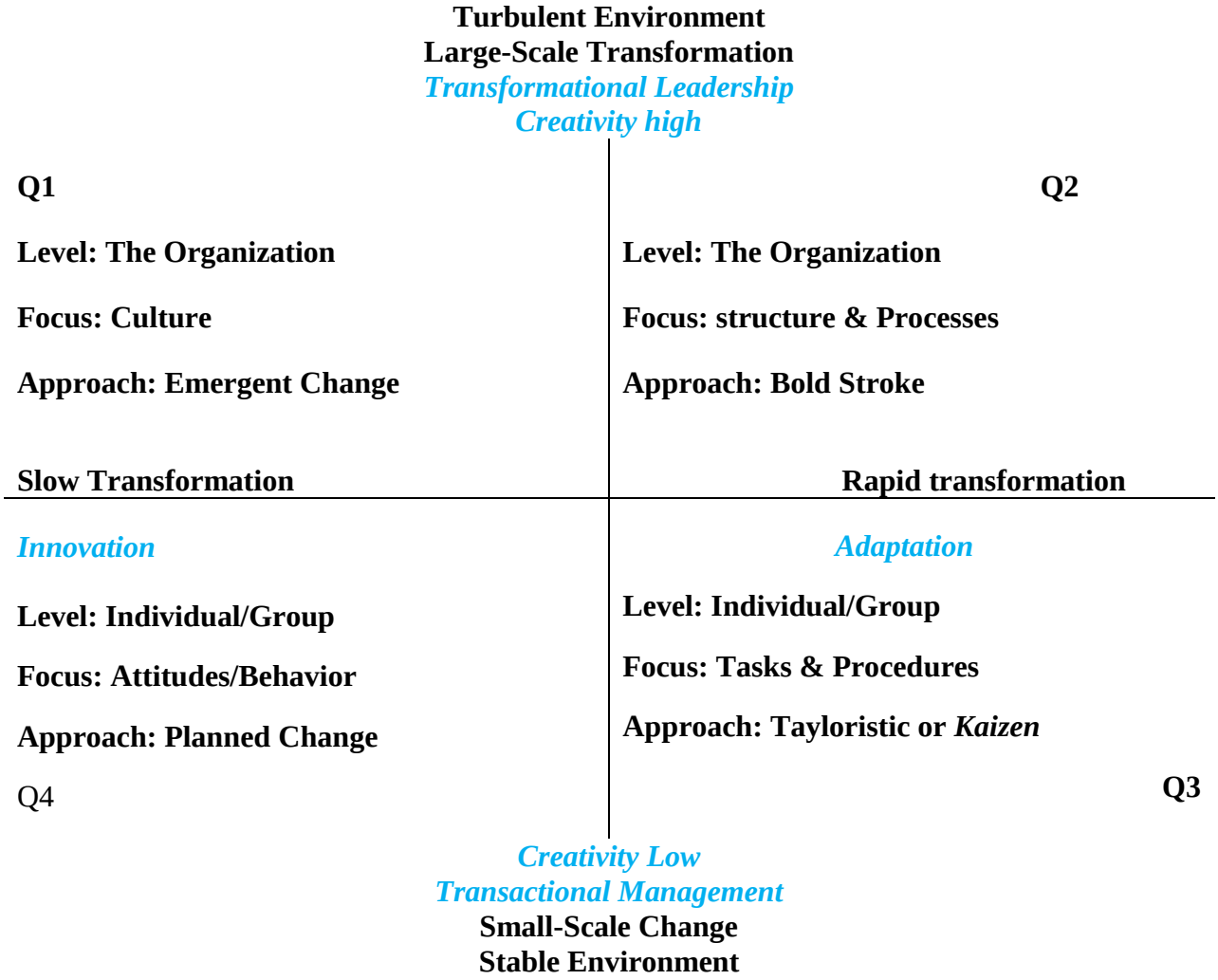
Numerous studies (e.g., Geijsel et al., 2003; Herold et al., 2008) note the importance of transformational leadership for successfully adopting and institutionalizing a change in an organization. In their study based on data collected from samples of Canadian and Dutch

secondary education teachers, Geijsel et al.(2003) found that transformational leadership has an effect on teachers' commitment and extra effort toward educational reform, especially through its dimensions: vision building and intellectual stimulation. Similarly, Moolenaar et al. (2010) indicate, "In many studies, transformational leadership has emerged as a promising approach in response to increasing demands to develop and implement innovations in schools" (p.623). In their study, Moolenaar et al. (2010) also found that "transformational leadership was positively associated with schools' innovative climate" (p.624).

There seems to be an argument, however, that the leadership approach and strategies to organizational change management are dependent upon the type of change itself. Young and Dulewicz's (2006) study in the UK, for example, revealed that in a context of significant change a more involving style of leadership would be appropriate. In support of this, Karp and Helg (2008) note that in the case of "… chaotic change, [that is]… changes in an organization when the external and internal complexity and uncertainty are high… [which is the case for the 21st HEIs]", people-oriented managerial interventions, such as forming identities and relationships will ensure change management effectiveness(p.85). Burnes (2009) also adds that "Transformational leadership" is appropriate in times of large-scale change, whereas "Transactional Management" is appropriate during small-scale change. In explaining this argument, he exhibited the following framework:

Figure. 1.

A Framework for Management, Leadership, and Change



Note. From Burnes (2009, p.515).

Similarly, Wheatley (cited in Higgs & Rowland, 2005) argues, "If change is perceived as complex and emergent then) … [,] there is a need to bring leadership to a transformational edge" so that they can work differently (p.128).

In contrary to the above, Ayza (n.d.) while reviewing on constituents of change' leader competencies and change leadership notes, "Since different approaches to leadership … are quite relevant in change context as well and have different implications for studying change in the organizations, … to better understand change leadership [effectively lead a change] multiple domain perspective needs to be considered"(p.4). The domains of leadership are "Leader-based", "follower-based", and "relationship-based" approaches. The respective implication of Ayza's (n.d.) view of effective change leadership can be summarized as follows:

- ✓ change leaders are required to have personal qualities such as visionary, tactful to get the buy-in from followers, etc;
- ✓ considers followers as the significant factor for explaining a change in terms of their maturity (competency and willingness) and for the appropriate leadership response; and
- ✓ considers the crucial role of the leader-follower relationship to overcome resistance to change. This could be through building followers' trust and enthusiasm toward their leader, which in turn fosters their effective contribution and compliance with the change.

As to Barrasa (2004), and Yukl et al. (2002), because change-oriented leadership behaviors are primarily concerned with understanding the environment, anticipating and initiating change, and providing guidance to implement change in organizations, it is important for successfully leading organizational change than that of the 'task-oriented' and 'relationship-oriented' behaviors. Aspects of the leadership behavior include environmental scanning, explaining the need for change, envisioning change /creating and articulating an appealing vision/, encouraging innovative thinking /or intellectual simulation/ [empowering employees], and taking personal risks to promote change (Yukl, 2004 & Yukl et al, 2002 as cited in Gill et al., 2005).

Contrary to this, Herold et al. (2008) in their investigation found that transformational leadership is more strongly related to followers' change commitment than change-specific leadership practices**.** As such, 'transformational leadership' seems inclusive of the 'change-oriented leadership' behaviors and enables addressing core aspects towards organizational change (Herold et al., 2008). In this regard, Ajmal et al.(n.d.) discussed about Leadership Style for Change Management and concluded that although " every style [of leadership] has its own impact on change management [,] … as by definition, change requires new system creation and then institutionalizing the new innovative approach", the fundamental required is the transformational leadership style (pp.119-121).

However, Herold et al. (2008) note that if the leadership is not viewed as transformational during the process of a particular change, leaders' efforts to manage it through practicing the change-oriented behaviors will definitely be helpful. Herold et al.'s (2008) investigation also did not consider the type of change. In their study, research sites with diversified types of change were considered. Thus, their study is general as it indicates transformational leadership is valuable without considering the nature of the change. They indicate this as the limitation of their research. In this regard, the current researcher argues that even though no one best way of leadership is appropriate to all situations, during times of change intervention, it would be better to practice the change-specific behaviors.

Generally, the foregoing discussion on the leadership approach to the management of change discloses that there is a trend in arguing that leadership is situational dependent; the approach to leadership in the context of change may be dependent upon, among other things, the type of change. There is also a need for practicing the change-specific leadership behaviors for the successful implementation of a particular change.

In addition to this, as change interventions in the educational system and organization targeted towards improving teaching practices/quality of instruction and in turn to improve student's outcome, leading change interventions require practicing the learning centered-leadership, that is, instructional leadership qualities/dimensions. That is the dimension of managing instructional program, which according to Hallinger (2003) encompasses four functions: "coordinate curriculum, supervise and evaluate instruction, monitor student progress, and protect instructional time" (p.344). According to Hallinger (2003), "No equivalent elements for these … functions in the transformational model" (p.344). As indicated in Hallinger (2003), practicing the other functions of transformational leadership also needs to consider the nature of the education system. For example, establishing a reward system in the education context requires change leaders to consider both students and teachers; provide incentives for both. Therefore, "an integrated view of leadership [combination of transformational and instructional leadership]" would be appropriate for leading educational change (Hallinger, 2003). The implication of this note goes further in that leading change in an academic context requires practicing the change-leadership behaviors with reference to (or focusing on) aspects of the core-business process, including the curriculum and instructional leadership, student learning, and teachers' empowerment.

As an overall mark, Alkahtani et al.'s (2011) study on Malaysian managers confirms that managers' personality traits and leadership style have an impact on their capability to lead change. Their study reveals that the "Extroversion [assertiveness]" personality trait and the "involvement leadership style" are positively related to leading change capability.

The theoretical framework reviewed above gives birth to the following schema regarding constituents of leading change (implementation). The elements in the schema entail a leader's

role and behavior for the successful implementation of change. As depicted in the diagram below, the aspects are also interwoven with one another and contribute to the central point, i.e., leading-managing change/change leadership. For example, the task to create urgency, that is, environmental monitoring (e.g., monitoring the employees' and organizational readiness; perception to change; and environmental change, e.g., what changes are externally and worldwide related to education; crises the organization face may be performance gap, competitive realities) is a base for an appealing vision for change. The way a vision is formulated is fundamental for its effective communication as well as for creating urgency. The creation of a guiding coalition (or team building) will facilitate urgency and effectively communicating the vision and its realization. The advocacy of the value of an envisaged change (creating a sense of urgency), effective communication, and empowerment (in terms of capacitating people and engaging) could facilitate a change-supportive organizational culture. Effective communication about a change (its rationale and importance) can help to convince individuals affected by the change about the need for the change (that is, to create urgency).

The activities related to influencing organizational culture (aligning processes) will, in turn, contribute to employees' empowerment. Monitoring is essential for institutionalizing and sustaining a change. Effective communication during change, such as a respectful approach with staff and leaders' integrity, will contribute to motivation towards institutionalizing a change (Further, see the elaboration below about the aspects).

Besides, leaders' personality characteristics, including their competency to change and resiliency are the most important aspects influencing all the aspects of the leadership process and their capability to lead change. By virtue of their position/authority power/, formal leaders can

influence the change implementers as well as the organizational leadership concerning change. This, however, could be if they are competent and resilient.

Figure. 2.

Schema for Constitutes of Leading Change (implementation) in Educational Organization

Note. The order in which aspects are presented does not necessarily indicate the order in which actions take place; they are rather interconnected with one another.

2.2.3. Key elements for leading the implementation of change in educational organizations

Creating a sense of urgency for change. It involves creating dissatisfaction with the status quo and an understanding about the necessity to change; convincing stakeholders/constituents of the negative consequences and cost for the organization in the absence of change (Kotter, 1996; Yukl, 2010). It involves communicating to organizational members the risks in adhering to the status quo and the potential rewards of embracing a change (Gilley et al., 2008). Thus, it involves "examining the market and competitive realities [environmental monitoring] and identifying and discussing crises, potential crises, and opportunities" (Kotter, 1996, p.21). Assessment of the current organizational situation/environmental monitoring/ is the basis for defining and justifying the need to change (Ajmal et al., n.d.) as well as "… developing a vision for change" (Gill, 2002, p.312). Having information about the organizational environment is valuable to answer questions basic to vision seating: 'where we are in and where we want to reach' through implementing a change. Creating a sense of urgency for change contributes to enhancing individuals' readiness for change (Armenakis et al., 1993 as cited in R. A. Stilwell et al., 2016). Creating a compelling case for a change requires leaders to effectively communicate the need for the change (Morhouse, n.d.; R. Stilwell, 2016; R. A. Stilwell et al., 2016).

***Team-up/establishing a guiding coalition*.** It entails forming a group representing all stakeholders/constituents' groups and capable of guiding the change process (Kotter, 1996). Put differently, it refers to "… empower teams that can design, test and implement strategies through which change effectiveness can be assured" (Galpin, 1996 cited in Ajmal et al., n.d., p.115). Each team/task force needs to have an identified leader who understands and supports the new vision and has the necessary skills, such as leading meetings, managing conflict, and

obtaining others' cooperation (Yukl, 2010). This team/s help/s to develop the right vision as well as to communicate it widely (Kotter, 1996).

Forming teams ("task forces") will also be helpful as they carry out core responsibilities related to a proposed change. As Yukl (2010), the responsibilities may include,

> Exploring how key values in the vision can be expressed more fully; developing action plans for implementing a new strategy that cuts across subunits; designing procedures for performing new types of activities; and studying how the appraisal and reward structure can be modified to make it more consistent with the new vision and strategy. (p.319)

As Galpin (1996) notes, it is in general, "necessary [to] drive the best possible desired outcome…" (as cited in Ajmal et al., n.d., p.115). Accordingly, as Kotter (1996) indicates, "Building such a team is always an essential part of the early stages of any effort" to organizational transformation (p.52).

This aspect of leading change may further entail the leader's role and behavior of promoting teamwork and collaboration; that is, *fostering a team and collaborative culture*. During change, leaders at various levels in the organization are required to facilitate teamwork and cooperation. This could be through workgroup design, that is, by creating a workgroup from members who have diverse skills and backgrounds to challenge one another constructively. Besides, setting realistic expectations (goal) and open communication could facilitate collaboration among members to effectively implement change initiatives as well as promote innovation in an organization (Gilley et al., 2008).

Visioning. In the process of organizational change, visioning is about "Developing a vision of the result of change …[that is,] develop some clear vision [a desired future state] about the outcomes or consequence [goal] of the change in an organization" (Galpin, 1996 cited in Ajmal et al., n.d., p.115). As Yukl (2010) clearly indicates, it is about "articulating a clear vision of the likely benefits [of the change]" (p.329). Jaworski and Scharmer (2000) indicate that

visioning or “Envisioning” as one of the core practices for change success involves the task of setting a vision, goal, as well as the target (cited in Higgs & Rowland, 2005, p.125). It also pertains to creating a direction for the change and therefore, involves planning strategies for achieving the vision (Ford et al., 2021).

Researches on change leadership have indicated that a clear and compelling vision is useful to guide change in an organization (Kezar & Eckel, 2002; Kotter, 1996; Yukl, 2010). The roles of a sound vision in producing and directing major changes are described as follows:

- ✓ It helps to direct, align, and inspire compatible actions on the part of large numbers of people in an organization (Gill, 2002; Kotter,1996; Yukl, 2010).
- ✓ It provides a sense of continuity for followers by linking past events and present strategies to a vivid image of a better future for the organization (Kotter 1996; Yukl, 2010).
- ✓ By clarifying the general direction of change, a good vision can also simplify more detailed decisions, solve the inability to make decisions, help to identify and terminate inappropriate projects so that the resource can be put toward the transformation process, and help to break-through forces that support the status quo (Kotter, 1996).
- ✓ As Gill (2002) rightly indicates, in general, “…[a vision] is the basis for directing the change effort” (p.312). Kezar and Eckel (2002, p.299) underscore the role of a motivating vision, which they regard as a “blueprint and compass” for change participants that allows them to move toward something beneficial, not just unknown.

Kotter (1996) and Yukl (2010) also note that to facilitate the change process, the new vision should have the following characteristics:

- ✓ be simple and idealistic, and communicable in 5 minutes or less;

- ✓ be a picture of a desirable future with a specific deadline rather than immediate tangible benefits, and not a complex plan with quantitative objectives and detailed action steps;
- ✓ desirable in a sense that appeals in its ideological content to the values, hopes, and ideals of members of an organization and other stakeholders whose support is needed, and in its relevance for the challenges facing the organization;
- ✓ realistic by grounded in the present reality; and
- ✓ be focused enough to guide decisions and actions, but general enough to allow initiative and creativity in the strategies for attaining it or flexible.

To develop an appealing vision for major change, the ability to make judgments, be analytical and creative, and a good understanding of the organizational realities and its environment is required (Kotter, 1996; Yukl, 2010). Based on leadership theories, empirical research, and practitioner insights, Yukl (2010) also suggests a list of guidelines to help a leader develop a quality vision of having the aforementioned characteristics. These are:

- ✓ Involve key stakeholders.
- ✓ Identify strategic objectives with wide appeal.
- ✓ Identify relevant elements in the old ideology.
- ✓ Link the vision to core competencies [and past success to accomplish difficult objectives that could help to build confidence in one's ability to do it again].
- ✓ Evaluate the credibility of the vision.
- ✓ Continually assess and refine the vision [as strategies to achieve the vision are implemented, it is helpful to keep looking for ways to make the vision more appealing and credible (e.g., new metaphors, slogans, and symbols that capture the essence of the vision]. (p.313)

According to R. Stilwell's (2016) model, visioning is one of the tasks of the leadership of change to be planned and prepared ('planning and preparation'). Generally, visioning is the process of setting a vision of the future state (or identifying areas of focus or priority needs) and the organization changes to adapt to the vision (Kadhum et al., 2023). It refers to focusing attention on a specific issue of importance, which requires critical thinking involving information

processing and seeing things in a multidimensional way to understand them logically (Kadhum et al., 2023). Visioning is a powerful method for getting an organization to adapt to change. A clear and compelling vision that leaders develop in consultation with groups around them is a driver of change.

Effective communication. As Rousseau & Tijoriwala (1999) put, effective communication during change encompasses leaders' role of providing adequate information to employees about proposed changes, including the reason for adopting it (its relevancy); create opportunities to address employees' questions and concerns, including how change might affect them (cited in Gilley et al., 2008). In this regard, R. Stilwell (2016) notes that giving attention to staff and other stakeholders' reactions is a facet of effective communication in terms of sharing information during change. This might go with the nature of two-way communication. It also involves giving employees feedback and reinforcement (Gilley et al., 2008). This helps employees to evaluate their approach in accordance with the goal of the change and to make an informed decision (Gilley et al., 2008).

Accomplishing the communication activities such as these during change initiatives is determinant for fostering buy-in and minimizing and/or overcoming resistance to change and disruption to ensure the successful implementation of change (Coetzee et al., 2012; Organizational and Employee Effectiveness Unit [OEEU], 2011). The literature indicates that among the reasons for resistance to change are employees' confusion and uncertainty. Thus, keeping them informed about the envisaged change (its vision, nature, etc.) will help to reduce resistance during change events. Also, "Communication [such as communicating to organizational members the risks in adhering to the status quo and the potential rewards of embracing a change] creates a sense of urgency that motivates individuals to act [involve in the

change process]. … is essential in overcoming resistance to change initiatives, for preparing employees for the pluses and minuses of change" (Gilley et al., 2008, p.158).

As Saunders (1999) suggests, the key to effective communication during a change initiative is clearly informing employees about the proposed change. That is, about the nature, scope of the proposed change, repeatedly explain the rationale for change or the risks in maintaining the status quo, and the potential rewards of embracing a different future as well as the possible negative aspects of its execution, and explain the criteria for success and how to measure it. Using various channels to reach employees and maintaining two-way communication are also keys for effectively communicating during change (Saunders, 1999 cited in Gilley et al., 2008).

Empowerment. As Gill (2002) explains, in practice, it entails capacitating people or stimulating employees' competency, including providing them with the necessary knowledge and skills, helping them to be emotionally matured (self-confident), and allowing resources so that they are able to manage themselves and be accountable in the change process.

That is, it includes the leadership behavior: "[e]ncouraging risk-taking and nontraditional ideas, activities, and actions"(Kotter, 1996, p.21). Similarly, R. A. Stilwell et al.'s (2016) model discloses that empowerment entails "involving: engaging and aligning people" (See description of the model on page 56 of this review). *Engaging***.** It entails allowing collaboration and participation of individuals and groups in the change process (R.A. Stilwell et al, 2016). Kotter (1996) adds that empowering people for action in part entails "Removing Structural Barriers" that undermine the vision and then "Aligning Systems to the Vision" (p.103).

Involving employees in the change process will ensure commitment to change and in turn reduce resistance to change (R. A. Stilwell et al., 2016). Besides, preparing people according to

the requirements of change will help to develop their capacity and confidence to accept and adapt to major organizational changes (Kotter, 1996).

Empowerment aligns personnel to vision of the change. From the aforementioned discussion, it is noted that in the case of academic business, the essence of empowerment inculcates promoting academic staff's research engagement and professional development.

Influencing (establishing a strong) organizational culture: aligning processes and leaders' role modeling. During change initiatives, it is important to establish a positive/supportive/ organizational culture. It is imperative to change the organizational culture. According to Gill (2002), this will be through maintaining shared values. "Shared values are a key feature of a strong organizational culture (that includes beliefs, attitudes, and patterns of habitual behaviors) that supports a common purpose and engenders commitment to it" (Gill, 2002, p.313). Thus, establishing a strong organizational culture requires leaders to ensure change-oriented beliefs, attitudes, and patterns of habitual behaviors through identifying and promoting shared values (Gill, 2002). Specifically, it involves approaches such as direct actions by the leader and aligning processes (Yukl, 2010).

Direct actions by the leader/execution. It entails leaders' actions that are oriented toward change goals (R.A. Stilwell et al., 2016). Specifically, it requires leadership behaviors, including role modeling ("… by actions showing loyalty, self-sacrifice, and service beyond the call of duty"), attention (paying attention to important things and vice-versa), and champion vision of the envisaged change (Yukl, 2010, p.307). It is also suggested that leaders develop themselves accordingly so that they can champion the envisaged change vision successfully (Gradoboeva & Koskimäki, 2017). In this regard, Scotte et al. (2008) claim that leaders' engagement in their professional development is one of the academic activities required of academic leadership in

times of change at higher learning institutions. As Yukl (2010) states, this is the basic as it will ensure the credibility of vision and objectives, which are intended to guide actions of individuals in an organization. From this, it could be said that this leadership behavior is fundamental during a change in an organization in that it enables leaders to direct individuals' behavior towards a change.

*Aligning processes***.** It entails "Creating structural change [revising current tools and processes in a way to support the envisaged change]" (Higgs & Rowland, 2005, p.127). This includes aligning individual and team responsibilities to the new ways of working (Gilley et al., 2009 cited in R. A. Stilwell et al., 2016, p. 378). "Ensuring this alignment, along with training and development to support the new processes (Armenakis & Bedeian, 1999; Burke, 2011; Kotter & Schlesinger, 2008) will help reduce the emergence of resistance (Ford & Ford, 2010)" (as cited in R. A. Stilwell et al., 2016, p. 378). Yukl (2010) summarizes the approaches aligning process as it involves creation or modification of formal programs, systems, organization structure, facilities, and cultural forms, including " Design of management systems and programs, Criteria for rewards and personnel decisions, Design of structure and facilities and Symbols, rituals, ceremonies, and stories" (Yukl, 2010, pp.306-307).

***Manage instructional program*.** It "has four functions, namely (i) to oversee and evaluate the instruction, (ii) to coordinate the curriculum, (iii) to monitor the progress of students, and (iv) to promote the teaching quality"(Abdullah & Md Kassim, 2011).

As a finding of Abdullah and Md Kassim's (2011) investigation reveals, "there exists a strong relationship between the instructional leadership domain of manage instructional program … with the affective domain of attitude towards change" (p.3308). That is, it could enhance the positive feeling of teachers towards the need for change and the related concerns of the change

process (Abdullah & Md Kassim, 2011). The literature has noted that organizational members' positive feeling is of the utmost importance for a successful implementation of change in an organization. Accordingly, this aspect could be cited as a key towards the successful adoption of change interventions in educational organizations.

Indeed, educational change (or introducing and practicing a new procedure of work in the education system) is with the ultimate goal of improvement in student's learning. Accordingly, ensuring the instructional leadership role of managing instructional program seems to be logical in relation to the implementation of educational change.

Supported with their finding on academic leaders' of Australian University, Scotte et al. (2008) also claim that academic activities (including, "delivering presentations, developing learning programs, reviewing teaching activities, scholarly research, working on student matters", engagement in one's professional development, engagement in institutional research) are among the works of academic leaders of the higher learning institution in times of change (p.52). They identified that the role of learning leaders during times of change is, thus, includes curriculum leadership, including reviewing teaching activities; facilitating the appraisal of educational programs and courses for necessary revision, and facilitating their implementation, for example, through team teaching and facilitating collaboration among faculty members. As Hallinger (2003) states, these are roles of instructional leadership during change related to coordinating curriculum.

From this, one can realize that academic leaders are required to be academic-oriented along with and even more than accomplishing tasks related to managing staff.

***Monitoring the progress of change*.** During change implementation, it is impossible to predict all obstacles that will be encountered, which can be considered a learning process, and

monitoring is the key for this learning (Yukl, 2010). Accordingly, "[f]eedback about the effects of change should be collected and analyzed to evaluate progress and refine mental models about the relationship among key variables that affect the performance of the organization"(Yukl, 2010, p.321). Implementing a change is not taken-for-granted. It is rather with the intention to improve performance through institutionalizing and sustaining new behaviors resulting from the change. Thus, monitoring its progress, whether it is on the right track, is an indispensable aspect of leading change implementation. This function involves collecting information to identify any potential challenges to and opportunities for achieving a vision that would deserve modifications to the vision, the approach to coordination of work accomplishment and personnel resources (Ford et al., 2021).

Institutionalizing and sustaining change- It requires leaders to develop "effective plans and ensuing good monitoring and review practices" (Higgs & Rowland, 2000, 2001 cited in Higgs & Rowland, 2005, p.127). It includes 'Motivation and inspiration', which according to Gill (2002) could "… arise from alignment of organizational goals with individuals' needs, wants, values, interests and aspirations and from the use of positive and appealing language. Motivation also arises from short-term wins. Gaining short-term wins entails planning and creating visible improvements during the change process" (p.316). Motivation and inspiration "… also entails visibly recognizing and rewarding people who made the wins possible (Kotter, 1995a cited in Gill, 2002, p.316). Employees' motivation during organizational change can also be realized through effective communication, flexibility in management approach, and provision of resources (Gilley et al., 2008). Institutionalizing, as for Kotter's (1996) expression of "anchoring", aims to ensure that new behaviors related to the change are rooted in social norms

and shared values (culture of an organization). It involves indicating the link between the new behaviors and the organizational achievement (Kotter, 1996)

The empirical and theoretical works reviewed above basically indicate the need for strategic leadership behaviors for a leader/ship to be a change agent. By implication, leaders who are open to an envisaged change from the top (by the respected Ministry of the sector-education), and accordingly, acting in accordance with the strategies/change leadership roles discussed above could be recognized as effective. However, leaders, especially in the case of schemes of change introduced from the top, may react differently depending on the situation in which they are working. They may be resistant to an envisaged change and/or may approach it with reservation and tend to give professional judgment on it, etc. This may not necessarily be because of their ignorance of the change. Principally, it could not absolutely designate them as ineffective. Their reaction may be due to various factors. Hereunder is the review of the factors that may challenge leaders during the implementation of change in an organization.

2.2.4. Challenges of leading change in organizations

In the literature, it is indicated that implementing change in a way that will sustain and result in a successful conclusion is difficult than initiating it. The process may encounter different challenges, including leadership-related ones. It is unfortunate that a considerable number of researchers (e.g., Befekadu, 2013; Mulatu, 2015) reported that the leadership in Ethiopian public universities lacks transformational character, which is paramount for transformative change that the institutions have been required to embark on. In examining this problem, Mulatu (2015) concludes that the leadership system in the change process, as a factor for the transformation, at his study site (Wolaita Sodo University) lacks transformational dimension in that:

> Institutional context analysis was not well conducted, the effort to introduce the change to the University community was limited and the attempt to prepare and motivate the university community towards the change was almost none. On the other hand, the major areas of transformation underway in the institution are more of structural and technological to some extent. … Failure of the university leadership to build trust among the university community, … inadequate transformational qualities of the leaders…. (p.182).

Mulatu's (2015) study also indicated that "… lack of resource, absence of commitment and collaboration among implementers and stakeholders were the major challenges that encounter the transformative change" in the University (p.182).

Besides, Haftu (2015), through his qualitative case research based on academic leaders' view in Bahir Dar University, found that organizational culture has a great influence on adopting the state-initiated management innovation (BPR). His study findings indicated that there were signs of unsupportive organizational culture that could hinder change [the change process] related to the leadership dimension, as well. The problems include:

> Poor understanding of innovation, [and] low commitment and sense of ownership [on the part of leaders], disconnection between middle and top-level leaders, uncertainty and lack of follow-up of implementation, and reporting for conformity. In addition, [the] presence of poor interpersonal relationships [between leaders and staff as well as among themselves], lack of systematic handling of conflicts, low degree of risk-taking behavior and flexibility…. All academic leaders have gloomy picture of the university's core values as they are not intentionally translated into practice. … there is [a] clash between old and desired culture, and less effort has been made to reconcile new managerial values with traditional ones which later pose difficulty to live up to the underlying principles of BPR inadequate [:]… involvement in decision making…[as well as] … debate and reflection before and during implementation. (Haftu, 2015, p.ii)

The internal environment of the university, whether it is "'change ready' and 'change capable'" is determinant in leaders' effectiveness in managing organizational change (Scott et al., 2008, p. 40). Decentralization of power, risk-taking, openness to change, trust, teamwork, and open line of communication, among others, are the attributes that qualify a "change-ready" and "change-capable" university (Scott et al., 2008).

In this regard, Scott et al. (2008) provide an informative model regarding the characteristics feature of "A University Culture supportive of effective change management and its counter characteristics (unsupportive culture)", which would have applicability in all academic institutions, particularly in higher education. According to them, a supportive university culture has the following features:

- ✓ commitment to collective action and readiness/ focus on action rather than more talk. That is, more talk than action is one of the characteristics of university culture that is unsupportive of change;
- ✓ evidence-based decision-making, focused and proactive management rather than ad hoc and reactive approach;
- ✓ constituents of the university know what counts most to the organization;
- ✓ communication is controlled, selective, and focused rather than simply overloading without indicating their relative importance or response to feedback given;
- ✓ there is a systematic approach of identifying good practices and rewarding;
- ✓ there is recognition of diversity & encouragement of justified opposition/disagreement (i.e., tolerance of diversity) and collective action as supported with evidence than an individualistic and unsupportive informal grouping ("group-think");
- ✓ decision-making is consultative, participatory, and transparent;
- ✓ "Existence of a large number of reciprocal, informal networks and 'communities of practice' both within and beyond the university" where people help and share ideas with one another;
- ✓ individual as well as institutional willingness to face and address areas of poor performance rather than a defensive approach;

- ✓ "Widespread acceptance of responsibility and accountability-'a why don't we' mentality",
- ✓ Organizational members are proud of working at the institution and have a strong commitment to assume responsibilities and work collaboratively with colleagues and respective stakeholders;
- ✓ "Senior Executive is in regular personal contact with staff and their priorities for change are widely known and supported. They are highly respected for their skill, support and ability to take a tough but correct decision" rather than being isolated and showing little interest in maintaining a relationship with line staff;
- ✓ high concern for the three issues: economic, social, and sustainability issues. (pp.137-138)

Based on the review in this study, it could be said that leadership will have a role in ensuring almost all of the above characteristics. For that matter, some of the characteristics are direct actions expected of leaders themselves and/or the management team, particularly bullets 2,5,7, and 12.

A document released by Faculty and Staff Help Center, Stanford University (FSHC) (n.d.) indicates the following list of "Leadership Challenges During Change"; challenges that leaders may face in times of organizational change in general. Most of the challenges would seem to emanate from the change process itself. The process requires leaders to make decisions, which may not result in a pleasant consequence for all employees; thus, unpleasant feelings and stress may be one of the problems leaders encounter as they make such kinds of decisions. Because a leader is close to employees and expected to serve as a bridge between employees and the change initiator and/or organizational management team**,** being a terminal point for

employees' irritation and negativity in the change process will also be considered a challenge for leadership. Besides, as change imposes adaptation demand, everyone is overloaded with their duty to cope with it, and may hesitate/feel uncertain. Accordingly, leaders will encounter burdens due to the difficulty of delegating tasks, increased need to address staff's issues such as morale (self-esteem), motivation, and interpersonal conflicts (FSHC, n.d.). In addition to these, the challenges may be an imposition to implement externally initiated directives of change, which leaders may not agree with, and less support from above (organizational management or change initiator) (FSHC, n.d.).

The critical factors for leading transformation are, therefore, related to (Ee Wan, 2013):

- ✓ 'Leaders' personal qualities',
- ✓ 'Leaders' world views'

(For details about the above two factors, see page 59 of this study), and

- ✓ 'Situational factors': including followers' behavior/approach, incompatibility of organizational system such as conservative management, social norms, and expectations, etc.

According to research results (e.g., Dzimbiri, 2009), the approach in which change is introduced also creates challenges. This case study revealed that the failure to consider the systems thinking, that is, the absence of backing-up the change initiative with the strategic examination of its nature and resource implication as well as organizational constituents' concern, including students', and stakeholders' involvement were among the challenges for implementing the change. This may be related to the change initiator's leadership competency; that is, poor leadership in introducing a change.

A 2006 study by Harvard Business Review disclosed five obstacles commonly experienced during major organizational changes, including "Employee resistance [followed by]Communication breakdown, Insufficient time devoted to training, Staff turnover during transition, [and] Costs exceeded budget[budget constraint]"(OEEU, 2011, p.6). Leaders in administrative roles can influence and improve the three challenges, i.e., the 1st, 2nd, and 4th (OEEU, 2011). Leadership position holders, as they are formal representatives in the organizational change process, would also feel the 1st, 4th, and 5th challenges.

Moreover, as indicated in Moorhouse's (2011) publication, people's feeling as if they are not part of the decision and solution because of the change is imposed from outside, stakeholders' different level of acceptance, and "a lot of change going on in the organization" were the challenges of change management in an Insurance Industry. In this regard, Solomon's (2010) study disclosed that the main factors that challenge Ethiopian public universities and their academic communities in implementing government-initiated and controlled reforms towards achieving quality education and service were "Excessive intervention by the Federal Ministry of Education and lack of Autonomy…" (p.95).

Researches in higher education (e.g., D. Mitiku & B. Mitiku, 2017; Vlachopoulos, 2021) also confirm that leaders' lack of a strategic plan or being visionary is the major challenge to effective change management and leadership. Based on these results, the current researcher notes that academic leaders are not exempt from experiencing these challenges during the implementation of government-initiated schemes of change.

As Moorhouse recommends, the following could be mechanisms to resolve the challenges.

1. "Make a compelling case for change [effective communication]",

2. “Develop a common vision[of the change]” and use “ 'Stakeholder mapping' [identify who are advocates, hesitant or detractors] to design …communications to best effect according to the needs of each group[who you need to focus on, etc]”, and
3. “Look at all the changes happening within the organization and prioritize against benefit and strategic importance” and their feasibility with respect to the capability of the organization to manage change and the capacity of the organization to make the change, “Break down the changes required and integrate them into existing programmes”, and demonstrate short-term wins of the changes. (Para.5-9)

Building trust is also the core (Faculty and Staff Help Center, Stanford University, n.d.). Towards this:

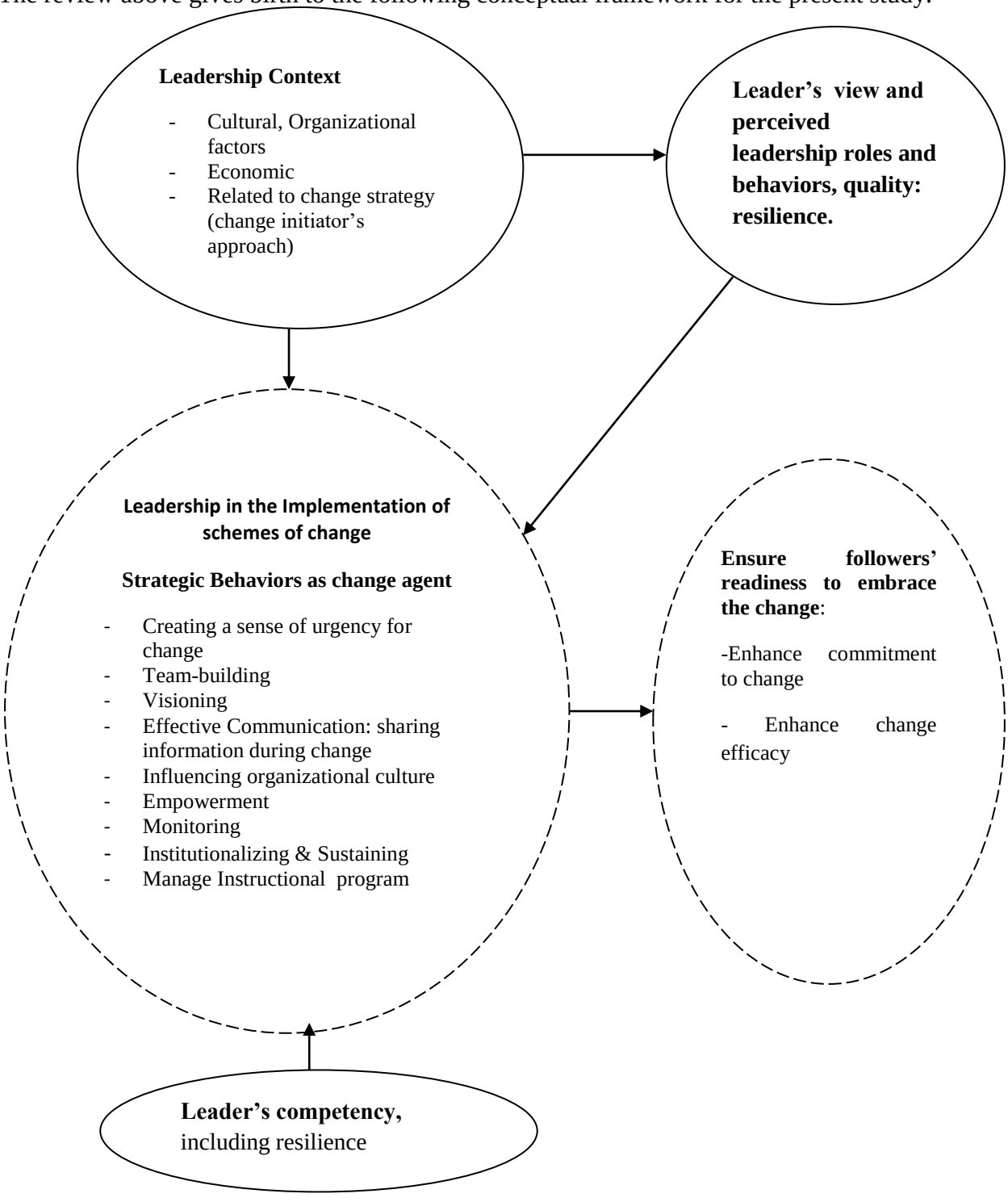
- ✓ Do what you say you will. Don't make promises you can't or won't keep.
- ✓ Listen to people carefully and tell them what you think they are saying.
- ✓ Understand what matters to people and work hard to protect whatever is related to that.
- ✓ Share yourself honestly.
- ✓ Ask for feedback and acknowledge unasked-for feedback on the subject or your own trustworthiness. It may be biased and you don't have to swallow it whole. But check it for important half-truths.
- ✓ Don't push others to trust you further than you trust them.
- ✓ Don't confuse being trustworthy with "being a buddy." Being a buddy for a purpose is an untrustworthy act.
- ✓ Don't be surprised if your trust-building project is viewed a bit suspiciously. Such mistrust is a form of self-protection, and no one readily gives that up.
- ✓ If all of this is too complicated to remember just remind ourselves. "Tell the truth". (Para. 4)

2.3. Conceptual Framework of the Study

Figure 3.

Concept Map of the Leadership of /Leading the/ Implementation of Schemes of Change Introduced from the Top in Educational Organization.

The review above gives birth to the following conceptual framework for the present study.



The following description outlines the conceptual framework by narratively mapping the logic of the study. The above framework in expressing the assumption of the present study speculates that leadership is central to facilitate the implementation of change initiatives in organizations, while being influenced by leadership quality factors and situational factors. The leadership that comprises the strategies listed under the theme "leadership in the implementation of schemes of change in an organization" contributes to the successful implementation of a program of change. This could be through ensuring employees' readiness to embrace the change (i.e., affective commitment to change in that an acceptance and a desire to support the change, and efficacy to the envisaged change) and reducing resistance against change. In the present research, although data about the status of the contribution of the leadership for the implementation of the change schemes and faculty members' perception towards the change schemes were not collected, existing research indicates that leadership has a role in the successful adoption of change schemes through ensuring employees' readiness for the change.

Thus, the direct effect of leadership on change implementation, specifically in terms of enhancing followers' readiness to change, is illustrated in the conceptual framework and interpreted qualitatively. The conceptual map also indicates that two forms of factors may underlie the levels of accomplishment of the nine domains (of leading change): factors related to the leaders' quality/ level of resilience/ and view, and factors related to the situation. The variable (leading the implementation of change) with the broken line indicates that the level of practicing and using the strategies as a way forward in directing the implementation of programs of change/change schemes is dependent upon the situation. Similarly, enclosing faculty members' readiness to change implementation with broken line indicates that it is also

influenced and is the function of other factors other than leadership, including characteristics of the envisaged program/s of change, resource-related, and the approach of the change initiator.

The arrow connecting the leadership context and leadership in the implementation of change schemes indicates the influence of contextual factors on leadership during change implementation. Similarly, contextual characteristics present during the implementation of change programs initiated at the top of the education system shape leaders' views, as well as their perceived leadership roles and behaviors. Thus, the leadership context can directly, or indirectly by shaping leaders' views and perceived leadership roles, influence leadership for change. Accordingly, leadership during the implementation of a change introduced by the top of the educational organization/system may be characterized by leaders' reactions other than the strategies. Leaders' change agent behaviors depend upon the situation.

The conceptual framework also structures this descriptive research by showing how key concepts are related in explaining the phenomenon under study. Nine aspects of change leadership and leadership resilience are identified as core elements of leadership for change. The nine elements of strategic behaviors, which appeared under the central concept (leading change), both feed into and off each other. They are interwoven with one another, and through the two factors, they could contribute to effective performance as an academic leader during a time of change in an educational organization and contribute to the central point. The elements entail the leader's role and behavior associated with the successful implementation of schemes of change in an organization. The order in which aspects are presented does not necessarily indicate the order in which actions take place (Further, see the elaboration about schema regarding constituents of leading change (the implementation of change initiatives), pp.70-80 of this paper).

2.4. History and Development in Higher Education in Ethiopia

2.4.1. Past experiences

As Assie-Lumumba (2006) and Lulat (2005) note, although the history of contemporary higher education and institutions across the region of Africa is twined with the period of colonization, its origin dates back to the ancient period of native African civilizations. Likewise, the history in the Ethiopian case indicates that the idea appeared along with the sophisticated and long years of elite education of the Orthodox Church (Aynachew, n.d.b; WB, 2003). In this education system, "the equivalent of higher education was reserved for students who intended to advance themselves to becoming *debtera* or *liq*" (Aynachew, n.d.b, Para.3). But, the system in the modern sense has only a history of relatively six decades.

In the history of the country, modern higher education was commenced with the opening of the then University College of Addis Ababa (now Addis Ababa University) in 1950 (Ayenachew, n.d.b; WB, 2003). In the period of the following two decades, a considerable number of specialized technical colleges were instituted to provide training in agriculture, engineering, public health, and teacher education programs of studies (WB, 2003). By joining together/affiliating with these junior colleges, the university college was elevated to and renamed Hailesillasie I University in 1961 (Unesco, 1988). Latter, along with the downfall of the imperial government in 1974, the university was renamed Addis Ababa University (Ayenachew, n.d.b; 2015). Two decades later, the foundation of the first higher learning institution, "… tertiary enrollments totaled only 4,500 … out of a national population of 34 million. The resulting tertiary enrollment ratio of 0.2% was among the very lowest in the world" (WB, 2003, p.1). This is actually attributed to the limited number of students eligible for the level of education resulting from the limited access of modern pre-higher education to the mass during the time.

Until the opening of Alemaya (now Haramaya University) in 1985, the country's higher education had operated only with Addis Ababa University and no post-bachelor studies until 1979, as well (Ghelawdewos, 2004). In this regard, the development of Ethiopian higher education was very slow. This is attributed to the country's political instability of the time [the Derg regime] (Ayenachew, 2015; WB, 2003) "and partly to lack of encouragement to the development of the higher education subsector in developing countries by international financial institutions such as the World Bank and IMF" (Ayenachew, 2015, pp.1-2).

However, it should be noted that certain surprising actions were made regarding the higher education sub-sector during both regimes. For example, during Haile Selassie, the 'quota system' was introduced to enhance access for students from "the 14 provinces", including the periphery (Ghelawdewos, 2004). This indicates that there was concern about the issue of 'equity'. During the Military government, in 1977, despite being underequipped with the required manpower and material resources, the Commission for Higher Education was founded for the first time to serve as a central coordinating unit for the tertiary education sub-sector (Unesco, 1988). This indicates that there was a concern towards a decentralized education administration.

Generally, the higher education sector did not receive the same level of attention as the other levels of education during the two previous regimes. This is implicated through the two-archived (not yet implemented) reform attempts: Education Sector Review (ESR) and Evaluative Research on General Education System of Ethiopia (ERGESE) of the Imperial and Military government, respectively. Both studies are concerned with policy issues at the primary and secondary levels of schooling in the country. As a result, the country had only two universities (Alemaya now Haramaya University and Addis Ababa University) for much of the 20th century.

Running a mass-based higher education ('massification') was started as a priority after 1991 when the Transitional Government of Ethiopia (TGE) came into position along with the 1994 New Education and Training Policy (NETP). Particularly, "… in the past 15 years… due to the government's and development partners' commitment to prioritizing the sub-sector … that access to higher education has opened to the wider population" (MoE, 2015, p.24). In general, the regime opened a new chapter in the development of the higher education sub-sector (Ayenachew, 2015).

2.4.2. Developments and reforms of higher education in Ethiopia: the post-1991 experiences to date

There are notable reflections (e.g., Ayenachew, 2015; Ayenachew, n.d.a; Mekasha, 2005; Santi, 2004; Teshome, 2005) that contend that there has been a strong commitment to the development of the higher education sector of Ethiopia since 1991. "This has been demonstrated by the current Government's broad and forward-looking educational vision, clearly defined policies and priorities, realistic education sector development strategies, and sufficient support to attain better and equitable access and overall quality"(Teshome, 2005, p.3). Particularly, the effort toward developing the higher education sector in the country began with the Government hosted conference on issues and major problems of the sector held at Nazreth (in 1995) and Debre Zeit (in 1996) and thereby preparing a document outlining the *Future Directions of Higher Education in Ethiopia* (in 1997) (Teshome, 2005).

In the actual sense, developing the higher education sector of Ethiopia began with its expansion in terms of establishing new institutions, increasing the intake/gross enrollment/ and upgrading colleges into University status with the intention for ensuring social justice the country as a multicultural state and its economic needs since the mid of 1990s (See Tesfaye,

2011). As a result of this aspect of reforming the sector, including the former 2 Universities (Addis Ababa and Alamaya Universities), the number of public HEIs reached 37, of which 33 were directly enrolling students from grade 12 (MoE, 2015). The remaining four HEIs (Cottebe University College, Civil Service, Defence, and Oromia Public Administration, Telecommunication) (MoE, 2015) are sector-based institutions, which are enrolling trainers from their respective sectors for upgrading. Taking the privatization policy as an opportunity, the involvement of private higher education institutions in providing higher education is also increasing. As reported in Education Sector Development Program (ESDP) V, the number of private HEIs reaches 98 and "… accommodating around 15% of all student enrolment by the end of the ESDP IV period" (MoE, 2015, p.24).

Accordingly, towards the end of ESDP IV (in 2013/14), the undergraduate enrolment (inclusive of both government and private) from 447,693 in 2010/11 and master's enrolment (with private's accommodation of 3000 students) from 7, 211 in 2007/08 respectively reached 593,571 and 30,643 (MoE, 2015). During this same time as the master's, the enrolment in Ph.D. programs has increased to 3,169 (MoE, 2015). A year after (in 2014/15), the undergraduate programs enrollment reached 729,028 (MoE, 2016).

In 2014/15, the MoE also proposed the establishment of 11 new universities in the country. Taking this extra capacity in the ESDP V, a target to reach 15 % undergraduate GER in higher education in general and a capacity of 56, 000 and 6,500 regular public university master's and Ph.D. enrollment, respectively have been set up (MoE, 2015). With respect to the two postgraduate programs, the target seems to be to double the enrollment. The enrollment process during the period of ESDP IV also gave attention to equity enhancement in terms of gender as well as students with special education needs. The improvement so far is not

promising, though. In this respect, an aggressive plan has been prepared under the ESDP V (See ESDP V, pp.13-14). Although this development of the higher education in the country in terms of Gross Enrollment Rate (GER) is promising, it has been reported that it falls behind (lower than 6%) the enrollment rate of African higher education (at 8%) (*The guardian*, n.d.).

As indicated in the MoE (2018), during the 2010 E.C (2017/18) the number of government (including Ethiopian Civil Service, Kotebe Metropolitan, and Oromia State Universities) and accredited non-government HEIs in the country respectively reached 49 and 128. The enrolment in all undergraduate programs (regular, summer, extension, and distance) in government institutions grownup to 686,668 students in the mentioned academic year(MoE, 2018, p.104). During the time, the enrolment in postgraduate programs of Master's degree in all programs and a Ph.D. degree in the first three programs (no distance program) respectively grownup to 68,061 and 3,994. Although an increment in females' enrolment in both postgraduate programs was noticed, the share was still low (Moe, 2018). Of the total (3,994) Ph.D. program attendants, for example, only 344 were females (MoE, 2018, p.109). That is, less than 10% of the total Ph.D. enrollment. Similarly, as shown in the (MoE, 2018), there was a significant decreasing trend in the number of postgraduate graduates, particularly from 2009 E.C. to 2010E.C. It is indicated that the overall number of graduates in the 2010E.C. academic year decreased "by 45%" from the 2009 E.C (MoE, 2018, p.114).

Various attempts at reform have also been made. The attempt was started along with the commencement of the 1994 New Education and Training Policy. Through the policy, some reforms have been ratified, including granting higher learning institutions autonomy in their internal administration and an income diversification policy. However, "[t]he foundation for

major reform has been provided by ratification of … [the 350/2003 HEP] by Parliament in June 2003" (WB, 2003, p.vi).

In following the provision, as Santi (2004) and WB (2003) note so far, the reforms towards enhancing the role of higher education for the country's national development targeted all levels: *the overall system, the institutions,* and *the academic programmes*. To mention, the massification of the sector by establishing additional institutions and increasing the corresponding size of enrollment as well as privatizing the system, and adoption of the cost-sharing mechanism are the system-level reforms (Santi, 2004). At the *institution* level, granting universities' autonomy, financing them through the block grant system with a funding formula, and encouragement of strategic planning, income diversification, and information and communications technology (ICT) development (Santi, 2004; WB, 2003, p.85). As to Santi (2004), at the level of academic programs, the reforms include: reducing degree courses from four to three years in length aligning with the change in the secondary education (preparatory), introducing new degree courses in responding to the labor market and country's economic needs, an increment in the enrollment of graduate programme, transferring all existing diploma programmes to technical colleges so that Universities may concentrate on degree training, "A major review and upgrading of university curricula …[, including] adding courses in civics, ethics, communication skills, community outreach, and entrepreneurship, among others", external auditing of academic programs, and establishment of national and local pedagogical resource centers(p.86).

Ayenachew (n.d.a) in explaining the " Why and How Is the Ethiopian Higher Education Changing? " also indicates that the following have been the major policy reforms launched in

the 1990s to realign the system for the country's development direction of rapid economic growth, and poverty alleviation and its ultimate eradication:

> Privatization, Massive expansion, Cost-sharing, Financial Relations with the Government [public Universities to gradually reduce their dependency on public funding by engaging in income generation], Autonomy [HEIs entitled with self-managing that are governed by a board] with accountability set of Accountability mechanisms have been introduced to ensure the provision of quality education and efficiency in resource utilization of such as quality audit, the use of funding formula in allocating block grants for public universities], Strategic Prioritization, Quality Assurance **[**reforms include: reviewing and updating university curricula; introduce new areas of study programs in computer science, agriculture, engineering and other science fields, expand graduate-level programs; improve Pedagogical competence of university teachers through professional development programs; and, institutionalize the Higher Education Relevance and Quality Agency (HERQA) and the National Pedagogical Resource Centre (NPRC)]. (pp. 25-26)

Above all, cognizant of the multiple challenges that the higher education sector in the country has been faced concerning the issue of quality, relevance, and equity (mainly associated with "gender and marginalized regions"), and "limitations in the research development and publishing capacity and culture of institutions", "the Ethiopian government has introduced several policy and strategy provisions and major re-engineering or reform initiatives" (Teshome, 2005, p.2).

As part of the reform process to ensure relevance and quality of the system, public universities have been entitled to adopt the principles of BPR since the turn of the 2000 (MoE, 2010). Consequently, institutions of higher education [Universities] are required to underway change initiatives in reengineering the system's core process (i.e., education/teaching and learning, and research). In accordance with this, the government of Ethiopia has taken the lead in introducing the quality teaching-learning improvement-oriented initiatives, "… including harmonizing curricula for all of the undergraduate programmes, adopting a modular approach for course delivery so as to enhance active learning, instituting Quality Assurance Offices … and equipping libraries and laboratories" have been implemented (MoE, 2015, p.24).

Besides, as part of the government deliberation for national development guided by the Growth and Transformation Plan (GTP I), the country's higher education sector has been operated with the 70:30 Science and engineering vs Social Science and Humanities student intake system (MoFED, 2010). Accordingly, "… technology transfer-centered research system for HEIs" and the corresponding "Capacity building … to improve performance, especially of Science and Technology Institutes and departments …" in order for the research in the sector will contribute to the economic growth and development of the country are considered as the areas of focus (MoFED, 2010, p.50).

In consideration of the HESC recommendation upon the need for Ethiopia's HEIs to operate as if they are within a system and collaboratively ("to promote a systematic or holistic approach to higher education programs"), the Consortium for the Ethiopian Public Universities is established (Ashcroft, n.d., p.16). That way, HEIs in the country are required to open and run need-based programs of study considering their relevance to their respective region and the country, as well, so that each institution will contribute to the country's development.

Although the aforementioned facts in Ethiopian higher education indicate that the government has made a tremendous effort to advance the sector, and accordingly, the sector is developing, it seems that there is considerable work to do with the sub-sector in its contribution to the national development. Ayenachew's (2015) analysis is a good case in point. Based on the related documents, Ayenachew analyzed the system's development process from the 'developmental state perspective'. Ayenachew describes that the efforts in expanding and modernizing are appreciable. However, his study reveals that the system is still in its early stage of development; the characteristics evident in the early stage of the developmental states are manifested in terms of the following limitations in reforming the system:

> Strong state control, central admission process, focus on certain priority areas, massive expansion, emphasis on technology transfer and using higher education to serve non-economic national agendas …[lack] of institutional diversity, [in]adequacy of research on technology transfer, and the role of the private sector. (p.1)

It has also long been recognized and indicated (e.g., in Mekasha, 2005) that the higher education system has a problem concerning the lack of valuing indigenous and local knowledge as well as the mismatch between the country's priority needs and the research agenda. Exacerbating this, Ayenachew (n.d. a) analysis on the reform process that took place during the 1990s in the higher education system of the country shows, "… being under the influence of numerous interests [,] the Ethiopian higher education shies away from strongly demonstrating distinct features of its own"(p.23). These are still perceived as areas of problems that need special consideration.

Notable comments on problems related to the 'massification' are also pinpointed (see Ashcroft, n.d.; Ashcroft, 2010). Ashcroft (n.d.) in her research to formulate advice to the Government on strategy regarding the second phase of expansion explained the dilemma as follows, "… it is not possible to create a university or university college from a field in a few months without devaluing the idea of a university and the currency of a university education" (p.4). Staffing challenges in expanding the system are persisting, especially in terms of the qualification mix. In line with "the target of 0:70:30 (Bachelor: Master's: Doctorate degree holders, respectively),[it had actually reached] … only a ratio of 27:58:15…" (MoE, 2015, p.24). This has implications for the quality of instruction. Female students' enrollment in higher education (although it is improving) and females' participation in leadership are still problems related to the issue of equity. In relation to this, MoE (2015) indicates, "…no progress since 2009/10 in terms of females in leadership roles" (p.24). With this respect, quality and equity problems seem to persist.

On top of this, given the agrarian-dominated economy and amply staffed civil service system of the country, there is a great problem of graduate unemployability and, in turn, 'brain drain'. Ghelawdewos (2004), the current chairman of the Institute of Development and Education for Africa and research on higher education in Africa, upon his reflection on the development process of the country's higher education suggests that for the market to be able to accommodate the graduates, the manufacturing export-led economic model should be adopted. In this regard, there seem to be attempts to enhance the relevance of the education system following the line of the country's development strategy- 'industry-led agriculture. The issuance of the 70:30 science and technology versus social science and humanities university intake ratio is one of the reforms related to the suggestion. However, the problem seems to persist, and thus, a need to continue efforts.

2.4.2.1. Change initiatives and their characteristics in Ethiopian public universities

The Government of Ethiopia, triggered by the vision of making the country one of the middle-income countries by 2025, includes the country's Public HEIs as part of public organizations to undergo civil service reform since 2002 (Tilaye, 2010). "BPR is chosen as the main reform tool to be applied across the country. Establishing an integrated performance management system is one of the requirements of BPR …", which leads towards the establishment of the Balanced Scorecard (BSC) (Tilaye, 2010,p.26).

In explaining the intent of the re-engineering or reform initiatives, Teshome (2005) states:

> The initiatives are mainly efforts to realign the system in order to contribute more directly to the country's strategy for rapid economic growth and poverty alleviation. Such a reform is necessary to make the system (a) democratic in all its affairs, centering on student learning experiences, (b) more responsive in producing quality graduates and citizens, (c)

> involve in relevant research that focuses on solving societal problems, and (d)cost-effective and result-oriented in all its undertakings. (p.2)

It seems that in meeting the major requirement of BPR, major change initiatives are introduced in public universities of Ethiopia in the academic realm [main Business Process of the System]. In this regard, Haftu (2014) notes that after the introduction of BPR, public universities in Ethiopia have embarked on implementing the Competency-Based Education (CBE) Curriculum, which includes elements such as credit transfer system, modularization, flexible learning paths, differential assessment methods, and curriculum harmonization.

The reform initiatives in Ethiopian higher education, as Haftu (2014) indicates, are the reflection of the Bologna process. The Bologna process is a framework designed to establish "… a common European Higher Education Area (EHEA)…" and effective cooperation among European higher education systems for uplifting the system's contribution towards the nation's development (p.87). As such, adapting the Bologna process, the following reform initiatives have been introduced in the Ethiopian Higher education system in addition to the aforementioned change schemes: recognition of studies and qualification framework and Diploma supplement.

Credit transfer system (Ethiopian credit transfer system/EtCTS).

In adapting the European Credit Transfer System (ECTS), instructors and professors in Ethiopian Universities are required to prepare a detailed course outlines (known as course guidebooks or syllabus in some universities), which includes competencies, the detailed activities required to achieve the competencies with the time needed for students to accomplish the activities and teachers to teach, and the type and number of assessments to be used throughout the course (Haftu, 2014). It is "a student-centered system based on the student workload required to achieve the objectives of a program… in terms of the learning outcomes and competencies to be acquired" (MoE, 2012, p.31). The time allotment to students extends to 'home study'. As such,

the system " … has shifted the thinking of workload from previously teacher-centered to student-centered way of calculation i.e., it has changed the haphazard use of student time to a measured time"(p.92) as well as " made the system of grading to be criterion-referenced…" (p.91). This was introduced before the modularized curriculum. But, it is still one element of the modularized curriculum.

Student-centered learning approach and continuous assessment.

As Haftu (2014) explains, in adapting one of the elements of the Bologna process, "Flexible Learning Path", in the Ethiopian public Universities, there is a push towards applying diverse learning and assessment methods, considering and validating prior learning, and attaching assessment with/for students' learning.

Competency-based education (CBE) and modularization curricula.

"This has brought about a shift in curriculum thinking as well- from traditional way of looking into curriculum as subject matter designed by professors within a university (subject matter) to designing it based on the need of the world of market"(Haftu, 2014, p.92). The need for introducing this program of education in the Ethiopian higher education system is with the very purpose of relating the learning and education in general with the world of work so that graduates will be able to act competently in their later professional practice (MoE, 2012). As such, this CBE program gives the opportunity for the educational institutes to develop their syllabus and instruction in line with the national standards and with the consideration of local community needs (MoE, 2012). The very reasons for adopting the CBE are "relating learning with the world of work …" and "for [a] closer link between academic learning and professional practice…" (Haftu, 2014, p. 92).

The CBE system requires the organization of content based on thematic areas (that is, Module) to produce specific competencies and align the assessments accordingly (MoE, 2012). Thus, by CBE, Universities are required at least to redesign their academic programs by pinpointing the major competencies underlying the prospective course in line with the capability of students to function effectively in the world of work, which in turn leads to the delivery of the course in a way that helps students acquire the required competencies. Accordingly, in reengineering the main process (or designing academic programs around competencies to link education with the world of work), modularization has been adopted (Haftu, 2014).

As indicated in Derib et al.'s work (2014), modularization as an approach to course delivery (to curriculum implementation) has been introduced in the Ethiopian Public HEIs since 2012 (2005E.C.).

Modularization is conceptualized as a process of organizing topics (or subjects) based on their competencies (or themes) in a way that ensures their logical flow in building up thought towards the realization of a specified graduate profile (Derib et al., 2014; MoE, 2012). By implication, this approach to education requires re-arranging the curricula (courses) to form clusters as a module based on their correlation and to maintain their logical order in the process of delivery; courses are required to be organized around competencies. It also requires specifying student workload in addition to the contact hours that the instructor uses for the classroom. As Haftu (2014) indicates, the reasons for using this as an approach include the following:

- ✓ To reorganize existing curricula around competencies in a way to produce competent graduates.
- ✓ To adopt the intent of ECTS, that is, give room for student workload in addition to contact hours for teachers' classroom lesson delivery.

In this regard, modularization has been adopted with the belief that it enables “to increase degree comparability and compatibility, curriculum flexibility, and student mobility…” (MoE, 2012 cited in Haftu, 2014). As stated in MoE (2012), “The chosen model to convert the existing academic programs into modules that are based on competencies was clustering of courses or conversion model-categorizing courses to form modules based on their contribution to the competence” (p.93).

According to Haftu (2014) and MoE (2012), the CBE program and modularization curriculum as a framework to make the CBE a reality generally consists of the following features:

- ✓ The structure of the curriculum is required to be **competency-based** as opposed to the previous subject-based curriculum; competencies are identified in line with the nature of the module. In this, construct the curriculum into modules by clustering related courses as well as adding relevant courses from other disciplines. This requires academic program units to revise and plan their program/s; restructure the curriculum into modules consisting of competencies or design a modular curriculum.
- ✓ The traditional credit point and credit hour system is replaced by the **European Credit Transfer System (ECTS).** The time allotment and workload to students extends to ‘home study' in addition to contact hours for teachers’ classroom lesson delivery, and the system of grading is to be criterion-referenced.
- ✓ **Block-teaching** that requires instructors to adopt diversified student-centered (self-learning) and assessment methods. Delivery of the curriculum (modules) in a block (or Block-teaching) is introduced. In addition to the traditional approach of course delivery, i.e., semesterization, a block teaching system is introduced to enhance the engagement of

students on a particular module without being interfered with by other modules. Accordingly, instructors are required to adapt diversified student-centered approaches to teaching and assessment methods.

The introduction of modularization as a framework for organizing the curriculum (what is to be learned and how to reach certain intended competencies) in the Ethiopian Higher Education system is to make the CBE a reality (MoE, 2012). Thus, they are interrelated issues to be addressed together.

Harmonization.

It is in relation to the introduction of CBE and modularization that the current harmonization process comes into existence (Haftu, 2014). It has been indicated "[a]ll academic programs except [for] medicine in all [Ethiopian] public universities are undergoing harmonization at national level …"(Haftu, 2014, p.94).

As indicated in MoE(2013), harmonizing the academic policies of higher education at the national level is necessary because it has the following significance. It can: "make smooth transfer of staff and students; enhance the quality of education at all HEIs; maintain uniformity in academic and technical support human resource management; produce graduates with more or less similar standards; and create equal chance and similar opportunities for the graduates to pursue further studies" (p.2). In his reflection on this reform schema, Haftu (2014) also notes that this process "… might ease the mobility of students within [outside] the country" (p.94). At the continental level, the focal areas of the African Union's higher education harmonization strategy are "qualifications recognition, harmonization of systems, and quality assurance" (MacGregor, 2011, p.89). Universities, however, can "issue their own contextualized senate legislation based on [the] harmonized academic policy framework" (MoE, 2013, Article 3).

The implementations of these reform programs require the role of academic program units (and their coordinators) as well as faculty members. Particularly, formal academic leaders are expected to play a pivotal role as agents of change. As indicated above, the tasks to be accomplished are implied by the nature of the change initiatives. For example, academic program units are required to revise and plan their programs. This includes restructuring the curriculum into modules that consist of competencies or designing a modular curriculum. To do this, among other things, a task force at the program/department level: "module teams and leaders" are required to be formed (MoE, 2012, p.37). Accomplishing these tasks requires the enactment of leadership. In addition to this, in MoE (2012) the following are suggested to facilitate the successful implementation of this reform program:

- Continuous training and advocacy workshop on poor competency of graduates, fragmented curriculum and mode of delivery, relative advantages of modular curriculum [creating awareness on major problems of the previous curriculum and the value of the modular one; creating urgency for the change]
- Plan to get resources and effective utilization of the available resources
- Share experiences and urge the MOE to take [the] initiative for modularization and Harmonization
- Provide students' support service remedial action
- Creating [an] enabling working environment
- Promotion of university-industry linkage. (p.39)

Therefore, the change initiatives require an enabling working environment with furnished facilities, active engagement on the part of both instructors and students, and effective leadership. Implementation of the reform and the related programs of change require improving material and human resources (improved facilities) and competent students (Abay & Marishane, 2023). Mulatu (2015) explained that the kind of change that has been introduced in the higher learning institutions of Ethiopia is transformative, requiring changing every aspect of an institution (including people, culture, structure, and technology), and strategic and transformational leadership approaches are required in this respect.

The purpose of this study is, therefore, to explore the status of leadership/the role of leadership/ in Ethiopian Public Universities for the successful implementation of the reform initiatives/in the change process/ as well as to examine whether the existing activities are in line with the reform requirement to transform the higher education system in the country.

2.5. Summary

Leadership is generally defined as a social influence process towards the achievement of goals that involves giving a common purpose, motivating, and enabling others to make their entire contribution. But what leaders can influence may be focused on various concerns. What it takes to influence (or lead) organizational change is the focal area of the present research, i.e., change leadership. It involves a proactive approach and behaviors to guide successful organizational change management.

Leadership is the key to successful change implementation. The argument that leadership is change-oriented and thus, no need for dealing with the kind of leadership approaches/qualities is misleading. There are models of organizational change that focus on leadership, including Yukl's (2010) 'strategic and practitioner-oriented change-leadership' model, the 'Eight-step Process for Successful Organizational Transformation by Kotter (1996)' and Gill's (2002) model. To achieve success in change, an integrative approach is essential; consideration of the strong sides of each model is required. Besides, achieving change success in educational organizations requires practicing the aspect of instructional leadership, i.e., managing instructional program. Change-oriented leadership competencies and qualities are also required of leaders during times of organizational change, including resilience.

With regard to approaches to leadership, numerous studies have proven that transformational leadership influences the success of organizational change. However, there

exists an argument that the approach is dependent upon the nature and scope of change (large-scale vs. small-scale). Finally, a schema for leading change in the educational organization is developed encompassing the dimensions: environmental monitoring and creating a sense of urgency, team building (including, creating a guiding coalition and teamwork), visioning, effective communication, influencing organizational culture (aligning process and execution), empowerment, institutionalizing and sustaining (motivation and inspiration, including recognizing improvements), and managing instructional program. The order in which these aspects are presented does not necessarily indicate the order in which actions take place. Besides, leaders' competencies and personal quality (resilience) are essential aspects to practice the strategies for (or the dimensions of) leading change. Thus, the challenges of leading change may be related to leaders' personal qualities, in addition to external factors such as resource constraints, resistance to change, etc.

Besides, a review of the history and developments of Ethiopian Higher Education has been made. Compared to past regimes, many developments have been noted in the sub-sector since 1991. But, still, there is a need to focus on the issue of accessing quality higher education. The government has introduced reform schemes to combat this problem. Being public organizations, Ethiopian public universities have been implementing various government-initiated academic-oriented programs of change since 2008, including Credit Transfer System (Ethiopian Credit Transfer System/EtCTS), CBE Curriculum and Modularization, Student-centered Learning Approach and Continuous Assessment, and Curriculum Harmonization. To implement these change initiatives successfully, quality leadership is the most significant, i.e., change leadership.

Chapter Three: Methodology of the Study

This unit describes the methods of the study. This involves description about the research approach and its design, target population and characteristics and sampling, instrumentation and data collection procedures, data analysis techniques, sources of data, and ethical considerations. Pilot-testing the questionnaires used in the study and their reliability and validity are also reported in the instrumentation part. The unit reason out why the methods were applied.

3.1. Research Design

All research is based on a theoretical framework of knowledge creation/about how to understand the world/ and a decision on how best it could be understood. There are three philosophical schools of thought to understand our world. These epistemological assumptions, which guide researchers to shape their view of understanding of the world related to their issue of study, are positivism, constructivism/interpretivism, and pragmatism. Positivism assumes everything is observable, quantifiable, and measurable as well as verifiable through experiment and observation, while constructivism holds that understanding the social world requires reconstructing the subject's views under study and analyzing interaction (Cohen et al., 2007; Flick, 2006). These two views "… shaping the choice of methods then the researcher is likely to rule out particular methods from the start and not be governed by the research process and the context as it unfolds" (Brannen, n.d, p.8). Pragmatics, by contrast, holds that in practice, much research and the choice of methods is governed by the research process and the context as it unfolds (Brannen, n.d.).

The quantitative and qualitative research approaches are associated with positivism and interpretivism, respectively (Brannen, n.d.; Doyle et al., 2009; Flick, 2006). Mixed-methods (*MMs*) research paradigm, on the other hand, adheres to the pragmatic philosophical assumption

(Brannen, n.d.; Doyle et al., 2009; Johnson et al., 2007) as it allows flexibility in methodology (or using a mixture of qualitative and quantitative approaches in a single research in a way to address the research problem) and practice-related issues in the research process.

As Creswell (2009) notes, *MMs* design "…focuses on combining [and incorporating the strengths of] both quantitative and qualitative research and methods in a research study" (p. 204). It enables to obtain a wealth of data regarding the phenomenon under investigation (Teddlie & Yu, 2007). It is described as a useful approach to better understand and address research problems, especially complex problems (like social science problems) than the use of either approach alone (Creswell, 2009; Halcomb & Hickman, 2015; Creswell & Plano Clark, 2007 as cited in Molina-Azorin, 2010). In this regard, there is a growing interest in research in the field of leadership for the application of multiple research approaches to best understand leadership process and dynamics, which can be achieved through adopting *MMs* research (Stentz et al., 2012).

Thus, adopting the *MMs* research approach to study leadership in the implementation of schemes of change in organizations is appropriate. To address the concern of this study, consideration is required not only to organizational leaders' behavior and role (or a look at the leadership from the organizational level point of view) but also their personal quality and lived experiences and views of the leadership of change (individual leaders' level), including situational factors related to their approach.

This research is, therefore, guided by the concurrent qualitative embedded *MMs* research design (*QUAN-qual*) respectively using structured questionnaires and interviews. It tries to explain and then explore based on data from interviews with one of the target groups from the pool of the *QUAN* participants and the sample frame, as well. The rationale for adopting the qualitative embedded *MMs* design for the present study is for contextual understanding

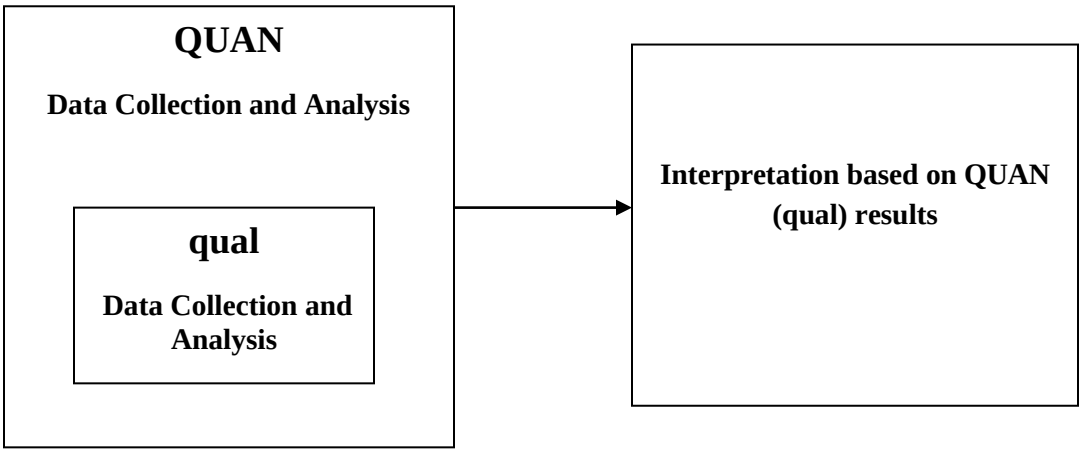
("context") (Bryman, 2006; Johnson & Schoonenboom, 2017) thereby for "complementarity" (Greene et al, 1989 as cited in Onwuegbuzie & Leech, 2006). The *qual* component is used to gain data to understand the context in which leaders' level of practice of the change leader behavior is examined, including the contextual factors that influence leaders' approach and strategies of tackling leadership challenges. It also explores leaders' views and lived experiences related to the schemes of change of MoE in particular and change leadership in general.

Thus, the qualitative aspect was used to substantiate the quantitative aspect in contextual understanding as well as in elaboration/clarification and enhancement of the results of the *QUAN* method (i.e., for complementarity purpose) to arrive at a strong conclusion. This especially helps grasp the context-fit leadership qualities in times of change as well as the leadership challenges and strategies for tackling the challenges through developing a context-fit model of leadership to change.

Hereunder is a visual model that illustrates the mixed-methods research procedure utilized in the present research.

Figure. 4.

A Visual Model for the Concurrent Qualitative Embedded Mixed Methods Strategy



Note. Adapted from Creswell (2009) and Kanga et al.(2015).

As depicted in Figure 4, the mixing of the two aspects of the research occurs at the stage of interpretation when the qualitative dataset (and results) support the quantitative dataset (and results) for contextual understanding and a more comprehensive account of the research problem. That is, mixing is embedding (Creswell, 2009; Halcomb & Hickman, 2015). (Also, see the following description).

3.2. Population, Sample Size, and Sampling Procedures of the Study

The target groups of this research were academic staff (academic leadership position holders across the hierarchy and faculty members) in the first to third generations of Ethiopian Public Universities owned by the then MoE. According to a document from MoE (2011), there were thirty-one (31) accredited universities with a total number of full-time academic staff of around 34078 (Education Management Information System [EMIS] and ICT directorate office of MoE, 12 March 2018; considering the statistical information of the selected universities from their central academic officers).

Studying the administration (management structure) and academic divisions of each university through visiting their official websites as well as personal visits to some, out of the total number of academic staff, a total of 1,831 academic leaders were identified. Thus, 1,831 academic leaders and 32,247 faculty members were the total target population of the study. Excluding academic leaders at the top (academic vice-presidents, research and community service vice-presidents of universities, and academic programs/affairs directorate at the university level) for the *QUAN* aspect, 1,711 frontline academic leaders were identified.

Academic leaders at the frontline include college and faculty deans and vice deans, including the vice dean for graduate programs (or graduate, research, and community service

vice dean) (program coordinator); directors and vice directors of institutes; and deans/directors of schools, and heads of departments. With the "95 percent confidence level and 5percent confidence interval" (Cohen et al., 2007, p.104), 310 and 381 were taken as total samples, from 1,711 frontline academic leaders and 32,247 faculty members respectively. According to Cohen et al. (2007), a sample size of 310 and 381 can represent respectively a population size of greater than 1,500 to less than 2000 and up to 40,000 at the 95 percent confidence level with the 5percent confidence interval (p. 104).

In light of the research design, overall, the MMs sampling was employed; the use of probability sampling as well as purposive sampling to get information-rich cases related to the phenomenon of investigation (Teddlie & Yu, 2007).

3.3. Quantitative Research Aspect

3.3.1. Quantitative sampling

Participants were selected using a multistage stratified proportionate sampling as follows. First, public universities from the three-clustered generations of universities were selected through stratified proportionate sampling to ensure representation of institutions from each stratum, thereby allowing generalizability to the general population. That is, depending upon the proportion of sample required from each stratum that make-up the total sample population of each target group. Ethiopian public universities are categorized as 1st generation/senior, 2nd generation, and 3rd generation universities taking a year of establishment (age) as a base (MoE, 2011). There were a total of 546 academic leaders at the frontline and 14, 162 faculty members; 696 academic leaders at the frontline and 11,392 faculty members; and 469 academic leaders and 6,693 faculty members in the first, second, and third generation universities, respectively. Of

these, 99 front-line academic leaders and 167 faculty members; 126 academic leaders and 135 faculty members; and 85 academic leaders and 79 faculty members' samples are required from each stratum, respectively.

In consideration of the required sample size of the target groups, with a focus on the proportion of the sample of academic leaders required from each stratum, six universities were selected as the study site. In addition, proportional size of participants for each target group was decided for each selected university with respect to the sample size of their respective cluster. (For further information, see the schema Table 3 below).

Then, middle-level organizational academic units (OAUs) such as colleges, faculties, and institutes were selected at each selected university primarily in consideration of the required sample size of OAUs' leaders of the respective universities. That is, the inclusion of OAUs was made until the required sample size of OAUs' academic leaders in each of the selected universities is achieved using the simple random sampling (lottery system). Then, academic leaders and faculty members from the randomly chosen OAUs' were considered to be involved respectively through comprehensive and simple random sampling. An attempt was made to involve a proportional number of faculty members to complete the questionnaire from each of the selected OAU. The questionnaire was administered mostly in-group/to two or more faculty members available in their office by introducing the purpose of the research.

Table. 3.

Generation-wise Universities with Participants' Data

No.	Sampled Universities	Total no. of academic leaders at the frontline (at the College level and equivalent + at academic program level/department)	Sample Size	Actual Participant Leaders	Total no. of faculty members	Sample Size	Actual Participant faculty members
	1st generation	170	99			167	
1.	Addis Ababa University (AAU)	91	53	36	2693	92	89
2.	Bahir Dar University (BDU)	79	46	37	2175	75	75
		Sub-total=170	99	73	Sub-total=4,868		164
	2nd generation	140	126			135	
3.	Wellega University	76	68	57	842	67	66
4.	Wollo (Dessie-Kombolicha) University	64	58	30	861	68	65
		Sub-total =140	126	87	Sub-total= 1703	135	131
	3rd generation	121	85			79	
5.	Wolkite	60	42	35	1000	36	36
6.	Adigrat	61	43	21	1182	43	41
		Sub-total =121	85	56	Sub-total =2,182	79	77
		Grand-total = 431	310	216	Grand-total= 8,753	381	372

The preparation of the sampling frame and identification of academic leaders' participants was accomplished based on the information regarding administration and number of OAUs of each university, which is accessed through visiting the official websites of universities as well as a personal visit by the researcher. A list of the public universities stratified by a

chronology of the year of establishment is attached (See Appendix H). In the case of faculty members, the sampling frame was based on the list of academic staff from selected colleges and colleges/faculties' human resource management offices.

3.3.2. Instrumentation and procedures of data collection

The main study method employed to evaluate the state of leading-managing change (the role/effectiveness of leadership in change management/implementation) and to identify the challenges encountered in the change process in institutions of higher education was a structured questionnaire. Data were gathered using two distinct types of questionnaires. A questionnaire included the researcher's self-developed Change Leadership Behaviors (CLBs) scale, a psychometric instrument of resilient measure (the Connor-Davidson Resilience Scale [CD-RISC10]), and questions centered on challenges of leadership along with a cover letter and demographic questions was used to gather data from academic leaders. Data using open-ended questions regarding the roles that leaders are expected to play during times of change and their competency, a rank order measure about the qualities of a leader of change, and the CLBs measure were collected from faculty.

Change leadership behaviors (CLBs) scale

In this study, the researcher developed the dimensions of the scale based on the related literature, including dimensions of a psychometric instrument: "Change Leader Behavioral Inventory (CLBI)". Similarly, the corresponding items are developed based on the related literature, including the elaboration of CLBI dimensions and adapting from the CLBI item list. With items purely referring to the role of leadership in academic change context (managing instructional program and research activities), the items in the scale are formulated as well as adapted from the CLBI in a way to refer to the research context, that is, a higher education arena wherein

curriculum-oriented initiatives are introduced. The items adapted from the CLBI are also include items, which are contextualized referring to the constructs developed in the present research. For example, the items under 'engaging' in the CLBI are considered and adapted for the dimension of 'empowerment' for the present study. Items under the dimension of "General Change Manager Behavior and execution" in the inventory are also identified as leadership behaviors for an aspect of the present study: 'influence organizational culture'. (Further, see Appendix B).

CLBI is a tool to be used to evaluate how well leaders who have been in the context of organizational change initiatives perform behaviors and demonstrate skills related to effective change implementation as evaluated by their direct reports/subordinates' evaluation and/or possibly as of their self-evaluation for the necessary improvement (R. Stilwell, 2016). This fits with the very purpose of the present study. The instrument reflects/includes change leader behaviors and enables evaluation of how they are performed during change (R. Stilwell, 2016).

The inventory consists of 37 items for measuring leaders' behavior related to change implementation along 8 sub-dimensions on a 5-point Likert scale from 1 ("did not do this") to 5 ("did this very well"). R. Stilwell (2016) validated the instrument; she checked the quality of the instrument and proved it has good psychometric properties. She reported a reliability value [the coefficient alpha] of ".80, .86, .85, .80, .85, .85, .80, .92" for the eight sub-dimensions: *communicating the need for change, engaging, execution, monitoring and adjusting, planning and preparation, sharing information, sustaining* and *general change leader behavior,* respectively (p.49). R. Stilwell (2016) also reported that the instrument has good construct validity (by showing Confirmatory Factor Analysis, and convergent and discriminant validity measures in the instrument). "Correlations among dimensions [on the CLBI] were also calculated [and found to be high ranging from .70 to .87] indicat[ing] that the dimensions are not

distinct phenomenon" (Stilwell et al., 2016, p.385). This validation is based on data collected from subordinates in a context of change regarding the status of change leadership behaviors demonstrated by their immediate leaders. Accordingly, adapting items from the inventory was justifiable.

This self-developed instrument was used for both faculty members and formal academic leaders. Accordingly, one of the modifications in adapting items from the CLBI is in the statements (subject-verb agreement) of measures in a way to fit for leaders self-report.

In line with the conceptual framework of the present study, the scale includes nine dimensions: creating a sense of urgency, team-building/working, visioning, effective communication (sharing information during change), influencing organizational culture, empowerment, monitoring the progress of change, managing instructional program, and sustaining with 4,2,2,4,5,6,2,3,3 items each, respectively. Finally, the final items in the change leadership behavior measures are randomized (not organized by sub-dimensions) so as not to bias participants towards answering in any particular way (See Appendix E final version for both groups of respondents). Primarily, this tool was used to gather data about the status of leadership in connection with the implementation of the programs of change from the aforementioned study groups.

The Connor-Davidson Resilience Scale (CD-RISC)

The CD-RISC is a self-rated/report measure of personal resilience; a scale to assess personal qualities that enable one to succeed in the face of challenging conditions (Connor & Davidson, 2003). It is an updated standardized personal resilience measure. The CD-RISC is also selected because the resilience characteristics listed and content of the factors identified by Connor and

Davidson (2003) are entangled with the constructs of resilience in leadership described in the conceptual framework of the present research.

Connor & Davidson's (2003) evaluation of the scale on subjects drawn from the general population/non-help seeking, a variety of patients and clinical samples demonstrates that it has sound psychometric characteristics. Their study supported good internal consistency (Cronbach's Alpha .89), test-retest reliability ("intraclass correlation coefficient of .87"), convergent and discriminate validity of the scale (p.79). Through their study, Connor & Davidson (2003) selected five factors for categorizing the instrument, namely, "Factor 1 reflects the notion of personal competence, high standards, and tenacity. Factor 2 corresponds to trust in one's instincts, tolerance of negative effects, and strengthening effects of stress. Factor 3 relates to the positive acceptance of change, and secure relationships. Factor 4 relates to control and Factor 5 to spiritual influences" (p.80). CD-RISC is a 25-item scale that measures each item on a five-point range: *not true at all* (0), *rarely true* (1), *sometimes true* (2), *often true* (3), and *true nearly all of the time* (4).

A considerable number of researchers also evaluated the quality (the psychometric properties) of the instrument. For example, Singh and Yu (2010) evaluated the internal consistency of the scale among Indian students indicating that the measure appeared to be reliable (Alpha reliability .89) and valid. Using exploratory factor analysis, they also categorized the scale into four factors: "hardiness, optimism, resourcefulness and purpose" (p.23). Arias González et al. (2015) further analyzed the CD-RISC using an advanced model of analysis by Item Response (i.e., Rasch-Andrich Rating Scale Model (RSM)) on samples of adults selected based on convenience. Based on their preliminary analysis, they discarded 3 items from the scale (item 3- 'Sometimes fate and God can help'; item 9- 'Things happen for a reason' and item 20

'Have to act on a hunch') and then, they studied the fit of the model with the remaining 22 items. They found that all the 22 items indicated a fit to expectations of the model, which as to them confirms that the instrument has good psychometric properties and is useful for measuring resilience.

Above all, the applicability of an ancestor of CD-RISC, that is, the Personal Resilience Questionnaire (PRQ) in an educational setting with managers is confirmed in Marcia's (1999) work. In support of this, the applicability of CD-RISC as a measure of personal resilience in an educational setting with managers has been exhibited in the related studies (e.g., Kaminsky, 2006; Pepe, 2011).

Worth mentioning is Campbell-Sills and Stein (2007) questioned and gave an empirically-based comment on the quality of CD-RISC. Using exploratory and confirmatory factor analysis, they reanalyzed the factor structure of the measure on 3 undergraduate samples at San Diego State University and recommended an abridged 10-item version of the CD-RISC. Campbell-Sills & Stein's (2007) analysis of the shortened 10-item version of the CD-RISC in terms of its correlation with other measures like the original CD-RISC version and internal consistency respectively supported its construct validity and revealed a good reliability (Cronbach Alpha ".85") (p.1025). It has been noted that the abridged form does not include the 3 items removed in Arias González et al.'s (2015). Thus, the present study used (adopted) the shorter version of the CD-RISC (CD-RISC 10) to measure academic leaders' level of resilience to evaluate whether they exhibited the required personal qualities or not during the implementation of programs of change in their organizations in particular and succeeding /cope with the very dynamic and competitive situation in general. This decision took into consideration the nature of the measure with respect to the research objective.

The abridged scale is one of the approved forms of CD-RISC suitable to measure resilience in terms of hardiness; spirituality and faith are not its focus, which are addressed in the 25-item CD-RISC form (Connor & Davidson, n.d.). It "displays excellent psychometric properties [compared with the original 25-item CD-RISC] and allows for efficient measurement of resilience", particularly in terms of hardiness (or the core features of resilience) in the situation of adversity, including change (Campbell-Sills & Stein, 2007, p.1019). Besides, as leaders by virtue of their job position are in charge of diversified commitments and they are potentially under time constraints, using this shorter version of the CD-RISC would seem to be appropriate to get them well-cooperated in filling-out the instrument (For further, see the abridged 10-item version of the CD-RISC: Appendix C1).

Besides, considering that employees' commitment to change is the main factor for successful adoption of change/innovative practice, in which leadership plays a significant role, questions are included to disclose faculty members' views of a leader's role and competencies of effective leadership during times of change. This helps get data for developing an Ethiopian model of leadership in connection with organizational change. Moreover, the researcher-developed items on 'challenges of change leadership' were administered to academic leaders.

Overall, the participant questionnaires include a cover letter outlining the purpose of the study and encouraging their participation. The survey items for faculty members and academic leaders are divided into three parts. Section One: Demographics to collect information about faculty member participants (university, college/faculty/department, tenure in the organization/number of years working in the organization, academic rank) and academic leaders (university, college/faculty/department, age, gender, current position as a leader/level to leadership, academic rank, professional training in the leadership role, number of years in current

position, years of experience as a leader and number of years served as faculty (non-leader)). Section Two of the questionnaire for faculty members is about their views on leaders' roles and the corresponding skills during times of change. Section Three of the questionnaire is about the state of leadership. Section Two of the questionnaire for academic leaders was a measure on the state of leadership during the implementation of change directives in terms of the level of practicing the CLBs and the academic leaders' resilience respectively using the scales described above. Part Three is about the challenges leaders encountered during the implementation of the programs of change. (See Appendix E2).

Validity and reliability: Pilot-testing the questionnaires.

The validity of the self-developed measures used in the questionnaires, including the CLBs scale, was established through a comprehensive review of the literature. A thorough literature review of the constructs of interest was conducted to ensure that each item accurately represented the underlying construct being measured. Throughout the process, the researcher continually referred to the theoretical underpinnings of the study and the conceptual framework. In addition, improvements to the wording of the questions—such as avoiding jargon and eliminating double-barreled items to enhance clarity—were made based on feedback from knowledgeable non-experts and the pilot test, thereby further strengthening both validity and reliability

The questionnaires were piloted on randomly selected participants from each of the two target groups of the study in one Ethiopian public university (Debre Tabor University), which was not among the universities chosen for the actual study. Conducting the pilot study in a different location other than the selected research sites will help to control the influence of the pilot study respondents on the responses of the main study. The two forms of questionnaires were piloted respectively on 24 and 22 randomly selected faculty members and academic leaders

at the front-line of the university (See Appendix E regarding types of the questionnaires). In the questionnaire to academic leaders, participants from both levels of leadership (deans as well as heads of departments) were involved to ensure whether the instrument was appropriate for the investigation. In addition, the sample size of each group is sufficient not only to gain exploratory information (about clarity of instruction, timing, item wording) but also to check adequacy (reliability and validity) of the respective subsections of the questionnaires. Pilot-test participants were also invited to reflect about the questionnaire.

Based on the pilot, the questionnaires were modified in format, and ambiguous words were replaced with common ones. In this, the main directions of the questionnaires are bold-highlighted, and the font size of the response box of items is enlarged respectively to enhance clarity and to control the possibility of error in response. In the questionnaires on the change leadership behaviors measure, the word “adoption” was replaced with “implementation”, while “status quo” and “envisaged” were replaced with “existing routines” and with “imagined” respectively. Respondents from diverse fields could understand the replaced terminologies. Suggested constructs such as “creativity” and “bureaucratic nature of working condition” (rigidity of university management) are included respectively for the measure along with the essential qualities of a leader for successful change management and challenges for change leadership. For the main study, the “if other” alternative is maintained in both questionnaires considering the large study participants, which helps to disclose the contextual reality.

Reliability analysis is carried out for each major sub-section of the questionnaires. Cronbach alpha (Coefficient alpha) and the Split-half were computed using the SPSS version 20 respectively for the Likert scale items/measures/ and the mixed-type items on leadership challenges.

The Cronbach's alpha on the 31-item scale of change leadership behaviors for the two groups (faculty members and academic leaders) showed the questionnaires have acceptable reliability of α = .855 and .952, respectively. Most items were worthy of retention and led to a decrease or no increment in the alpha if an item was deleted. An exception to this on the side of faculty members' rated form was item 6, which increases the alpha to = .861. As such, removal or major modification of this item was considered. Accordingly, the item ("Set goals that make sense") was restated in a way referring to the issue under study as: "Set goals related to implementation of the program of change that make sense". Besides, in both groups of raters, the mean scores of items are found to be fairly similar indicating the items tap into the same concept and confirming the scale enables for a critical investigation of the issue.

The CD-RISC is included in the pilot testing to check the reliability and determine its applicability in the context of the present research. The assumption is that it is checked at different settings/contexts in various countries and is an approved form of inventory. Thus, no exception for its applicability in the Ethiopian case on academic leaders without any modification. The reliability analysis exhibits adequate internal consistency with Cronbach's α score of .811. Thus, it could be applied to Ethiopian academic leaders at HEIs.

Split-Half coefficient reliability for the 5 challenges of change leadership items was .416. In this regard, the item (construct) resistance to change exhibits a very low (that is, negative) correlates with the total score of the measure as well as the remaining items, resulted in an increase in the reliability score to .577 if the item were removed from the scale. While the coefficient score is acceptable, it is questionable. Accordingly, considerations were made on the measure to enhance its reliability. In addition to removing the item 'resistance to change', the remaining items and the instruction were looked at to check whether they were wrongly or

vaguely worded. Accordingly, two items- 'lack of change leadership competencies and resource limitations' were revised considering their respective dimensions to avoid a double-barreled nature thereby making them clear for respondents. Besides, in consideration of the suggested construct by the pilot participants: "bureaucratic nature of the working condition (rigidity of university management)", the researcher included a generic construct "unsupportive organizational culture".

Internal consistency reliability check (inter-item correlation using split-half method*)* for the measure on qualities of a leader for successful management of change indicated nearly a 50% negative and 50% positive correlation among the constructs. The last construct (that was, "Positive outlook" towards the world and oneself) had the largest and negative inter-item correlation across the board followed by "ability to inspire people". For a quality measure, a look on each of the items for the necessary adjustments was made, including consideration of pilot participants' suggested alternative constructs. Accordingly, removing the former item from the scale, in turn, another construct, that is, "creativity" was included, whereas modification was made for the latter. The word "inspire" was replaced with "motivate".

Overall, with the aforementioned results of reliability and the corresponding modifications, it is possible to conclude that the measures were relevant to measure the constructs under study and the questionnaires, in general, were valid and reliable. (Further, see Appendix D: Results of Reliability Analysis). Except for one site, sample participants were reached through personal visits.

3.3.3. Quantitative data analysis techniques

Quantitative data from the questionnaires were processed using SPSS version 20 and analyzed using descriptive statistics, including frequencies, mean score (*M*), standard deviation (*SD*), and

mean rank as well as statistical tests, including Friedman test (X^2_f), Chi-square test (X^2), independent samples research *t*-test, Analysis of Variance (ANOVA), and one-sample *t-test*.

Mean was used to describe the status of practicing the strategies (change leader behaviors) during the implementation of programs of change and the status of leaders' resilience. For the level of practicing the CLBs, the calculated mean of 3 and the domain of observed mean values of within 0.5pt. below and above the calculated mean (that is, with 1 equal interval) were considered. If $M<1.5$, it was judged as it indicated the CLBs were not practiced; $1.5\leq M<2.5$, did this poorly; $2.5\leq M\leq 3.5$, average status/adequately practiced; $3.5<M\leq 4.5$, did well; and $>4.5 M\leq 5$, did very well. Similarly, in the case of resilience measure, considering the critical mean value of the measure (CD-RISC10) = 2, the domain where $0.5<M<1.5$ was interpreted as rarely true (poor level of resilience); $1.5< M<2.5/2.49$, sometimes true; $2.5<M<3.5$, often true (adequate level of resilience); $M>3.5$ up to 4, true all the time (higher level of resilience). Towards a full picture of the analysis using mean values, *SD* was used to examine the level of dispersion/variability in responses of participants in their respective groups (academic leaders vs. faculty members). Above all, the one-sample *t-test* was used to precisely judge the level of leaders' resilience taking a rating of 3 as an expected value.

Friedman test (X^2_f) was also used to test whether there is a difference or no difference among respondents' ranking of a leader's quality for successful management of change. This tool is assumed appropriate for this kind of data. It helps check whether a difference exists in the rankings of one group of respondents towards a variable having different parts as well as to obtain mean rank as a base for judgment for which one is the 1st, the 2nd choice etc of each classification of the variable (Leech et al., 2005; Yalew, 2006). This helps to see the ranking difference of one group (within-group difference with one-time measure) on the dependent

ordinal type variable (constructs) (Leech et al., 2005). In connection with the Friedman test, the Wilcoxon Signed Ranks test is also used. This statistical test helps for a more complete view about respondents' indication of constructs' order of importance: which construct is the 1st most important, the 2nd up to the least and to compare the constructs of interest in their priority/importance (Leech et al., 2005).

In addition, the independent samples *t*-test with a .05 significance level is employed to test the significance level of difference/similarity between the two groups' responses on the CLBs practice, particularly in connection with the programs of change and thereby to provide a reasonable explanation to reach an acceptable conclusion about the status of leadership in relation to the implementation of the schemes of change. Using the test is appropriate because samples were selected from independent target groups randomly (i.e., faculty members on the one hand and academic leaders on the other hand) and could have comparable sample sizes of 30 or more participants (Pagano, 1998; Yalew, 2006). It is also appropriate to answer research questions/hypotheses concern on differences between two groups of respondents about a dependent variable where the dependent variable "approximates normal/scale data [level of the CLBs practice in this study]" with "one factor or independent variable with two groups/samples [job position: being an academic leader and faculty member]", which can be either independent or repeated measures (Leech et al., 2005, p.50).

Further, one-way ANOVA was used to compare and contrast generations of universities about their leadership in change implementation. Using ANOVA is appropriate provided the aforementioned characteristics of the groups of respondents across generations of universities (Pagano, 1998; Yalew, 2006) and to examine differences among means of three groups of respondents as per generations of universities (Cohen et al., 2007). That is, the researcher's

concern was to examine the influence of the age of universities (being 1st, 2nd, or 3rd generation) on the effectiveness of the leadership for change implementation of these three groups of universities.

Using *t*-test and ANOVA is also appropriate as the independent variables are categorical (based on job position: faculty members vs. academic leaders, and across generations) and the dependent variable (effectiveness of leadership during change implementation) is continuous (Cohen et al., 2007).

To identify the leadership challenges in the management of change, frequencies were computed. To confirm whether a factor/s is/are a challenge/s or not thereby reaching an acceptable conclusion, the Legacy option Chi-square test was computed. To screen out the challenges in the level of their influence, mean rank was also employed. Besides, to check if there is a difference in the challenges encountered by academic leaders in the implementation of the programs of change across the three generations of Ethiopian public universities, the Crosstab Chi-square test (or X^2 measure of difference or association) was computed. This nonparametric test is appropriate to assess whether there is a relationship between the two nominal/categorical variables: generation of universities (as an independent variable with three levels/categories) and leadership challenge (as a dependent variable) (Leech et al., 2005; Yalew, 2006).

Worth mentioning is that Multiple Regression was employed in the study to assess whether there is an association and for predicting the implication of academic leaders' demographic factors such as age; experience on the work (leadership) and as a faculty member; academic rank, and training on leadership performance (in terms of the level of resilience). The numeric (nominal) data (age, experience in leadership, and as a faculty member prior to

leadership in their respective university) were recoded/transformed/converted into interval scale based on meaningful grouping/interval numbers/. Given the nature of the data and the study condition, using this inferential statistic was appropriate. In this regard, Leech et al. (2005) note that Multiple Regression is the appropriate complex associational statistics helps to answer associational question or hypotheses in a kind of study condition were for predicting a single normal/scaled dependent/outcome variable [resilience in leadership] from several independent or predictor variables some normal [age group and experience category] some categorical [academic rank and training in leadership]. On top of this, using this statistical tool is appropriate as long as the purpose for computing this analysis is for optimization. That is, to indicate what should be done towards ensuring quality leadership in the higher education system in Ethiopia.

3.4. Qualitative Research Aspect

3.4.1. Qualitative sampling and data collection

In the qualitative aspect, academic leaders across the hierarchy, including top executives, academic unit leaders from the three generations of universities were involved to understand the context through stratified purposeful sampling (Palinkas et al., 2015). The purposive sampling allows “Representativeness or Comparability” (Teddlie & Yu, 2007, p.78). Specifically, interviews were held with purposively selected academic leaders across the hierarchy in all the selected universities through criterion sampling strategy. Experience as an academic leader during and after the inauguration of the competency-based and modularization curricula was considered as a criterion. The interviewees were either involved in an academic-related leadership role during the program of change at their universities or had been in the role for a long period when the interview was conducted.

This purposeful sampling strategy helps in accessing interviewees to collect information on typical leadership behavior and influencing factors in the context of these programs of change in the Ethiopian context as well as the variation across generations of universities (Palinkas et al., 2015). Using purposive sampling in this research is grounded in the study's specific objectives. This sampling method enabled the researcher to gather in-depth and meaningful insights into the interplay between academic leaders' leadership approaches and the leadership context (i.e., factors affecting leadership or challenges), as well as to obtain rich contextual data. It also allowed the researcher to select participants who were most suitable for identifying practically validated leadership strategies during periods of change—one of the key objectives of this study, which aims to determine context-specific leadership competencies and roles for managing change in HEIs.

To ensure the selection of highly relevant interviewees, the demographic data of academic leaders who completed the questionnaire were reviewed. Those with extensive years of experience as academic leaders in their respective universities were nominated and invited to participate in the interviews. In identifying potential interviewees, the researcher also relied on prior knowledge and personal judgment about the target group, particularly in the case of two of the participating universities.

Semi-structured and narrative forms of interviews were conducted with experienced leaders of the change process of the selected universities. Semi-structured interview examines the practice and perspectives of the subjects while narratives tap subjective experiences/stories comprehensively (Flick, 2006). In first-generation universities, academic leaders with four or more years of experience were involved, in second and third generation universities, academic leaders with three or more years of experience were involved. The potential interviewees were

invited until no new substantive information is obtained on the issue of interest (saturation). In this way, a total of 22 academic leaders were interviewed.

Semi-structured interview

In this, questions regarding the tasks accomplished by participant leaders during times of change (when the programs of change are introduced) and their views regarding the behaviors required of a leader during change, particularly in the context of higher education were asked. The interview protocol is developed and commented for its validity before using for the actual study. Question numbers 1, 2, 3, 4, and 5.1. were used for securing these data (See Appendix F).

Narrative form of interview

Narrative interview as "story-based interview techniques" (Leong & Tan, 2013) helps participants tell their stories. In the present study, academic leaders were asked to narrate their lived experience as a leader in relation to the academic programs of change. That is the experience of leading change as the story was collected. This approach helped get the subjective experience of leaders during change implementation in their organizations, and may include the situation they experienced and their reaction at the beginning of the change process, their perception towards the programs of change, and the problems they encountered and ways to cope. Each participant was encouraged to describe their perceptions and experiences with open-ended questions (See question numbers 5.2, 6, 7, and 8 attached in Appendix F). Altogether, the data from the interview helped to identify academic leaders' most important characteristics for leading-managing change toward developing a context-fit model.

During the interview, the general questions were asked at the outset. To maintain the flow of discussion towards greater detail, 'floating prompt/probes' questions such as 'Would you please describe in more detail what you said?, 'what do you mean by', 'Have you experienced other' were used.

In general, the interview was regarded as more unstructured (qualitative) in the sense that the flow of the interviews did not necessarily follow a similar sequence in addressing the themes. Especially, the themes, which required interviewees' views, were flowing as directed by their response. For example, with some of the interviewees, the theme of leadership challenges was raised immediately next to the item about the definition of the concept of leadership concerning the management of change, whereas with some, it appeared next to what tasks/roles academic leaders played in relation to the programs of change in their workplace.

The interview was managed primarily through a personal visit. The researcher first made in-person contact with potential interviewees to introduce the purpose of the interview, to confirm their willingness, and to arrange a time for the interview. Questions/themes of the interview were given ahead of the interview with a hand-out letter explaining the purpose of the study (See Appendix G). This is especially the case when the potential interviewees did not participate in completing the questionnaire. Giving a hand-out letter helps the potential interviewees be aware of the purpose of the interview and ensures their cooperation.

Telephone interviewing was also adapted as a strategy to collect data, particularly from the one exception site. This is appropriate primarily when immersion in the environment is not necessary and the topic (of investigation) is not sensitive and does not upset the respondents (Sturges & Hanrahan, 2004**)**. It is also feasible as the potential interviewees have access to a cell phone and/or office telephone (Sturges & Hanrahan, 2004).

To facilitate the communication better, the interview was in Amharic. The interviews were a minimum of half an hour to a maximum of an hour and 30 minutes long. The interviews were recorded and transcribed by the researcher herself. Both forms of interviews were administered simultaneously with the guiding themes (attached in Appendix F).

3.4.2. Qualitative data analysis and mixing

'*Conceptualization process'* was employed exerting efforts for developing, defining, and creating the theoretical relationship of new concepts while gathering and analyzing qualitative data (Neuman, 2007). In the process, the interviews were transcribed, coded (selecting relevant parts of the data and creating conceptual categories), and analyzed using thematic analysis, and then used to support the quantitative data for the final analysis. Data reduction and developing memos (abstract) in consideration of the study's objectives (Yalew, 2006) were, therefore, carried out while interviewing and transcribing. Themes were developed and defined considering the main research questions (views on leadership behaviors/roles for the management of change and leadership challenges) and particularly with the corresponding generic themes raised in the interview (concept of leadership in academic context, leadership in relation to the management of change, qualities required of a change leader, and leadership challenges during times of change).

'*Narrative strategy*' was also applied to present and tell leaders' stories/personal experiences that were collected through the narrative form of the interview. That is, data are transcribed verbatim/like case records/ (Neuman, 2007,p.335).

This is to understand the context of the investigation and identify leadership behaviors and roles relevant for effective organizational change management, particularly within the Ethiopian higher education system. Accordingly, the integration/mixing of the two components of the research was embedding.

In general, data integration in the present study was carried out through **quantitizing**, which involves converting qualitative data from the open-ended questionnaires into numerical codes (or themes). These codes were then analyzed statistically alongside the quantitative data to provide a more comprehensive understanding of the major themes of the research—namely,

change leadership status, challenges to leadership, and leadership qualities for facilitating change in HEIs.

Integration of the qualitative and quantitative findings was also achieved through a **narrative weaving** approach, which involves using a narrative to connect themes and results from both data streams. In addition, the quantitative findings were summarized in narrative form and integrated with the qualitative findings, including interview data, to enable a more in-depth interpretation and discussion.

3.5. Data Sources and Type

Multiple data sources were used in conducting the present study. Primary data were collected from academic leaders and faculty members of the participating institutions through questionnaires and interviews. These data were used for the empirical analysis and to answer the main research questions of the study.

Secondary sources, including published literature, are reviewed to understand the current state of research and identify gaps in the area of study. The review of national policy documents and local related studies also informed the description of the research context, helped justify the need for the study, and guided the identification of gaps that the present research aims to fill. Local related studies, and government policy documents such as the Education and Training Policy and Strategy documents, HEPs, and ESDPs, were used to support the discussion of the study's findings and to strengthen the overall argument. In addition, the guideline for implementing modularization was consulted to understand the nature and requirements for its successful adoption. This helped clarify the context and strengthened the argument, particularly

when analyzing and discussing findings from the primary data concerning leadership practices and challenges encountered during the implementation process.

3.6. Ethical Considerations

The researcher used informed consent forms: explained the purpose of the study and the data collection instruments, made in-person contact with potential interview respondents and negotiated the time for the interview as well as the use of recorder. Along with that, she gave a letter that explains the purpose of the study and the theme of the interview. When the potential respondents were reluctant to participate in face-to-face interviews, telephone interviews were offered as an alternative. The logical approach of the data processing and utilization were also maintained. Besides, the participants were assured of anonymity and confidentiality. During analysis, codes (abbreviated generic terms with serial numbers) were applied for top-level academic leaders (TLAL1,2…n), middle-level academic leaders (MLAL1,2…n), and lower-level academic leaders (LLAL1,2…n) interviewees.

Chapter Four: Data Presentation, Analysis, and Interpretation

In this chapter, data from the qualitative and quantitative aspects of the research are presented, analyzed, described, and interpreted systematically.

In the *QUAN* aspect of the research, keeping the total sample size in mind, 310 and 381 questionnaires were administered for academic leaders and faculty members respondents respectively. Returns were found to be 220 for academic leaders and 380 for faculty members, which are nearly 71% and 99.74 % (nearly 100%), respectively. Before the analysis, the researcher had passed-through all the necessary tasks. First, the questionnaires were checked for reliability and validity. Incomplete, carelessly completed (confusing rating) and/or incorrectly filled-out questionnaires were discarded at the outset. Four questionnaires of academic leaders and eight questionnaires of faculty members were discarded. Secondly, the data were coded and identification numbers were assigned to respondents.

Data of the 216 academic leaders (ALs) and 372 faculty member (FMs) participants were entered into SPSS and screened again before the analysis (including before running inferential statistics). The Exploratory Data Analysis (EDA) (including *descriptive statistics*: maximum, minimum, skewness and *frequency distribution*) was carried out to examine and get to know the data about their accuracy (if there were problems in the data in terms of coding and/or errors inputting data), outlier cases, and level of missingness (Leech et al., 2005). As Tabachnick and Fidell (2013) note, computing frequencies is a reasonable approach to data screening in cases involving a large dataset/file.

The data screening in the warehouse started with a look on the descriptive output. The maximum and minimum values were looked at indicating no error in the data entered except on few demographic variables, such as academic leaders' age (unacceptable leader's age level like 5

years was detected) and total years of experience in leadership, which were corrected by revisiting the respective participant's questionnaire. The level of skewness was looked at to examine the nature of the distribution of the data.

The values in the skewness for all the 31 items of the CLBs scale (for both groups of the study) and the CD-RISC10 measure also fell within $\pm$ 1 as well as the results of skewness divided by standard error for each item were less than 2.5. The only exception is item 12 of the CLBs in the faculty members' data (See Annex J). This indicates that the data (variables distribution) were normal (data distribution was normal) and allowed the manipulation of the required parametric tests. As Leech et al. (2005) note, "… if the skewness is less than plus or minus one (< +/-1.0), the variable is at least approximately normal" and/or if the result of the skewness divided by its standard error is less than 2.5, the "… skewness is not significantly different from normal [the data is normal in its distribution]" (p.28).

Besides, the frequency distribution of the scaled measures (CLBs and CD-RISC10) was scrutinized to detect one of the forms of data missingness (error in response). Each item was examined to detect the number/level of missing cases. That is, to examine the number of respondents that missed a particular item with error in response. Accordingly, items with 3 or above respondents with error in response code were identified and the nature of the response of the respective respondents, including the pattern of their rating was revisited in their questionnaire paper. As a result, only 4 items of the CLBs scale in faculty member participants were examined.

This examination revealed that 3 of the 4 items (item no.14,17, and 24) respectively involved 3, 3, and 4 respondents, who gave pairs of responses (circled two responses) showing different ratings. The error seems unintentional and technical. Accordingly, it was reasonable to

enter them as an error. This indicated the data was accurate and entered logically. Where many respondents circled similar two responses for a particular item, it would have been reasonable to take the midway (average value) of the ratings for all of the respective respondents for the respective item (Leech et al., 2005).

Moreover, to reduce the impact of missing values in data, the extent of missing values cases was considered both at item-level and scale-level/section level respectively by looking at the frequency distribution of each variable /item/ and overseeing each participant's data for the two questionnaires. Then, the missing values were treated accordingly. Parent (2013) notes that managing missing data with an appropriate technique increases the statistical power thereby estimation to the parameter. That is, it enhances data representation and thereby generalizability of findings. The data in the warehouse were screened as per sections of the questionnaires at both section-level and item-level missingness screening and missingness were treated, accordingly.

The screening revealed that except in one section of the questionnaires of faculty members (of the ranked items), there was no missingness at all or a negligible level of missingness at the section level. In both groups of data, no section-level missingness for the demographic variables and the CLBs scale. In the academic leaders' data on the CD-RISC10 and leadership challenges items section, only 2 (0.925%) and 3 (1.388%) of the respondents respectively were identified as missing cases.

As addressing the item-level missingness is powerful than the section-level (Mazza et al., 2015), an item-level missingness check was carried out. The level of item-level missingness as per each variable/ item for the two groups of participants was totally negligible. With the exception of few items, the level of missingness of the data sets was not more than 5% of the sample size (actual participants). Analysis of missingness at item-level per participant also

indicates that the level of missingness in the demographic variable section, of the CLBs, and CD-RISC10 was tolerable; and hence no need for proration.

In the demographic variables section of academic leaders' data, 51 of the 216 participants had negligible missingness. Of these, 39 (76.471%) had only an item with missing value, and only two respondents (4%) had missing data of 3items. From the CLBs measure of academic leaders' data, only 63 participants had 1 to 10 items missingness. While one participant had 10 items missingness of the scale (68.7% data completed), the rest had missing data of less or equal to 6 items (>= 80% data completed).

Similarly, the level of tolerance for data completion of faculty member participants in the CLBs measure was justifiable. Of the total faculty member participants, 101 respondents were with missing data. Of these, 93 were only with 1-3 missing items and 70 of these were with only 1 missing item. Only 1 respondent had 12 missing items (61.3% data completed), which is tolerable. Mazza et al. (2015) indicated that if participants' item response missingness is less than 50%, proration (person's mean imputation or imputing each participant's missing scores with the mean of his or her observed scores) may be used as a method of treating missing data at item-level among participants.

Concerning item-level analysis as per variable of analysis (each item), the only exception was with the academic leaders' data. Academic leaders' data had missing values for 2 items in the demographic variables (item 9 and 10, respectively with 24 missing points/11.111% and 18/8.333%) and 1 item in the CLBs scale (item 22 with 13 missing points/6.02%/). The researcher could do nothing about the demographic data as the items required the respondents' own responses. Thus, the analysis was carried out without treatment. That is, pairwise analysis (Available Item Analysis/AIA) was used (Parent, 2013).

As indicated above, a considerable level of missingness was noted only in the ranked measure (rank order item) data with a greater than 5% level of missingness (that is, 5.64%). It was within a positive circumstance given the sizable sample size and the moderate association among constructs of the measure. Accordingly, mean substitution (participant mean substitution) was used to manage the missingness. Parent (2013) notes that mean substitution could be an appropriate method for treating missing data when the level of missingness is lower than 10% and within positive (best) data condition (sample size/n >= 200, interitem correlation/internal reliability of data collection instrument is moderate and when the researcher assumes that the type of missingness is Missing Cases at Random/MCAR/).

Overall, assuming the incomplete data arise from Missing Completely at Random (MCAR), pairwise deletion (available case analysis) and mean substitution were used as missing data techniques (MDT) respectively wherein the level of missingness (at section/scale-level and item-level) was not more than 5% and greater than 5%. The researcher believes that the missingness in data at section/scale-level and item-level had no relation to the study variable/s that the study had data as well as the nature of the variable/s for which the study had no or complete data. In this regard, Buhi et al. (2008) assert " If the missing data do … fall under the MCAR category, then using these… methods [pairwise deletion and mean substitution] may result in non-biased parameter estimates" (p.88).

Participant mean substitution was used with the assumption that missingness was Missing Completely at Random (MCAR) as no clear bias in the questionnaires as a whole is evident (Parent, 2013). Items in the questionnaires were evaluated at the item level and pilot tested to mitigate the potential errors/missingness due to design and procedure-related causes. In this regard, the researcher was sure that the missingness was not due to issues in the design of the

research. It was rather due to respondent's refusal to answer survey questions either due to fatigue /stress/ or lack of awareness.

Accordingly, pairwise deletion and mean substitution were used respectively to handle missingness in the demographic, CLBs, CD-RISC10 and leadership challenge data, and in the ranked item and one of the items /item 22 of CLBs in the academic leaders' data/. As an extended concern of data verification for the regression analysis, collinearity and multicollinearity checks were made on the respective (selected) demographic data. Results of the intercorrelations (pairwise correlations) between predictors (the correlation coefficient /*r*/) and the values of Variance Inflation Factors (*VIF*) indicated that the predictors were not correlated with each other. The values were respectively indicated as there was no or very weak correlation and tolerable/non-significant level overlapping between and among the independent variables (See Appendix K: Table a & Table b, respectively). The *VIF* values obtained are between 1 to nearly 2. Tolerance values for all of the predictors were also well over the required threshold (See Appendix K: Table b).

The multicollinearity statistics obtained *VIF* value lies between "$1<VIF \leq 5$" and tolerance level of "greater than 0.10" (Daoud, 2017, pp.4-5) or over .5 (Leech et al., 2005) ensuring no problem with multicollinearity. Thus, no overlap was noticed between the predictor variables, and thus, collinearity and multicollinearity were not problems for the regression analysis. Accordingly, the analysis was made with 1 model (the first model). That is, the predictor variables included from the very beginning were all considered in the analysis.

4.1. Respondents' Demographic Characteristics in the Survey and Implications on Leadership Performance

Table. 4.

Academic Leaders' and Faculty Members' Data: Their University and Academic Program

No.	Item	ALs n=216		FMs n=372	
		No.	**Percentage**	**No.**	**Percentage**
1.	University				
	1) 1st generation	73	33.8	164	44.08
	2) 2nd generation	87	40.3	131	35.22
	3) 3rd generation	56	25.9	77	20.7
	Total	216	100.0	372	100
2.	Academic Program (Band)				
	1) Engineering & Technology	48	22.9	83	22.3
	2) Natural & Computational Sciences	33	15.7	77	20.7
	3) Medicine & Health Science	6	2.9	14	3.8
	4) Agriculture & Environmental Science	24	11.4	47	12.6
	5) Business & Economics	31	14.8	55	14.8
	6) Social Science & Humanities, including Education	68	32.4	96	25.8
	Total	210	100.0	372	100.0

As Table 4 above indicates, participants of the study were from the three generations and from different fields of study indicating the representativeness of the sample to comment about the status of leadership in Ethiopian public universities.

Table 5.

Faculty Members' Experience and Academic Rank

No.	Item	n=372	
		Frequency	**Percentage**
1.	Experience in one's university up to2.4Yrs	73	19.6
	2.5-7.4Yrs	189	50.8
	7.5-12.4Yrs	69	18.5
	12.5-17.4Yrs	21	5.6
	>=17.5yrs	20	5.4
	Total	372	100.0
2.	Academic Rank		
	1) Professor	2	.5
	2) Associate professor	13	3.5
	3) Assistant Professor	60	16.2
	4) Lecturer	242	65.2
	5) Assistant Lecturer	34	9.2
	6) Graduate Assistant	8	2.2
	7) Technical Assistant	12	3.2
	Total	371	100.0

As can be seen from Table 5, half of the faculty member respondents (50.8%) served for more than 2 years in their respective universities. The data also shows a considerable number of faculty members (29.5% of the total participants) who served in their respective universities for more than 7 years were involved. The majority of the faculty members had experience in working at their respective universities and thus, they were in a position to comment and judge about the leadership they experienced there. The majority, 317 (85.4%) have the academic rank of 'lecturer' and above. Only 54 (14.6%) were below "lecturer". This indicates that the participants could give logical judgment about the leadership practice and indicate the qualities required for effective academic leadership. Thus, the data could be a base for a logical conclusion.

Table 6.

Academic Leaders' Demographic Data (Gender, Age, Level to Leadership, Training on Leadership, and Experience)

No.	Items	N=216	Frequency	Percentage
1.	Age 1) upto25yrs		2	.9
	2) 26-35yrs old		135	63.1
	3) 36-45yrs		48	22.4
	4) 46-55yrs		19	8.9
	5) >=56 (above 55)		10	4.7
	Total		214	100.0
2.	Gender 1) Male		208	96.7
	2) Female		7	3.3
	Total		215	100.0
3.	Level to Leadership			
	1) Middle management Position		52	24.1
	2) Head of department		147	68.1
	3) Others		17	7.9
	Total		216	100.0
4.	Experience in the current leadership position			
	1) Below 0.5yrs		41	19.2
	2) 0.5-2.5Yrs		127	59.6
	3) >2.5-4.5yrs		40	18.8
	4) >4.5-6.5yrs		3	1.4
	5) >6.5yrs		2	.9
	Total		213	100.0
5.	Academic rank			
	1) Professor		3	1.4
	2) Associate professor		12	5.6
	3) Assistant Professor		59	27.7
	4) Lecturer		136	63.8
	5) Assistant Lecturer		3	1.4
	6) Graduate Assistant		-	-
	Total		213	100.0
6.	Training on leadership role (related to change management)			
	a) Yes		84	39.8
	b) No		127	60.2
	Total		211	100.0
7.	Experience as a leader 1) Below a year		13	6.8
	2) 1-5yrs		133	69.3
	3) >5-10yrs		33	17.2
	4) >10-15yrs		11	5.7
	5) Above 15yrs		2	1.0
	Total		192	100.0
8.	Prior to leadership, experience as faculty member/non-leader at one's university/.			
	1) Below a year		12	6.1
	2) 1-5years		109	55.1
	3) >5-10yrs		51	25.8
	4) >10-15yrs		14	7.1
	5) >15yrs		12	6.1
	Total		198	100.0

Note. The order of arrangement of each demographic variable represents the corresponding code.

As shown in Table 6, more than half (63.1%) of the academic leaders were aged between 26 and 35 years, a considerable number (22. 4 %) were aged below 45 years indicating academic leadership positions in the participating universities were overwhelmed with young academic staff. Similarly, among the total academic leaders, only 7(3.3%) were female indicating a male-dominated academic leadership of the universities. In this regard, in the ESDP V, it is reported that "the share of female academic staff and females in leadership positions [at the higher education] remains far below plan, with no progress since 2009/10 in terms of females in leadership roles"(p.24).

This may indicate that the universities did not benefit from women's leadership, a situation that appears to characterize Ethiopian public universities as a whole, given the random sampling strategy employed in selecting the universities. Concerning the importance of involving women in leadership, Longman (2018), based on research findings, noted, "the full participation of women in leadership of postsecondary institutions is critical for wise-decision making, and for numerous other financial, organizational culture, and relational reasons" (p.5). The literature also indicates that women possess 'soft skills' that support effective human resource management (Shahtalebi et al., 2011), and that their experiences of motherhood can enhance the development of human relations skills (Eldias, 2018), which are vital for democratic leadership. Moreover, Eldias (2018) concluded that the current context of diversity, cross-cultural interaction, and globalization requires multicultural awareness, collaborative and democratic leadership, and teamwork—areas in which women can make significant contributions to HEIs. Most importantly, ensuring women's representation in higher education leadership is crucial, as these institutions play a central role in shaping the lives of future generations.

Table 6 shows that academic leaders from across the hierarchy (levels to leadership) at OAUs were involved. This indicated that representative subjects were involved and an accurate and complete view about the leadership practice and the required data for the study in general were obtained. The fourth item of Table 6 shows that most academic leaders (nearly 60%) had experience in their current academic leadership position of 6 months and above (up to 2 years and 6 months). Forty (18.8%) responded that they served in the current leadership position for more than 2.5 to 4 years and 6 months. This indicated that the participants could comment on the leadership practice and indicate its challenges. Despite this, this finding may indicate the prevalence of academic leaders' turnover and academic staff turnover in general in the institutions. The result indicates that most academic leaders either head departments and/or deans of colleges/faculties may serve in the current leadership position for up to the maximum of the first term of 2 years and 3 years, respectively. Academic leaders might not continue serving in the second tenure of these levels of leadership, particularly in the deanship position. More than half (61.2%) were new to the leading positions and their teaching profession in their respective universities (Also, see the following discussion).

As shown in Table 6 above, prior to being appointed in their current academic leadership positions, more than half (55.1%) of the academic leaders served for 1-5years in their universities as faculty members (in the teaching profession). Twelve (6.1%) of the participants reported that they were assigned to their current leadership position within the first year of their employment in their respective universities. This indicates the existence of a gap in the leadership system in general and in the staffing for academic leadership positions in particular in the universities, which may not attract academic staff who have served for many years in the universities. The literature notes that having experience in one's working situation contributes to

leadership effectiveness. It helps to be acquainted with the internal organizational culture, and thereby lead personnel accordingly.

However, the academic rank result of leaders indicates that this is given credit in staffing academic leaders. Most academic leaders and considerable numbers respectively had a rank of lecturer and assistant professor. But, why the involvement of associate professors and professors was low ignited a question as to whether the situation was not encouraging for them to get involved, or they withdrew themselves from this arena.

As Table 6 shows, most academic leaders (60.2%) reported that they did not receive training on the leadership role, especially on change management. Though research on the role of "leadership content knowledge" is in its infancy (Pepe, 2011), common sense proves that leadership knowledge contributes a lot to leadership success. Pepe (2011) notes the issue is controversial. The controversy is about its role not only for leaders' efficiency but also for faculty members versus less regard for it when academic managers have deep knowledge in their core subject area (they teach) along with distributive leadership. Pepe (2011) in his research, while discussing the role of/association between/ professional development ("leadership content knowledge") and principals' resiliency, notes that the concept requires more research. In the present research, the relationship between leadership training and leaders' level of resilience is found to be very weak.

More than half (69.3%) and a considerable number (33 or 17.2 %) of the academic leader participants reported they had 1 to 5 years and above 5 years of leadership experience, respectively. This finding indicates that academic leaders were experienced. This invites the question, "Does the appointment to academic leadership positions in public universities of Ethiopia consider the prospective leaders' prior leadership experience?"

Table 7.

Multiple Linear Regressions with Academic Leaders' Demographic Variables and Leadership Performance (Leaders' resilience/CD-RISC) (N=173)

			Intercorrelations					*SB*
Variable	***M***	***SD***	***1***	***2***	***3***	***4***	***5***	
Leaders' Level of Resilience	*2.91*	*.56*	.028	.090	.011	.014	-.022	
Predictor Variable								
1. Academic rank	3.55	.702		-.016	-*.604*	*-.421*	*-.022*	*.049*
2.Training on leadership related to management of change	.42	.494			*.024*	*.041*	*.030*	*.090*
3. Age	2.57	.877				*.491*	*.539*	*.045*
4. Leadership experience	2.24	.714					*.289*	*.017*
5.Prior to leadership, service as faculty	2.55	.955						*-.027*

Note. R^2 =.011; F(.364) p>0.05

As can be seen in Table 7 above, the results of the correlation between the demographic variables and the level of academic leaders' resilience indicated that there is a very weak or no relationship between them. The *p* values of (.356,.120,.443,.426, and .386, respectively) were also found to be greater than the level of significance (.05), which indicates that the demographic variables were significantly unrelated to the level of academic leaders' resilience. Similarly, the values of the standardized beta (*SB*) (.049,.090,.045,.017,and-.027, respectively) indicated that the correlation between the criterion variable and the predictors was very weak. This combination of variables also did not significantly predict leaders' resilience. Using all the predictors simultaneously, the multiple correlation coefficient *(R)* is .104 *(R^2* = .011) and the adjusted *R* squared value is -.019. This indicates less than one percent of the variance in leaders' level of resilience was explained by the variables (model). It thus has no effect. The *p*-value was .872, *F*-value=.364 which indicate that the combination of the variables does not significantly predict leaders' resilience level.

Researches and their findings (e.g., DeRue & Wellman, 2009; Pepe, 2011) indicated that with the exception of the role of training, no connection was seen between years of experience (experience on a job) and age with that of work performance like leadership performance. Pepe (2011) in his research on the factors that would form the resilience construct in the context of secondary school principals also notes that the role of professional development (leadership knowledge) for a principal's resiliency is controversial and requires more research. His study rather found that "relationship" is one of the central protective factors, which forms the resilience constructs.

A qualitative study by Aldulaimi (2018) in Saudi Petroleum Company revealed that leadership development programs are a productive way to fill a leadership gap, especially with the active involvement of institutions. In ESDP V, it is noted that capacity constraints in management, leadership, and planning inhibit effective educational service delivery and accordingly, as informed by studies' findings of the existing gaps and suggestions, capacity development program has been considered a strategy for improved institutional leadership, including the higher education system towards relevance and quality enhancement.

DeRue and Wellman (2009) noted that results on the association between challenging experiences and learning to lead (leadership skill development) exhibit a pattern of diminishing returns once a certain level of challenge is realized. Based on their findings, they also concluded that the role of challenging experience will be moderated by individuals' learning orientation and feedback availability. That is, challenging experience for developmental value for leadership skills will be dependent on work context (such as feedback availability) and individuals' learning orientation (i.e., see challenges as an opportunity for learning rather than a problem) (DeRue & Wellman, 2009).

4.2. Status of Leadership in the Management of Change in Ethiopian Public Universities

4.2.1. Status of change leadership behaviors practice in Ethiopian public universities

Table. 8

Mean and SD for Participants' Perception on the Level of the Change Leadership Behaviors Practice in the Public Universities of Ethiopia

	Aspects/constructs	**ALs(*n*=216)**		**FMs(*n*=372)**	
		M	***SD***	***M***	*SD*
1.	Creating a Sense of Urgency	3.39	.75	2.81	.86
2.	Team-building	3.70	.84	2.98	.97
3.	Visioning	3.52	.86	2.99	.89
4.	Communication: Sharing Information during Change	3.88	.68	2.88	.89
5	Empowerment	3.67	.67	2.95	.83
6	Influencing Organizational Culture	3.66	.66	2.94	.81
7.	Monitoring the progress of change	3.36	.85	2.85	.93
8.	Sustaining	3.47	.81	2.83	.86
9.	Managing Instructional program	3.86	.70	3.05	.89
	Aggregated Values	**3.61**	**0.62**	**2.92**	**0.77**

As shown in Table 8, except for the aspects of the measure of academic leaders rating, including team-building, communication, empowerment, influencing organizational culture, and managing instructional program, the merged mean values of both groups indicated that the level of the CLBs practice was at the average status. Academic leaders had higher mean scores in these aspects indicating they were practiced above average or well.

The values of the aggregated *SD* of each of the domains in both groups also indicated that the values of the observed data/responses were scattered closer to and around the mean values indicating no variation in respondents' responses in their respective groups. In this regard, the

Coefficient of Variation (*CV*) for all the aspects and the respective items in the two groups was found to be less than one. Besides, the aggregated values of *M* and *SD* for the measure (*M*=3.61, *SD*=0.62) and (*M*= 2.92, *SD*=0.77) of academic leaders (ALs') and faculty members (FMs'), respectively indicated that the level of practicing the CLBs in the implementation of the change programs was perceived as adequate (or average). The larger proportions of the AL respondents were certain about the practice compared to the FM participants.

The researcher formulated a two-tailed/non-directional hypothesis: "academic leaders' (ALs) rating on the practice of change leadership strategies will be significantly different compared to faculty members' (FM) rating" (H_1: AL ≠ FM) and computed the independent samples *t*-test at the domain and item-levels of the CLBs measure to check the statistical significance of the perception of the two groups to the level of CLBs practice.

The results of the independent samples *t*-test for the measure (t= 11.894, p < .001) indicate the significant differences in the perception of the two groups (see Table 9).

Table 9

Results of t-test for Academic Leaders and Faculty Members' Perception on the level of Change Leadership Behaviors Practice in the Public Universities of Ethiopia

Constructs	Respondents				*t*-test statistics		
	ALs(*n*=216)		FMs(*n*=372)		***t* value**	***p* value**	***95% CI of MD Lower, Upper bound***
	M	***SD***	***M***	***SD***			
1) Creating a sense of urgency	3.39	.75	2.81	.86	8.66	.000	.453, .718
2) Team-building	3.70	.84	2.98	.97	9.54	.000	.576, .875
3) Visioning	3.52	.86	2.99	.89	7.01	.000	.382, .6793
4)Communication during change	3.88	.68	2.88	.89	15.24	.000	.8734, 1.132
5)Empowerment	3.67	.67	2.95	.83	11.45	.000	.597, .844
6) Influencing organizational culture	3.66	.66	2.94	.81	11.65	.000	.596, .838
7) Monitoring the progress of change	3.36	.85	2.85	.93	6.52	.000	.352, .655
8) Sustaining	3.47	.81	2.83	.86	8.75	.000	.4899, .774
9) Managing instructional program	3.86	.70	3.05	.89	12.21	.000	.681, .942
Aggregated values	3.61	0.62	2.92	0.77	11.89	.000	.578, .806

Note. ALs: Academic leaders, FMs: Faculty members, *M*: Mean, *SD*: Standard deviation; *CI*: Confidence interval, *MD*: Mean difference

**Significant at P< .05*

As indicated in Table 9, the results of the independent sample *t*-test of the *p*-values for all of the CLBs on the scale were found to be lower than the alpha level (.05), $p<.001$, which implies that the H_0 was rejected. Thus, there was a statistically significant mean score difference between the perception of academic leaders and faculty members in the practice of the CLBs. This finding shows that ALs had significantly higher mean scores than FMs on the CLBs. This result shows that ALs perceived as if they practiced these change leadership behaviors well while FMs perceived that the practice was adequate.

In support of the result (of the hypothesis testing), the 95% *CI* for the difference between group means *(M)* were narrow and did not cross the null value (zero). The *CI* values also indicate

that one is 95% confident that the true values of *MD* fall within that range. This indicated that the values of the mean difference (*MD*) between the two groups for the CLBs and the scale were estimated to be practically large/wider (not overlapped), thereby indicating a difference in their perception of the level of practice of the leadership behaviors.

Results of *t*-test analysis as per item level in the level of practice of the specific CLBs that form the aforementioned nine constructs also revealed the perceptual difference between the two groups observed. The computed values of the independent samples *t*-test: *p*-values for all of the CLBs (item-level specific behaviors) were found to be lesser than the alpha level (.05): $p < .001$ alongside the *CI* did not cross zero, which indicates that the H_0 was rejected (see Appendix L - Table I). And thus, there was a statistically significant difference between academic leader and faculty member respondents in the rating of the practice of the change leadership behaviors/strategies.

Items related to clearly communicating the need for adopting the programs of change (PC) in terms of explaining the risk of adhering to the status quo and the opportunities from the PC; promoting support groups for the PC and collaborative teaching and research; setting compelling goals for the PC that are realistic and shared; sharing information and maintaining an open line of communication involves paying attention to staff's concerns and using diverse communication channels; facilitating and encouraging staff's learning, risk-taking, and to align to the PC, and involving; role modeling in terms of both for one's excellence and commitment to the PC, and aligning instructional programs and process to the PC; analyze the effect of the curriculum; recognize supportive behaviors towards and improvements from the PC; and facilitating the teaching-learning are examined respectively for the aforementioned nine domains in their order. The academic leaders' mean values indicated that these behaviors were practiced

relatively at the highest level while the faculty members' indicated the moderate level (See Appendix L-Table I). This implies that the academic leaders perceived that change leadership in the universities as assessed by the contents in the subscales/dimensions was above the average status.

In both levels of analysis, the results (mean values) show that ALs thought they were practicing these CLBs above adequate, whereas FMs perceived that the practice was adequate. From this, it is possible to say that the degree of CLB practice in the public universities of Ethiopia was found to be at or above the adequate level, which is considered to be the average position, but not to the level expected.

4.2.1.1. The level of Change leadership behaviors practice across the three-generations public universities of Ethiopia

To assess whether there is a difference in the level of the CLBs practice across the three generations of universities, the results of the participants' (ALs and FMs) responses to the questionnaires are presented and interpreted as follows.

Table. 10

Mean and SD for Participants' Perception on the Level of the Change Leadership Behaviors Practice by Generation of Universities

	Aspects/constructs	**Universities**	**AL(*n*=216)**			**FM(*n*=372)**		
			N	***M***	***SD***	***n***	***M***	*SD*
1.	Creating a Sense of Urgency	1st generation	73	3.16	.714	164	2.73	.84
		2nd generation	87	3.45	.705	131	2.87	.88
		3rd generation	56	3.63	.773	77	2.89	.87
2.	Team-building	1st generation	73	3.55	.902	164	2.78	.898
		2nd generation	87	3.71	.82	131	3.13	1.02
		3rd generation	56	3.88	.76	77	3.12	.97
3.	Visioning	1st generation	73	3.38	.793	164	2.88	.89
		2nd generation	87	3.52	.79	131	3.01	.901
		3rd generation	56	3.696	1.02	77	3.18	.899
4.	Communication: Sharing	1st generation	73	3.86	.632	164	2.77	.88
	Information during Change	2nd generation	87	3.79	.710	131	2.95	.91
		3rd generation	56	4.05	.69	77	2.98	.91
5	Empowerment	1st generation	73	3.51	.64	164	2.77	.792
		2nd generation	87	3.65	.62	131	3.11	.831
		3rd generation	56	3.89	.74	77	3.04	.87
6	Influencing Organizational	1st generation	73	3.57	.61	164	2.86	.804
	Culture	2nd generation	87	3.64	.644	131	3.02	.804
		3rd generation	56	3.799	.75	77	2.99	.812
7.	Monitoring the progress of	1st generation	73	3.14	.797	164	2.69	.91
	change	2nd generation	87	3.34	.84	131	2.91	.93
		3rd generation	56	3.66	.843	77	3.1	.94
8.	Sustaining	1st generation	72	3.19	.696	164	2.71	.82
		2nd generation	87	3.49	.805	131	2.89	.88
		3rd generation	56	3.79	.844	77	2.98	.903
9.	Managing Instructional program	1st generation	73	3.72	.64	164	2.86	.89
		2nd generation	87	3.80	.722	131	3.13	.85
		3rd generation	56	4.12	.693	77	3.31	.91

As indicated in Table 10 above, the results of descriptive statistics of practicing the CLBs as per generations of universities revealed that the 3rd generation universities scored the higher level of the leadership behaviors' mean score than the 1st generation universities. Similarly, the 3rd generation universities scored relatively higher CLBs practice mean scores than the 2nd generation universities. Particularly, in the academic leaders' mean score, the 3rd generation of universities scored above-average status of the CLBs practice mean score compared to the 2nd and 1st generations of universities in the domains of creating urgency, visioning, monitoring the progress of change, and sustaining. On the other hand, the 1st generation universities scored relatively the lowest CLBs practice mean score than the 3rd and 2nd generations of universities.

To check whether there is a statistically significant difference in the level of practicing the CLBs across the universities, the researcher formulated a two-tailed hypothesis of "H_o: there is no difference in the level of the CLBs practice across the three generations of universities and H_1: there is a difference in the level of practicing the CLBs across the three generations of universities" and computed the one-way ANOVA. Table 11 below presents summary ANOVA results of the CLBs practice as a function of generations of universities.

Table 11.

Results of the One-way Analysis of Variance on Academic leaders' and Faculty Members' Ratings on the Level of the Change Leadership Behaviors Practice as a Function of Generations of Universities

		Academic Leaders' Respondents (*n*=215)					***Faculty Members' (n=371)***				
Level of Practicing the CLBs		***SS***	***MS***	***F(2,213)***	***Sig.***	***Tukey P-value***	***SS***	***MS***	***F(2, 369)***	***Sig.***	***Tukey Statistics***
Creating sense of urgency	Between Groups	7.449	3.724	7.062	.001*	2nd with 1st=.029	2.104	1.052	1.426	.242	
	Within Groups	112.34	.527			3rd with 1st =.001	272.252	.738			
	Total	119.79					274.36				
Teambuilding	Between	3.596	1.798	2.589	.077		10.86	5.428	5.927	.003*	2nd w 1st=.005
	Within	147.89	.694				337.93	.916			3rd w 1st .032
	Total	151.49					348.79				
Visioning	Between	3.102	1.551	2.127	.122		4.521	2.261	2.821	.061	
	Within	155.32	.729				295.67	.801			
	Total	158.42					300.19				
Communication: sharing information during change	Between	2.292	1.146	2.483	.086		3.350	1.675	2.095	.125	
	Within	98.314	.462				295.03	.800			
	Total	100.61					298.38				
Empowerment	Between	4.433	2.217	5.108	.007*	3rd with 1st	9.293	4.647	6.885	.001*	2nd w 1st=
	Within	92.426	.434			=.005	249.03	.675			.001
	Total	96.859					258.32				3rd w1st=.049
Influencing organizational culture	Between	1.729	.864	1.981	.140		1.950	.975	1.503	.224	
	Within	92.905	.436				239.44	.649			
	Total	94.634					241.39				
Monitoring progress of change	Between	8.511	4.255	6.249	.002*	3rd with 1st	9.089	4.545	5.346	.005*	3rd w 1st
	Within	145.04	.681			= .001	313.68	.850			= .005
	Total	153.55					322.77				
Sustaining	Between	11.253	5.626	F(2,212)=	.000*	2nd w 1st= .047	4.529	2.265	3.088	.047	
	Within	129.40	.610	9.218		3rd w 1st=	270.64	.733			
	Total	140.66				.001	275.17				
Managing Instructional program	Between Groups	5.513	2.756	5.846	.003*	3rd w 1st= .003	11.688	5.844	7.612	.001*	2nd w 1st= .027
	Within	100.43	.472			3rd w 2nd	283.31	.768			3rd w 1st
	Total	105.94				= .020	294.99				= .001
The measure				6.21	.002*				4.70	.010*	

Note. The last column indicates the results of the Tukey post hoc multiple comparisons. *SS*= Sum of Squares, *MS*= Mean Square

**Significant at .05*

As can be seen in Table 11, the results of summary of ANOVA of practicing the CLBs portrayed that there was a statistically significant mean score difference in academic leaders' level of practicing the CLBs across the three generations of universities in the domain of creating a sense

of urgency, empowerment, monitoring the progress of change, managing instructional program and sustaining, $F\ (_{2,\ 213})$ and *F (2, 212)* for sustaining =7.06, 5.11, 6.25, 5.85 and 9.22 with the *p*-value =.001, .007, .002, .003, and less than .001, respectively. This indicates that there was a significant difference in the level of CLBs practice across the three generations of public universities of Ethiopia. Comparisons using the Tukey post hoc test indicated that the mean score for the 3rd generation universities for the domains respectively (*M* = 3.63, *SD* = 0.77; M=3.89, SD=0.74; M=3.66, SD=0.84; M=4.12, SD=0.69 and M=3.79, SD=0.84) were significantly different than the 1st generation universities (*M* = 3.16, *SD* = 0.714; M=3.51, SD=0.64; M=3.14, SD=0.797; M=3.72, SD= 0.64 and M=3.19, SD= 0.696). However, the 2nd generation universities did not significantly differ from the 3rd generation universities.

Similarly, the results of summary of ANOVA of faculty member participants perception on the level of the CLBs practice portrayed that there was a statistically significant mean score difference among the participants' perception of the three generations of universities in the leadership domain of team-building, empowerment, monitoring the progress of change, managing instructional program, and sustaining, $F\ (_{2,\ 369})$ =5.93, 6.89, 5.35, 7.61, and 3.09 with the *p*-value of < .05=.003, .001, .005,.001, and .047, respectively. Except for the domain of sustaining, comparisons using the Tukey post hoc test indicated that the mean score for the 3rd generation universities for the domains respectively (*M* = 3.12, *SD* = 0.97; M=3.04, SD=0.87; M=3.1, SD=0.94 and M=3.31, SD=0.91) were significantly different than the 1st generation universities (*M* = 2.78, *SD* = 0.898; M=2.77, SD=0.79; M=2.69, SD=0.91; M=2.86, SD= 0.89). However, the 2nd generation universities did not significantly differ from the 3rd generation universities (See Table 11).

The item-level analysis of variance for the two groups independently indicated that significant differences existed in the level of practicing most of the specific CLBs. The results on ALs' (n=215) and FMs' (n=371) responses for about half of the leadership behaviors indicated that the p-values were less than alpha (.05), that is, the H_o (which entails the no difference) assumption was rejected. Both academic leaders' and faculty members' ANOVA results revealed that there were variations in the domains of effective communication (creating urgency and sharing information), visioning, empowerment, monitoring the progress of change, sustaining, and managing instructional programs. These were also among the domains where half or most of the behaviors/items/ variations were observed in the results of both groups (See Appendix L-Table II and Table III). This indicates that there was a statistically significant difference in the level of practicing these change leadership behaviors across the three generations of Ethiopian public universities.

In relation to this, a look on the two groups of participants' mean results revealed that with the exception of a few of the CLBs, the level of practice of the behaviors was relatively higher in the 3rd and/or 2nd generation universities followed by the 2nd or 3rd rather than in the 1st generation universities. The exceptions were found to be practiced relatively at a higher level in the 3rd generation universities, followed by the 1st generation universities. Accordingly, the mean values of the behaviors of the aforementioned aspects where statistical variation was observed indicated that the behaviors were exercised relatively at the higher level in the 3rd and/or 2nd rather than in the 1st generation universities.

The results of the one-way ANOVA-Tukey post hoc multiple comparisons (the values of mean difference (*MD*) and confidence intervals (*CI*)) for the aforementioned behaviors also indicated that the difference was significant. Except for the construct of sustaining in the FMs'

result, the *CI* values for the aforementioned variables where differences observed did not cross the null value indicating the difference had practical implication. More specifically, the result revealed that the comparisons between the 3rd and/or the 2nd with the 1st were significant. Worth mentioning is that significant mean differences at the .05 level were found in most of the behaviors in the comparisons between the 3rd with the 1st generation of universities. The values of *MD* and 95% *CI* of the difference between the mean of the aforementioned behaviors respectively were found to be larger/wider and narrower (See Appendix L-Table II.a. and Table IIIa.). This indicated that there was no overlap between the mean values thereby the difference in the level of practicing these behaviors had practical significance or effect.

Above all, results of the analysis for the measure with Leven's test of homogeneity variances is respected (i.e., *p* greater than alpha level of .05 = .215 and .416) revealed a statistical significance with (F (2, 213) = 6.21, $p < .05 = .002$) and (F (2, 369) = 4.702, $p < .05 = .010$) for ALs and FMs, respectively. A follow-up analysis of Tukey comparisons for the two groups revealed that the significant difference was between the 1st and the 3rd generations of universities (See Appendix L-Table II b and Table III b).

The one-way ANOVA test results of the merged data sets of the two groups with Levene's equality of variance is respected (p=.094) indicate that there was a significant difference in the level of practice of the CLBs among the three generations of universities at the $p < .05$ level, $F(2,585) = 12.397$, $p = <.001$. The test results p-value of less than .001 for most of the aspects of CLBs (including creating urgency, team-building, empowerment, monitoring the progress of change, sustaining change, and managing instructional program), visioning (.001), sharing information (.006), and influencing organizational culture (.008) also showed that there was a statistically significant difference in the level of practice of the CLBs across the three-

generations public universities of Ethiopia. Except for four of the variables (items), the item level analysis also indicates the significance difference (See Appendix L-Table IV b). And, perform a post hoc test to identify which pairs of groups are significantly different (See Table 12 below).

Table 12

Descriptives and Tukey Post Hoc Test Results for one-way ANOVA for the Change Leadership Behaviors Practice as a Function of Generations of Universities

		Descriptives						Multiple comparisons	
						95% *CI* for Mean			95% *CI* for Mean dlce
Variables	**Name of University**	**N=588**	**M**	***SD***	**Std. Error**	**Lower Bound**	**Upper Bound**	**Sig.**	**Lower bound, upper bound**
Creating urgency	1st generation	237	2.86	.82	.05353	2.7561	2.9670		
1st gener. With	2nd	218	3.10	.86	.05834	2.9877	3.2177	.008	-.4300, -.0523
2nd and 3rd	3rd	133	3.21	.903	.07833	3.0501	3.3599	.001	-.5615, -.1254
Team-building	1st	237	3.02	.97	.06267	2.8955	3.1424		
1st genr.	2nd	218	3.37	.99	.06675	3.2331	3.4962	.000	-.5599, -.1315
	3rd	133	3.44	.96	.08320	3.2753	3.6044	.000	-.6681, -.1736
Visioning	1st	237	3.04	.89	.05777	2.9242	3.1518		
	2nd	218	3.21	.89	.06035	3.0921	3.3300		
1st genr.univ. with 3rd	3rd	133	3.39	.98	.08506	3.2265	3.5630	.001	-.5888, -.1247
Communication:	1st	237	3.12	.95	.06185	2.9843	3.2280		
sharing information	2nd	218	3.29	.93	.06288	3.1609	3.4087		
1st gen	3rd	133	3.43	.98	.08471	3.2610	3.5961	.005	-.5640, -.0808
Empowerment	1st	237	2.999	.82	.05344	2.8947	3.1052		
1st with	2nd	218	3.33	.797	.05400	3.2214	3.4343	.000	-.5121, -.1437
	3rd	133	3.40	.92	.07929	3.2390	3.5527	.000	-.6085, -.1833
Influencing	1st	237	3.08	.82	.05299	2.9745	3.1833		
organizational culture	2nd	218	3.27	.80	.05442	3.1593	3.3739	.042	-.3699, -.0054
1st with	3rd	133	3.33	.88	.07641	3.1772	3.4795	.015	-.4598, -.0390
Monitoring Progress of	1st	237	2.83	.899	.05839	2.7183	2.9484		
Change	2nd	218	3.08	.92	.06209	2.9579	3.2026	.012	-.4485,-.0454
1st with	3rd	133	3.34	.94	.08124	3.1739	3.4953	.000	-.7340, -.2685
2nd with 3rd								.031	-.4906, -.0180
Sustaining change	1st	236	2.86	.81	.05288	2.7546	2.9629		
1st with	2nd	218	3.13	.89	.06053	3.0137	3.2523	.003	-.4682, -.0804
	3rd	133	3.32	.96	.08345	3.1532	3.4834	.000	-.6833, -.2357
Managing instructional	1st	237	3.13	.91	.05898	3.0104	3.2428		
program 1st with	2nd	218	3.40	.86	.05846	3.2823	3.5128	.004	-.4679, -.0740
	3rd	133	3.65	.92	.07929	3.4935	3.8072	.000	-.7511, -.2964
2nd with 3rd								.028	-.4837, -.0219
Aggregated	1st	237	2.99	0.756	.045	2.895	3.09		
1st with 2nd & 3rd	2nd	218	3.24	0.756	.051	3.14	3.34	.002	-.421, -.078
	3rd	133	3.39	0.84	.073	3.24	3.533	.000	-.595, -.199

Note. Results of the multiple comparisons correspond to the 1st, 2nd, 5th, 6th, and 8th aspects of the CLBs are between the 1st gen. with the 2nd and 3rd generations of universities. The 7th and 9th also include the 2nd with the 3rd.
*P**< .05

As indicated in Table 12, the results of the one-way *ANOVA*-Tukey post hoc multiple comparisons showed that the difference was significant between the 1st and both the 2nd and 3rd generations of universities with *p-values* of respectively .002 and less than .001. Significant differences were observed between the 1st and the 3rd generations of universities on all of the constructs mentioned above. Except for the two constructs, i.e., visioning and sharing information, significant differences also existed between the 1st and 2nd generations of universities. Whereas, the results indicated significance difference across the universities regarding the constructs: monitoring change and managing instructional program. Except for the two constructs, i.e., monitoring change and managing instructional program, no significant difference between the 2nd and 3rd generations. The narrower interval of the 95% *CI* of the difference between mean values did not include the null value indicating that the difference had practical significance or effect (see Table 12).

Taken together, the results indicate that there was a statistically significant variation in the level of practicing the CLBs across the three generations of universities. It could also be said that most of the behaviors were practiced relatively at the higher level in the 3rd generation of universities (followed by the 2nd generation) than in the 1st. Might it be due to the variation in age of organizational culture: old vs. young? These results suggest that the younger organizational culture enables practicing the CLBs than the older one.

4.2.2. Academic leaders' level of resilience

Table 13.

Results of Descriptive Statistics for Level of Academic Leaders'(ship) Resilience in Ethiopian Public Universities.

Variable	*N*	*Mean*	Std. Deviation
Resilience in academic leadership	214	2.91	.54

As shown in Table 13, the mean of the resilient measure as judged vis-à-vis the domain falls in between $2.5 \leq M < 3.5$ where the leaders apply the behaviors in the measure often, indicating that the leaders' level of resilience in the studied universities was at a good level. In support of this, the value of Standard Deviation (*SD*) for the measure showed that the distribution of scores in the participants' responses was more scattered around the mean. The value of *CV* of the measure was also found to be less than 1. This means the variation in participants' responses was too low. From this, it could be seen that the level of leaders' resilience was at "good status/adequate level".

However, the results of the one-sample *t-test* statistics indicated the resilience of academic leaders in Ethiopia's public universities has been found to be below the expected level, though not to say at a poor status. In the scale, higher scores indicate a higher level of resilience, and lower scores indicate a lower level of resilience. A response of "often true" (a rating of 3) was taken as an expected value to infer the resilience level of the academic leaders. That is, to say that an academic leader has a high level of resilience, he/she has to respond to an item as "often true" or above. Accordingly, the expected total score (or testing value) was set to be 30 (i.e., 10 items X 3). The computed value of the one-sample *t-test* results indicated that the academic leaders' level of resilience (with the obtained mean resilience score of 28.89) was

significantly lower than the expected value. This informs that the academic leaders' level of resilience was below the expected. The result of *CI* of the difference between the mean resilience scores also confirms the finding as it can reflect the reality. Table 14 shows the one-sample *t-test* result for academic leadership resilience.

Table 14.

One-Sample t-test Results for *Academic Leaders' Resilience in Ethiopian Public Universities.*

Variable	***N***	***M (SD)***	***Expected Value***	***df***	***t***	***Sig.(P value)***	***95% CI d/ce bln the M***	
							Lower	***Upper bound***
Resilience in academic leadership	214	28.89 (5.38)	30	213	-3.01	.003	-1.8328	-.3821

Note. M= Mean value; *SD=* Standard deviation

Alpha level .05

Table 15.

Results of Descriptive Statistics of Resilience in Academic Leadership as per Generations of Universities

Universities	**N**	**M**	**SD**
1st generation universities	72	2.8849	.45218
2nd generation universities	87	2.8778	.61124
3rd generation university	55	2.9747	.51237
Total	214	2.9051	.53596

As indicated in Table 15 above, the results of descriptive statistics of resilience in academic leadership as per generations of universities revealed that the 3rd generation universities scored relatively higher resilience in academic leadership mean score than the 1st generation universities. Similarly, the 3rd generation universities scored higher resilience in academic leadership mean score than the 2nd generation universities. On the other hand, the 1st generation universities scored relatively higher mean score than the 2nd generation of universities in the resilience of academic leadership. The 2nd generation universities scored relatively the least resilience leadership mean score. Table 16 below presents a summary ANOVA of resilience in leadership as a function of generations of universities.

Table 16.

Summary ANOVA of Academic Leaders' Resilience as a Function of Generations of Universities.

Resilience in academic leadership	***Sum of Squares (SS)***	***df***	***Mean Square***	***F***	***Sig.(P value)***
Between Groups	.361	2	.181	.626	.535
Within Groups	60.824	211	.288		
Total	61.185	213			

**Significant at 0.05*

As can be seen in Table 16 above, the results of the summary of ANOVA of resilience in Academic leadership portrayed that there was no statistically significant mean score difference among the three generations of universities in academic leadership resilience, $F\ (_{2,\ 211}) = .626$, $p > .05$. This indicates that there was no significant difference in the level of leaders' resilience across the three generations of universities in Ethiopia.

Altogether, the above analysis indicates that the status of leadership in relation to change management in Ethiopia's public universities is at an average level and requires improvement.

To obtain supportive qualitative data for answering the question about the status of leadership in the public universities of Ethiopia, faculty members' views about their immediate leader/s' level of competency were assessed. This was in terms of how far their leaders met their expectations during change context (change implementation) through an open-ended item (in the questionnaire).

From the total faculty member participants (of 372), the majority (255 or 68.548%) commented on the leadership they experienced. More than half of them (142 or 55.686%) view that there was a gap in the leadership (on the part of their leaders) at the departmental level, at the OAUs' level (college, faculty), and even in some cases at the university level. They labeled the leadership they experienced at a poor level of competence, and the leadership in general in their universities at a poor status was expressed in terms of bad behaviors; knowledge and skills gaps; and negative attitudinal aspects on the part of the leadership (leaders). Based on their expressions, the following generic gaps in the leadership were identified:

1st) Lack of role modeling behavior. Forty-three (39.091%) out of the total 110 participants, who gave indicative expression across the studied universities, indicated this as one of the signs of gaps in leaders' leadership competence during times of change implementation in their universities. Following is a list of the signs mentioned by respondents:

- ✓ lack of leaders' commitment (motivation) and sense of ownership;
- ✓ a gap in knowledge (not internalizing/understanding the nature of the proposed programs of change);
- ✓ lack of leaders' risk-taking (indecisive/unconfident) behavior;

- ✓ lack of leaders' creative behavior (initiation to influence the status quo);
- ✓ lack of openness (negative outlook and being resistant towards new and/or others' idea);
- ✓ leaders' rhetoric (talking rather than an action-oriented behavior); and leaders' reluctance (carelessness).

Of these aspects, the respondents' expressions seemed to indicate that the gap was predominantly demonstrated in terms of the first four aspects. Twelve (27.91%) participants from across 4 universities; 8 (18.61%) from 3 universities; 7 (16.28) and 4 (9.30%) from 4 universities respectively indicated this. The rest 12 (27.91%) of the respondents indicated manifestations of the gap in role-modeling behavior in terms of the remaining aspects.

2nd) Lack (gap) in leaders' interpersonal skills. Twenty-five (22.73%) out of the 110 participants indicated this as one of the major gaps concerning leaders' competence, especially in consideration of the changing working context they are exposed to. The respondents indicated that there was a gap in the communication skill of leaders' like lack of respecting others' ideas, etc.; in motivating others (in terms of the inability to persuade/convince others towards the proposed program of change, in recognizing the contribution of staff); in facilitating a spirit of team-work (including the inability to work collaboratively); and in empathy (leaders' inability to understand others' feeling towards a proposed change). The data indicated that the gap in leadership predominantly showed up in terms of the first three aspects. Ten (40%) of the respondents from 5 of the studied universities; 7 (28%) from 4 universities across the 3 generations of universities; and 7 (28%) of the respondents from 3 of the studied universities across the 3 generations of universities respectively indicated this.

3rd) Lack of strategic approach and behavior. Nineteen (17.27%) of the total participants indicated this gap in the leaders' competency. According to the participants' expressions, this problem is demonstrated in terms of the following leaders' behavior. Leaders focus on formalities such as conducting meetings, writing reports, and signing on different documents; engaging in routine activities; acting just as per directives from top of the management in their universities and the Ministry; and gaps in setting performance expectations (set a low expectation for their institutional performance in terms of the numeric value of students' level of enrollment and score).

4th) Gaps in practicing the strategies of change management. Seventeen (15.46%) of the participants from 5 of the universities indicated this as a gap in leadership during the implementation of programs of change. They expressed this gap in terms of the following four sub-aspects:

- ✓ an absence of (gap to follow-up) monitoring the progress of change for necessary adjustments and evaluating its impact;
- ✓ a gap in creating awareness on the part of frontline implementers (staff) about the proposed programs of change;
- ✓ lack of efforts to prepare strategies and directive manuals that could guide the process of implementation; and
- ✓ lack of empowering others (in terms of both lack of involving others, that is, lack of sharing responsibilities and lack of an effort for capacitating staff through guidance (coaching), facilitating venues for experience sharing, seminars, networking, etc).

The data analyzed seems to indicate that the gap in leadership predominantly manifested in terms of the first aspect, that is, the absence of monitoring the progress of change. Nearly half

of the respondents (8 or 47.06%) from across 4 of the studied universities indicated this. A few quotes to exemplify the gaps in the leadership are:

"They are unclear about the change. So, they were frustrated with the issue coming from the staff. … No one assesses how the change is going on, what is needed for the change to be implemented." (FM171);

"The leaders … rarely entertain comments for better implementation. They have little or no concern to follow-up whether the real expected change takes place." (FM213);

"I don't see them performing the duties ... [:] understand and accept the change first [,] communicate it with their fellow staff [,] follow-up the implementation [,] identify the challenges and opportunities." (FM285)

"When new program arrives, they [the leaders] make it "issue of the week" and then no proper follow-up at any stage of the implementation." (FM318)

The above 4 generic gaps in leadership were followed by a lack of trustworthiness (integrity), unfair management, and lack of servant leadership behavior, as indicated by 14, 13, and 11 respondents from across all of the studied universities, respectively. The respondents indicated a number of signs through which the lack of leaders' trustworthiness was demonstrated. These included: leaders' superficial acting of reporting on paper rather than following what is going on the ground and contributing for real change; lack of accountability; inability to keep their promise; disloyalty to their institution's mission and vision; focus on meeting political party interests; and lack of sense of professionalism. Unfair management seemed also to be prevailing in terms of discriminatory approaches in treating staff based on their ethnic background and a lack of transparency. Similarly, a lack of servant leadership

seemed to be prevalent in terms of leaders' self-centered behavior as they try to fulfill only their self-interest at the expense of their institution (or unit) and its staff.

From the above analysis, one can see that the gap in our leaders is not a lack of knowledge and skills but rather predominantly affective and behavioral. The only skill gap indicated in the finding is related to interpersonal skills. In this regard, a considerable number of faculty member respondents (7 or 6.36%) commented on the leadership they experienced by highlighting the reasons behind this gap. The faculty members argued that the reasons the leaders failed to act as expected, their negativity towards most of the change initiatives, and their lack of commitment were mainly related to problems in the initiator's approach (usually a top-down and non-participatory approach). In relation to this, for instance, FM272 said, "The problem is change ideas come to our institution before adequate study is conducted on their suitability & applicability." Another faculty member added,

> "Changes that were tried to be implemented by [the institution] were usually following a top-down approach [and] lacking the participation of staff. Hence, staff [including the leaders] & students … do not put their hearts into it & work for its success." (FM 278)

In support of this, few (6) respondents expressed the reasons they labeled their leaders as having poor competence. It was because leaders were assigned without having the required experience and without considering their personal qualities for leading others. The appointment of leaders at their proximity was rather based on network affiliation with the political party [political partisanship] and /or top management members of the university, thereby being loyal to either of these groups' mission rather than their institutions' and/or their staffs' expectations.

The present research indicates the leaders are not in a position to act as change agents due to factors external to them and/or their personality. The researcher basing on the literature (e.g.,

Bryman, 2006; Spendlove, 2007), argues that leadership competence is expressed not only in terms of knowledge and skills but also in the affective/attitude domain and behavioral aspects. Thus, there is a gap in our leaders' competence. From the analysis, no variation was found in faculty members' responses. Incompetence (poor status of competence) outweighs the average status across the 1st, 2nd, and 3rd generations of universities. This was seen in 77 (63.54%), 38 (46.91%), and 28 (52.83%) respondents of the total participants in each generation of universities.

Analysis of the interview data also confirmed the poor status of leadership, particularly in relation to the management of change. Academic leaders were asked to reflect on what tasks they accomplished and their experiences concerning the programs of change at the level of their respective jurisdiction (top executives at the university level, deans and heads of departments at the level of their respective OAUs). Academic leaders across the hierarchy indicated they accomplished tasks such as curriculum restructuring and checking the number of assessments administered by teachers as per the requirements of change in the curriculum, following-up course coverage and instructional time, and holding discussions at department commission meeting (DC) and college/faculty academic commission meeting (AC). Thus, academic leaders completed tasks as per the requirements of the programs of change and the usual/routine rather than accomplishing the prominent roles that change leadership entails. The only roles they accomplished concerning the implementation of the programs of change were creating awareness (facilitating venue for that) on the part of the teachers about the programs of change to the extent that the implementers were convinced about them and managing instructional program (supervising the instruction).

One academic leader ($LLAL_2$) who indicated the gap in leadership about the programs of change said the following:

> In fact, there is no evaluation [on the status of implementation of the programs of change]. ... We just monitoring the progress of the teaching-learning [:] … course coverage, the number of learning assessment teachers carried out, usage of instructional time, maintaining contact with students through their representative to deal with problems they may encounter. Other than this, there is no [concern on] deliverology, 1 to 5 bla-bla-bla.

It has also been inferred from their expression that the leadership in universities was not made at least to conduct an impact assessment on the programs of change. In this regard, one academic leader (MLAL22) said:

> They [top executives] told us that we were good at implementing, particularly in the area of continuous assessment. However, has it been studied at the university level [is under question]? … There is no research-based evidence on whether it is effective or not. We just did it because we were supposed to.

The aforementioned description indicates that there was a lack of sense of ownership on the part of the leadership.

Besides this, some of the interviewed academic leaders, while expressing their conceptualization of leadership and its role for management of change, indicated that the leadership in their universities did not enable their institutions to cope with the environmental dynamics and towards their improvement as there was no initiation from the leadership to do tasks differently. The only thing universities were engaged in was community service. They accomplished tasks with the rule of thumb and/or just to abide by directives from the top of the Ministry without critical eyes about the directives/reforms rather than acting strategically/proactively to create capacity for higher education. One academic leader ($TLAL_6$), for example, indicated his experience as:

> The so-called programs of change that are introduced in the public universities of Ethiopia: 1 to5 grouping for teachers, students, and administrative staff, Kaizen, BPR … were manifested boldly more than the main missions or academic affairs of the university. Thus, I doubt that there was an effort to maintain a balance and to compromise between issues of

> the change and the mission of the institution [gap in contextualizing the programs of change]. Thus, as leadership, we simply engaged in reporting (even fake reports). There was no act of evaluating genuinely, professionally, intellectually on the outcome [of the programs of change, including 1 to 5 grouping] in the teaching-learning affairs and thereby to take corrective measures on gaps or to abandon or replace. There was rather breathing the air of politics.

Another academic leader ($TLAL_{14}$) said:

> Really, it is difficult to say there was change orientation [change-oriented behavior] in the university. Many things are directed from the Ministry of Education (Mostly, we are engaged in receiving and facilitating the implementation of directives from the MoE). … I do not believe that we did create a capacity expected of higher education. Most of us leaders were mechanical rather than oriented with how the higher education community should operate, what we should do to ensure the quality of education.

It could be said that most strategies related to the essence of change leadership were missing in Ethiopian public universities, including visioning/strategic approach, monitoring and evaluating the progress of the programs of change, sustaining like motivating people, and role modeling to influence organizational culture. However, academic leaders attempted to create the situation for the adoption of the programs of change using discussion as an appropriate approach. Academic leaders indicated that they used discussion and consultation with teachers and students to deal with challenges, including resistance to the change and what should be done to adopt the programs of change within the situation at their disposal. In this regard, in universities "Friday seminar/forum" is established. As some academic leaders indicated, they brought ideas and gave the opportunity to other academic staff to discuss.

Teachers are professionals, and students have a stake in their learning. Students are not assumed to be passive recipients. This in itself invites them to be involved in different affairs of the education system. Thus, the discussion and consultative approach of academic leaders during a time of change is appreciable.

Besides, the universities' leadership would be appreciated for its effort to capacitate academic staff, particularly as per the requirements of the programs of change. Those interviewed reported that their universities have facilitated academic staff's training in the Higher Diploma Program (HDP). Above all, some leaders share exemplary practices to be cited as models for the leadership of change. That is, as roles expected of individual leaders and the institutional leadership. $TLAL_{17}$, for example, explaining his role concerning the program of continuous assessment in terms of being a role model, empowering others, and exercising e-leadership to facilitate communication, said:

> The understanding [on the part of teachers in his university] about continuous assessment is just the delivery of many tests, assignments, and homework. … As a manager in the university, I stick to the stand that a system must be established for teachers to apply (implement) continuous assessment with respect to their college [field of study] specific characteristics. Then we tried in our college. But, I tried-out that [that is, apply continuous assessment as per the standard] just not only administering several assessments but also the provision of the corresponding feedback to students, reading their results and revisiting the related attributes [like his teaching approach, availability of learning facilities, etc for the corresponding adjustment] and then, I converted this into seminar [exchange their experience in terms of seminar presentation]. Besides, I introduced the staff on how they could apply the science of Kaizen to organize and arrange our laboratory. The other thing is that I believe that today's leadership must be technology-enhanced (for example, make the contact between higher-level and middle-level leaders fast and modern, and paper-free). [He facilitates a situation wherein a one-folder system was created and all staff under the college to have a common awareness about the stock of information/what is going on in such a way that his computer as a college dean serves as a server on which each department under the college drops its report using draw box].

$TLAL_{13}$ said that to implement the change in the education system, including modularization, continuous assessment, and student-centered learning approach, we tried to improve organizational capacity, especially ensuring teachers' readiness. In this regard, he ($TLAL_{13}$) said:

> We enter into implementation after we have reached an agreement through discussion with academic staff by creating consultative workshops that invite experts and teachers who have awareness about modular curriculum, on how to design modular curriculum and ways of its implementation. Thus, we enter into action [adoption of the programs of

> change] by ensuring concerned bodies' common understanding regarding what is to be changed, why it is to be changed, and how it will be changed. This is the starting point [towards the adoption of a change]. For common success, we followed this approach. With the assumption that every teacher at a university level has to be trained and certified in teaching at the university, we designed a policy framework and the corresponding packages for implementation. These packages are: the first is a module on higher education proclamation, the second is subject area teaching, the third is modular curriculum development and implementation, the fourth is action research (reflective teaching) [and] the fifth is about learning assessment.

He further said that any teacher in the university has to get this training for 4 consecutive months by facilitating situations (by exempting every teacher from a certain teaching load/3criedit hours). Thus, "one of the main strategies is empowering so that people will be ready" ($TLAL_{13}$).

Similarly, academic leader TLAL14 said the following:

> Concerning modularization, we established resource persons. Individuals who can provide training and consultation about modularization as well as indicate solutions to problems whenever encountered concerning the modular system were created [nominated]. These persons are trained at the country level. After their training, they were supposed to train the staff not only about modularization but also about continuous assessment and competency-based.

There were also informative academic leaders' experiences to be acknowledged in public universities of Ethiopia, particularly in facilitating the situation for teachers towards adopting the continuous assessment. It is known that the provision of a series of tests is one aspect of continuous assessment. As for some leaders, it was difficult to do this given the context of large class sizes, which leads to cheating and shortage of classrooms in some cases. In this regard, they indicated that there was a complaint on the part of teachers. To resolve this problem, these leaders stated that they established a system of scheduled test delivery and assigned invigilators in such a way that teachers support one another.

4.3. Perceived Quality of a Leader for Successful Change Management

In consideration of the conviction that leadership is contextual and accordingly, there might be qualities that are highly valued in a given culture than in another, an attempt is made to identify the utmost qualities highly valued in the Ethiopian context as viewed by faculty members. In the present study, the intention to identify the required leadership qualities was twofold. On the one hand, as the working environment of higher education becomes dynamic, the leadership of institutions is required to be change-oriented and enable the institution to cope with and adapt to the changing situation. On the other hand, given the variety of programs of change introduced in the HEIs, the required leadership qualities in our context for the successful adoption of these programs of change need to be identified. Indeed, "… little is known about the phenomenon of 'leadership' " particularly, concerning what academic leadership in a particular social context entails (Altbach, 2011 as cited in Sagintayeva, 2013, p.75).

In this study, the faculty member participants were asked to rank six leadership qualities for management of change in their order of importance from 1 (the most important) to 6 (the least important). A Friedman test was conducted to assess if there were differences among the mean ranks of the leadership quality rankings. Results of the Friedman test are presented in the following two tables. (See the tables below: Table 17 and Table 18).

Table 17.

Mean Ranks of Faculty Members Ranking on the Six-Leader Quality for Successful Management of Change

Construct	Mean Rank
Trustworthiness	3.13
Coaching skills	4.57
Ability to motivate people	3.07
Good communication skills	2.91
Team-working skills	3.37
Creativity	3.95

As can be seen in Table 17, the lowest mean rank values were observed for the constructs of good communication skills, ability to motivate people, and trustworthiness. This indicates that these three constructs are ranked with the lowest ranking numbers indicating that a large number of faculty members viewed them as the most important skills. Team-working skills had a relatively greater mean rank compared with the three constructs. Whereas, a greater mean of rankings was observed for coaching skills followed by creativity. This indicates that a large number of faculty members viewed them as the least important skills. Table 18 below indicates whether the difference among the mean ranks is significant.

Table 18.

The Friedman Test Statistics of Faculty Members' Ranking on the Six-Leader Quality for Successful Management of Change

Source	*N*	*Df*	X^2_f	*P*
Related Groups	372	5	215.329	.000

Where alpha = .05

As shown in Table 18, the results of the Friedman test indicate that there were differences among the six mean ranks, Chi-Square test or x^2 (5, N = 372) = 215.329, $p < .001$. Given this significant overall difference between the mean ranks, the analysis was followed by the Wilcoxon Signed Ranks test for a more complete view about respondents' indication of the constructs concerning their order of importance: which of the constructs is indicated as the 1st most important, the 2nd , and up to the least. Considering the above-discussed labeling of the skills, eleven contrasts (*comparisons)* were performed using the *Wilcoxon Signed Ranks* tests. Results of the Wilcoxon test indicated that there were significant ranking differences (or contrasts) on the constructs (See Table 19 below).

Table 19.

Results of Follow-up Comparisons of Wilcoxon Signed Ranks Test on the Six-Leader Quality for Successful Management of Change (n=372)

Comparisons	Negative Ranks			Positive Ranks			*Z*	Asymp Sig.(*p*-value)
	Negative (n=)	Mean Rank	Sum of Ranks	Positive (n=)	Mean Rank	Sum of Ranks		
Motivating people with good communication skills	167	195.57	32659.50	205	179.11	36718.50	-.993	.321
Trustworthiness with Motivating people	175	197.23	34514.50	197	176.97	34863.50	-.085	.933
Team working - Trustworthiness	161	199.60	32135.50	211	176.50	37242.50	-1.238	.216
Creativity with Team-working	139	190.10	26424.00	233	184.35	42954.00	-4.017	.000*
Coaching - creativity	140	187.38	26233.00	232	185.97	43145.00	-4.101	.000*
Trustworthiness – Communication skills	175	188.43	32974.50	197	184.79	36403.50	-.831	.406
Team working - Communication skills	144	205.46	29586.50	228	174.52	39791.50	-2.481	.013*
Team working – Motivating people	167	185.80	31028.50	205	187.07	38349.50	-1.783	.075
Coaching - Trustworthiness	107	145.73	15593.00	265	202.96	53785.00	-9.258	.000*
Creativity - Trustworthiness	131	185.80	24339.50	241	186.88	45038.50	-5.019	.000*
Coaching – Team working	100	163.95	16395.50	272	194.79	52982.50	-8.887	.000*

Note. The highest value of 'n' in the positive ranks is in which the prior construct in the arrangement of that particular comparison was ranked with the highest-ranking number by that particular large number of participants than the comparable construct and thereby was considered the least important quality of a leader than the latter construct of the comparison. The ranking numbers of the prior constructs are greater than those of the latter constructs in their respective comparisons.
*$p < .05$.

As Table 19 above shows, the *p*-value of the *Wilcoxon* test statistics for the comparison made between the constructs indicated that there was a significant difference between the ranks for construct 2 (coaching skills) and 6 (creativity) themselves with $Z = -4.10$, $p < .001$ and with the remaining 4 compared constructs with a *p*-value of < .001. On the other hand, there was no significant difference among the ranks for good communication skills, ability to motivate people, and trustworthiness. The comparison revealed no statistically significant ranking differences in

the first four skills except between the skills of communication and team-working. The *z* value of greater than -1.96, $p > .05$ of the respective comparisons revealed the non-significance difference.

The significant contrast (difference in ranks) indicated that the most important leadership quality was ranked highly with the lowest ranking numbers reflecting the 1st or 2nd or the 3rd choices indicated with the highest value of negative ranks, and vice versa. As can be seen in Table 19, the ability to motivate people and good communication skills were with the highest negative ranks as compared with the construct in their respective comparisons by 175 participants of the 372 total participants of the survey. Whereas, coaching and creativity had the highest positive ranks as compared with the construct in the respective comparisons respectively by (272 and 265) and (241 and 233) participants of the 372 total participants of the survey. The comparisons with the highest value of sum of ranks in the positive ranks also indicate that the former skills in the comparisons were ranked with the highest ranking numbers indicating they are the least important skills than the latter skills in the respective comparisons and vice versa (Further see Appendix M Table b).

Besides, the 50th percentile (median) and the 75th percentile indicated that the skills in communication and motivating people are the utmost important skills followed by trustworthiness and teamwork skills. The 50th percentile (median) indicates 50 percent of the ranked observations on these four skills (communication, motivating people, trustworthiness, and team working) were ranked with the ranking number three and below indicating that these are the most important skills. The 75th percentile median also indicates that 75 percent of the ranked observations on the first two skills were concentrated at or below four. Whereas, for the skills of creativity and coaching, the 75th percentile median score was the highest ranking number (i.e,

six), particularly, for coaching, and the 25th percentile median score was four (see Appendix M Table a).

Paired comparisons between each construct with the remaining 5 of the constructs were also made independently using the *Wilcoxon Signed Ranks Test*. In all of the five cases, the comparison based on positive and negative ranks revealed that good communication skills had the highest negative ranks compared with the remaining constructs followed by the ability to motivate people and trustworthiness. Trustworthiness was with the lower negative ranks only as compared with good communication skills and the ability to motivate people. This ranking order was followed by team-working skills, creativity, and then with the least negative ranks for coaching skills. This indicates that the first three most important qualities of a leader to the successful management of change in their order are good communication skills, ability to motivate people, and trustworthiness. Whereas the least is coaching and the second least is creativity. The results revealed a significant difference between the ranks for construct 2 (coaching skills) and 6 (creativity) themselves with Z= - 4.10, p < .001 and with the remaining 4 compared constructs with a p-value of < .001. On the other hand, there was no significant difference among the ranks for good communication skills, ability to motivate people, and trustworthiness. The comparison revealed no statistically significant ranking differences in the first four skills except between the skills of communication and team-working (Further, see Appendix M Table c).

The mean of rankings also suggests that the slight difference in rankings for the constructs of good communication skills, ability to motivate people, and trustworthiness may not be significant (see Table 17).

In addition to ranking the literature-based identified qualities of leadership in the context of change, faculty members were asked to indicate if they assumed other additional attributes. Accordingly, of the total 372 respondents, 101 (27.15%) indicated the following qualities (but not limited to) as the most important requirements of a leader for successful management of change.

1st) Ethical. Forty-two (41.58%) of the total respondents from across all of the studied universities indicated that this is one of the required qualities of a leader of change. According to the respondents, this occurs by abiding one's actions to the 12 principles of work, including servant leadership approaches that prioritize respecting and serving public interest even at the expense of one's own. In addition to a simple indication of this quality using the entitled theme: "Ethical", most respondents specified the aspects of ethical approach that are the utmost required of a leader. Based on their response, the following elements of ethical behavior were identified: *transparent*; *honesty* (honest) in terms of not lying to staff, "non-corrupt"/ serving based on truth/principles; *accountability*, impartiality; loyalty; integrity; and politeness. The data seemed to indicate that the first three aspects were the utmost. Nine (21.43%) of the respondents from across 5 of the studied universities; 7 respondents from across 4 of the 3 different generations of universities; and 7 respondents from 4 of the 2 generations of universities, respectively indicated these three aspects.

2nd) Commitment. Seventeen (17) (16.83%) of the respondents from 5 of the studied universities indicated this as an additional quality required of a leader during a change context. This was interpreted in terms of a leader's behavior such as hard-working, responsible, willing to devote one's time and energy to a plan of action (to the introduced programs of change); and respecting and devoting time and energy to one's profession (sense of professionalism).

3rd) Open-minded. Twelve (11.89%) of the respondents from across 5 of the studied universities indicated this quality. In addition to indicating the generic theme, respondents indicated expressions in terms of the meaning of the theme: leaders' quality like being curious about new things /to try out new things, accepting new things such as methods, technology (or 'openness for change'), etc.

4th) Problem-solving skills. Ten (9.9%) of the respondents from across 4 of the studied universities indicated that this is also a very important additional quality of a leader to manage change successfully. The explanations that respondents gave about the aspects include emotional stability (such as calmness, patience, tolerance for ambiguity, and coping with stress) and analytical (or critical thinking ability). Thus, this skill was seen in terms of the two aspects: emotionally stabile and critical thinker quality.

5th) Humanistic approach. Basing their direct indication of using this generic theme and expressions, 9 of the respondents from across 5 universities seemed to indicate that this is one of the required leaders' qualities to manage a change successfully. This was seen in terms of leaders' approach of respecting others, understanding others' feelings/problems (empathy/sympathy).

6th) Decision-making skills (decisive). Nine (8.91%) respondents from 4 of the studied universities indicated this as an additional quality. This skill is indicated with a generic term such as decisive, decision-maker implying a leader's ability/showing the quality/ of making decisions quickly and confidentially (by following the logical steps and respondents' expressions), including giving quick responses to questions. Thus, the essence of this skill includes a leader approach characterized by these two aspects.

The other qualities indicated by a considerable number of respondents included: visionary; role model (as for the respondents' expression, this is in terms of being practical, walking the talk, being exemplary); flexibility (in terms of acting as per situation /adaptability even by up-dating oneself). Eight respondents from across 3 of the studied universities, 7 from 5 universities, and 7 from across 3 of the studied universities respectively indicated these qualities.

From the above discussion, one can see that the four utmost qualities (being ethical, committed, open-minded, and problem-solving skills) that the respondents indicated seem to be attributes of being a role model as well as for building trust. From the above qualitative data analysis, it is also clear that "trustworthiness" seemed to be the utmost quality required of a leader. In relation to this, a considerable number of respondents (68), including the 42 who indicated "ethical" as a quality, indicated the aspects of the constructs of a leader quality listed in the questionnaire. The aspect of communication and team-working skills followed this. Representative behaviors implying these skills were indicated by eleven and nine respondents, respectively. Listening to others' ideas and accepting feedback; and being cooperative, making an effort in accommodating and using colleagues' expertise, etc were respectively indicated. The researcher believes that being ethical particularly lays the foundation to build trust. Accordingly, being ethical is a key quality for leaders.

Based on results of research, the present researcher also held the conviction that complete support from the leadership is a key factor for the success of a project and implementation of change initiatives. Accordingly, to obtain additional data to address the research question: "What are the views of academic staff about leadership behaviors in relation to the implementation of the programs of change in public universities of Ethiopia?" and thereby achieve one of the main objectives of the research: "developing a context fit model of change leadership", faculty

members were asked the question: “What kind of roles do they think their immediate leader/s should play during the implementation of change”. From a total of 372 actual participant faculty members in the survey, 299 (80.38%) of them replied to the item. The respondents indicated a range of roles that leader/s of their proximity are required to play, especially during the context of change. These roles range from understanding and internalizing a proposed change themselves first thereby acting as role models to their staff by demonstrating commitment towards the adoption of a change up to communicating and convincing others for its adoption and monitoring the progress and evaluating the impact of the introduced change.

Specifically, the analysis revealed that the following is a list of roles expected of immediate leader/s during times of implementation of change mentioned by respondents from across all of the studied universities:

1) Communicator role
2) Being a role model (by demonstrating exemplary behaviors and walking the talk; demonstrating commitment)
3) Coordinating (including efforts to ensure team /collaborative work spirit among staff and networking between one’s OAU with others)
4) Facilitative role (in terms of ensuring a comfortable work environment and helping others in resolving difficulties)
5) Role of motivating people (staff and students as well)
6) Being ethical (in their approach as a whole and their managerial practice in particular)

The role of empowering others (in terms of involving staff in decision-making/participatory approach, sharing responsibility/delegation, and role of coach/capacitating); monitoring the progress of change for necessary adjustment and evaluating

its impact; planning role (in terms of setting objectives, planning change/strategies for implementation); establishing good relationships with others; roles related to the management of the instructional program; and creativity (assume the role of innovating/initiating new ideas of work) were also indicated. Forty-five (15.05%), 39 (13.04%), 25 (8.36%), 22 (7.36%), 14 (4.68%), and 14 (4.68%) respondents respectively from across all of the studied universities and for the last from 5 of the studied universities indicated these roles.

One hundred thirty-two (44.15%) of the total 299 participants, who responded to the item, from across all of the studied universities indicated a leader's communicator role. As for their expression, this is one of the primary roles that leaders in their proximity are required to play. This can be in terms of creating awareness on the part of staff members (to all concerned bodies, including students) about the need for the change, its nature, the roles they are required to assume, and discussing and negotiating with these stakeholders of the academic-related programs of change, and accommodating ideas accordingly. They also indicated that e-communication like the use of e-mail, and websites should be applied in disseminating information. Thus, maintaining effective communication is the primary role of leader/s in the context of a change initiative.

One hundred fourteen (38.19%) respondents from across all of the studied universities indicated that being a role model is a determinant approach that leaders in their proximity are expected to possess. They indicated this in terms of the generic descriptor such as "a leader/s should be exemplary, a role model for me" as well as in terms of the following behavioral explanations. These included the role of demonstrating commitment towards an introduced change initiative such as assuming responsibilities related to an introduced program of change; having the knowledge and understanding about the nature of an introduced change;

accessibility/availability in their workplace/ and punctuality; and engaging in one's professional development. Respondents particularly commented that their leaders should be exemplary in their approach and walking the talk; demonstrate commitment, including assuming responsibilities; and understand and internalize an introduced change.

Similarly, leaders' coordinating role was thematized into two other aspects with the general descriptor of coordinating/organizing. The two aspects are "promote team-working /facilitate teamwork spirit, including leaders' effort to accomplish tasks in collaboration with their staff and efforts in networking (creating a linkage) between one's unit and staff with other units/institutions. Seventy-five (25.08%) of the respondents indicated that this is the role expected of their immediate leader. A considerable number of respondents (34 and 34 respondents, respectively from across all of the studied universities) indicated the generic descriptor: "role of coordinating and team-building".

Sixty-six (21.74%) of the respondents indicated that a facilitative role is one of the roles that they expect to be assumed by their immediate leader/s during a change initiative. Besides the generic expression: "facilitative role/facilitation", respondents indicated aspects of this role in terms of leader/s' role in facilitating a conducive working environment like furnished staff's offices and a venue for teaching-learning as well as in helping their staff and students in resolving problems encountered. Thus, leaders are expected to ensure a working situation whereby their staff feel comfortable and supported in accomplishing their duties.

Fifty-nine (19.73%) of the respondents from across all of the studied universities indicated that motivating people (of both staff and students) is one of the roles expected of their immediate leader/s in leading a change. As to their expressions, this could be in terms of

inspiring people to be willing to exert effort towards adopting a change initiative and by recognizing and acknowledging the positive efforts the people might exert.

This was followed by the leader/s' ethical approach (just being ethical) as a role. Fifty-eight (19.4%) of the respondents from across all of the studied universities indicated this. This could be seen in terms of a leader/s': fairness, transparency, honesty, loyalty, accountability, and politeness. Leaders are required to act fairly (to be fair) in their decisions and their approach in general respecting the rules and regulations and being impartial in treating people. In other words, leaders are expected to be logical in their approach. The analysis particularly revealed that leaders must be fair, transparent, and honest. Twenty-five (43.103%) respondents from across all the studied universities, 17 (29.310%) and 6 (10.345%) respondents from across 5 of the studied universities respectively indicated this.

The aspects of "being ethical" could add value to a leader/s quality in their communication and become a role model. The aspects of transparency and manifestation of committed and logical personality (loyal, honest, and accountable) could contribute to a leader's quality in communication and become a role model, respectively. In this regard, the literature indicates that one aspect towards ensuring effective communication, particularly in leading change, is transparency (communicating transparently)

In general, the analysis indicates that a collective and humanistic (democratic and supportive) as well as exemplary leadership approach is key for leading organizational change in general and for implementing change successfully in particular in the context of the professional community of higher education.

The analysis of the responses to the above two open-ended items also supported the result of the ranked analysis. The leadership qualities and roles identified through these open-

ended items advocated the humanistic approach. Besides, the results of the qualities of leadership through the open-ended item more or less coincided with the findings regarding the role required of a leader. For example, the quality of being committed, open-minded, and ethical go along with the quality of being a role model; team working skills and humanistic approach go along with coordinating role; the problem-solving skill goes along with a leader's facilitator role.

4.4. Leadership Challenges in the Process of Change (Implementation) in Public Universities of Ethiopia

To address this main issue of identifying the major challenges and to assess whether there is a significant difference across the three generations of universities, the responses of academic leaders to the questionnaire are summarized in a table below.

Table 20.

Academic Leaders' Perceptions of Leadership Challenges in Relation to the Management of Change across the Universities

No.	Factors	Responses ALs (*N*=213)		
		Frequency	%	SR
1.	Personal Related Factors			
	1.1. Lack of skills in developing a vision			
	No	156	73.2	49.5
	Yes	57	26.8	-49.5
	1.2. Lack of skills for effective communication			
	No	159	74.6	52.5
	Yes	54	25.4	-52.5
	1.3. Lack of skills in team-building & fostering cooperative culture among staff			
	No	124	58.2	17.5
	Yes	89	41.8	-17.5
	1.4. Lack of skills in motivating staff to change			
	No	133	62.4	26.5
	Yes	80	37.6	-26.5
2.	Resource constraints			
	2.1. Lack of financial resource			
	No	54	25.4	-52.5
	Yes	159	74.6	52.5
	2.2. Lack of physical and material resources			
	No	71	33.3	-35.5
	Yes	142	66.7	35.5
	2.3. Human resource constraint			
	No/not a problem	127	59.6	20.5
	Yes	86	40.4	-20.5
3.	Lack of autonomy (of institution and its leaders)			
	No	91	42.7	-15.5
	Yes	122	57.3	15.5
4.	A lot of change going on in the organization			
	No	138	64.8	31.5
	Yes	75	35.2	-31.5
5.	Unsupportive organizational culture			
	5.1. Bureaucratic nature of the working condition			
	No	60	28.2	-46.5
	Yes	153	71.8	46.5
	5.2. Lack of collaboration and trust among staff and leaders			
	No	94	44.1	-12.5
	Yes	119	55.9	12.5

Note. SR= Standard Residual of Legacy option Chi-square test, which indicates whether there is a significance of a type of response ("yes" or "no"). Leadership challenges with positive *SR* value in the "yes" option indicating that they were real problems that could be the concern of academic leaders. Whereas, leadership challenges with positive *SR* value in the "no" option indicating that they were not among the most challenging factors.

As shown in Table 20. above, a significant number of respondents: 159 (74.6%), 142 (66.7%), 122(57.3%), 153 (71.8%), and 119 (55.9%) respectively replied that resource constraint

especially in terms of lack of finance, and physical and material resource; lack of autonomy of institution and its leaders in adapting reform programs; and unsupportive organizational culture (in terms of both bureaucratic working condition, and lack of collaboration and trust among staff and leaders themselves) were the major challenges. On the contrary, most participants replied that personal-related factors and lots of changes going on in the organizations were not among the challenges.

The results of the nonparametric test (Legacy option Chi-square test) also indicated this fact. The variables identified as 'the major challenges' and 'not challenges' were respectively with positive *SR* values in the "yes" and "no" options. This indicates that there was a significant difference between the number of respondents in the "yes" and "no" options. A large number of subjects seem to be involved more than expected respectively in confirming that the factors were their challenges and not their challenges. Thus, the personal factors, human resource constraints, and lots of changes (numerous new work procedures) were not the challenges. (For further information, see Table 21).

Table 21

Mean Ranks for Leadership Challenges in Relation to the Management of Change across the Universities

Variables	*N*	*M Rank*	*Rank*
Lack of financial resource	213	.75	the 1st leadership challenge
Bureaucratic nature of the working condition	213	.72	2nd
Lack of physical and material resources	213	.67	3rd
Lack of autonomy of institution and its leaders in adapting the reform	213	.57	4th
Lack of collaboration and trust among staff and leaders	213	.56	5th
Lack of skills of team-building & fostering cooperative culture among staff	213	.42	6th
Human resource constraint	213	.40	7th
Lack of skills of motivating staff to change	213	.38	8th
A lot of change going on in the organization	213	.35	9th
Lack of skills of developing a vision	213	.27	10th
Lack of skills of effective communication	213	.25	11th

As indicated in Table 21 above, lack of financial resource, bureaucratic nature of the working condition, lack of physical and material resources, lack of autonomy of the institutions and their leaders in adapting the reform, and lack of collaboration and trust among staff and leaders were the first five challenges in descending order. They were indicated by more than half of the participants. Lack of skills of effective communication was the least challenge. The second least leadership challenge across the three generations of universities was the lack of skills of visioning. The last four challenges might not be considered as challenges by most academic

leaders of the studied universities. Nearly one-third of the participants indicated these were not their concern.

The results of the qualitative data analysis obtained through the open-ended item of the questionnaire were also found to be in support of this finding. The analysis revealed that lack of a comfortable work environment, external interference on the internal decision, and university constituents' negative value system and relationships were additional leadership challenges (See further details in the discussion underneath Table 23 below). These respectively coincide with the quantitative findings that are resource constraint, especially in terms of lack of finance and physical and material resources, lack of autonomy of the institutions and their leaders in adapting new procedures of work or reform, and unsupportive organizational culture. To identify the challenges as per the generation of universities, the mean rank was computed.

Table 22

Mean Ranks on Leadership Challenges as per Generation of Universities

1st generation universities (*n*=73)		2nd generation universities (*n*=84)		3rd generation universities (*n*=56)	
Leadership Challenge Variables	***MR***	**Leadership challenge variables**	***MR***	**Leadership challenge variables**	***MR***
Bureaucratic nature of the working condition	.8219	Lack of financial resource	.6905	Lack of physical and material resources	.7500
Lack of financial resource	.8082	Lack of physical and material resources	.6786	Lack of financial resource	.7500
Lack of autonomy of institution and its leaders in adapting the reform	.6849	Bureaucratic nature of the working condition	.6429	Bureaucratic nature of the working condition	.6964
Lack of physical and material resources	.5890	Lack of collaboration and trust among staff and leaders	.5952	Lack of autonomy of institution and its leaders in adapting the reform	.5357
Lack of collaboration and trust among staff and leaders	.5616	Lack of autonomy of institution and its leaders in adapting the reform	.5000	Lack of collaboration and trust among staff and leaders	.5000
Lack of skills of team-building & fostering cooperative culture among staff	.4521	Human resource constraint	.4286	Lack of skills of team-building & fostering cooperative culture among staff	.3750
Human resource constraint	.4521	Lack of skills of team-building & fostering cooperative culture among staff	.4167	Lack of skills of motivating staff to change	.3571
Lack of skills of motivating staff to change	.4384	Lack of skills of motivating staff to change	.3333	A lot of change going on in the organization	.3393
A lot of change going on in the organization	.4247	A lot of change going on in the organization	.2976	Human resource constraint	.3036
Lack of skills of developing a vision	.2603	Lack of skills of effective communication	.2976	Lack of skills of effective communication	.2857
Lack of skills of effective communication	.1781	Lack of skills of developing a vision	.2619	Lack of skills of developing a vision	.2857

Note. *MR*=Mean Rank

As indicated in Table 22 above, the results of mean rank showed that the 1st leadership challenge in change management for the 1st generation universities was the bureaucratic nature of the working condition, lack of financial resource was the 1st challenge for the 2nd generation, and lack of physical and material resources was the 1st challenge for the 3rd generation public universities of Ethiopia. The 2nd leadership challenge for the 1st and 3rd generation universities was lack of financial resources, and lack of physical and material resources was the 2nd challenge for the 2nd generation public universities of Ethiopia. The 3rd leadership challenge for the 1st

generation universities was the lack of autonomy of the institutions and their leaders, and the bureaucratic nature of the working condition was the 3rd challenge for the 2nd and 3rd generation universities. Whereas the least leadership challenge observed for the 1st generation universities is a lack of skills of effective communication, for the 2nd and the 3rd generation universities, lack of skills of visioning was found to be the least challenge. The 2nd least leadership challenge for the 1st generation universities was a lack of skills of developing vision. For the 2nd and the 3rd generation universities, the lack of skills of effective communication was the 2nd least leadership challenge.

The utmost challenges across the three generations of universities seem to be related to resource constraints (particularly finance, and physical and material resources), bureaucratic working condition, lack of autonomy of institutions and their leaders, and lack of collaborative organizational culture. Lack of physical and material resources and finance were the utmost challenges, especially for the 2nd and 3rd generation universities, whereas the bureaucratic nature of the working condition was for the 1st generation universities. None of the challenges were ranked at a similar status across the three generations of universities.

Besides, to check if there is a statistically significant association between the challenges encountered by academic leaders in the implementation of the programs of change across the three generations of Ethiopian public universities, thereby confirm if there is significant variability in the concern towards the challenges across the generations of universities, a Chi-square test was computed. The researcher formulated a two-tailed hypothesis: "H_o: there is no association on leadership challenges across the generations of universities and H_1: there is an association on leadership challenges across the generations of universities" and computed the crosstab Chi-square measure of association.

Table 23.

Results of Cross Tabulation Chi-square Test for Leadership Challenges by Generations of Universities

Leadership Challenges		Generations of Universities			Total n=213	X^2	*p*-value
		1st generation n=73	2nd generation n=84	3rd generation n=56			
Lack of skills of developing a vision	Yes	19(33.3%)	22(38.6%)	16(28.1)	57 (100%)	.128	.938
	Not	54(34.6%)	62 (39.7%)	40(25.6)	156 (100%)		
Lack of skills of effective communication	Yes	13(24.1%)	25(46.3%)	16(29.6%)	54(100%)	3.37	.186
	Not	60(37.7%)	59(37.1%)	40(25.2%)	159(100%)		
Lack of skills of team-building & fostering cooperative culture	Yes	33(37.1)	35(39.3%)	21(23.6%)	89(100%)		
	Not	40(32.3)	49(39.5%)	35(28.2%)	124(100.0%)	.774	.679
Lack of skills of motivating staff to change	Yes	32(40.0%)	28(35.0%)	20(25.0%)	80(100.0%)	1.95	.378
	Not	41(30.8%)	56(42.1%)	36(27.1%)	133(100.0%)		
Lack of financial resource	Yes	59(37.1)	58(36.5)	42(24.4%)	159(100.0%)	2.87	.239
	Not	14(25.9%)	26(48.1%)	14(25.9%)	54(100.0%)		
Lack of physical and material resources	Yes	43(30.3%)	57(40.1%)	42(29.6%)	142(100.0%)	3.783	.151
	Not	30(42.3%)	27(38.0%)	14(19.7%)	71 (100.0%)		
Human resource constraint	Yes	33(38.4%)	36(41.9%)	17(19.8%)	86(100.0%)	3.26	.196
	Not	40(31.5%)	48(37.8%)	39(30.7%)	127 (100.0%)		
Lack of autonomy (of institution and its leaders)	Yes	50 (41.0%)	42(34.4%)	30(24.6%)	122 (100.0%)	5.89	.053
	Not	23(25.3%)	42(46.2%)	26(28.6%)	91 (100.0%)		
A lot of change going on in the organization	Yes	31 (41.3%)	25(33.3%)	19(25.3%)	75(100.0%)	2.82	.244
	Not	42(30.4%)	59 (42.8%)	37(26.8%)	138 (100.0%)		
Bureaucratic nature of working condition	Yes	60(39.2%)	54(35.3%)	39(25.5%)	153(100.0%)	6.37	.041*
	Not	13(21.7)	30(50.0%)	17(28.3%)	60(100.0%)		
Lack of collaboration and trust among staff and leaders	Yes	41(34.5)	50(42.0)	28(23.5%)	119(100.0%)	1.24	.538
	Not	32(34.0%)	34(36.2)	28(29.8)	94(100.0%)		

Note. Numbers in parentheses indicate column percentages within a particular leadership challenge.
Asymp sig (2 tailed); df =2
*P** < .05

As can be seen in Table 23 above, except for one of the leadership challenges, Chi-square results show there is not a statistically significant deviation in the respondents' perception of the leadership challenges among the three university groupings. Except for the bureaucratic work

condition challenge, the null hypothesis (H_o) (which entails no association) is accepted and concludes that leadership challenges did not vary across generations of universities. Thus, one cannot conclude that an association exists between the two categorical variables. The results suggest that except for the challenge of the bureaucratic working condition, the challenges were the concern of academic leadership across the three generations of universities in a similar manner. The result suggests that the bureaucratic working condition could be more of a challenge in the 1st than in the 2nd and 3rd generations of universities.

The academic leaders were also asked to indicate other most challenging factors that had not been mentioned in the questionnaire. Of the total (n=216) academic leaders, a considerable number (68 or 31.48%) indicated additional leadership challenges faced in their respective universities. The following is a list of challenges mentioned by the respondents.

1st) Management-related problems in universities. A considerable number of respondents from across all the generations of university (at least 1 from each generation) indicated that management-related problems in their respective universities were the primary challenges they encountered. The problems were manifested in terms of the following aspects according to their order:

Unfair management. The respondents indicated that there were biases in appointing personnel to management positions as well as in recruiting academic staff for the appointment, for recognition, and that it was not merit-based. They indicated it was based on ethnic background. Seven participants from 5 of the studied universities indicated this problem.

***Power centralization*.** Eight participants from 4 of the 2nd and 3rd generation universities indicated this problem. As to the respondents, OAUs (colleges and departments) and their

managerial leaders were not fully mandated to manage resources, especially financial resources, which deterred them from implementing their plans.

Lack of strategic approach. Five participants from 3 universities (in the 1st and 3rd generation of universities) indicated a lack of top-level leadership expertise and envisioning, the imposition of urgent and unprogrammed tasks and meetings from the top of their universities' management, as well as requests for a series of reports. They indicated that this last requirement, in particular, deterred them from focusing on the three missions of the university.

Lack of accountability. Three respondents from 3 universities (from across the 3 generations of universities) indicated that there was an absence of accountability ("rule of the law") in their universities.

From the above discussion, it has been noted that problems related to the management of universities are real problems manifested in terms of unfairness in appointing academic leaders across the hierarchy and not being merit-based in consideration of their qualifications, expertise, etc. Problems also existed in the universities regarding the recruitment of academic staff for the teaching position and in rewarding them. Putting the right person in the right position would significantly contribute to organizational effectiveness. This feature of the universities' management might, in turn, hinder them from adapting to change and maintaining their competitive advantage. This also goes with the idea of unethical leadership in terms of violating the principles of work as well as neglecting the human element; failing to treat individuals logically.

The data also indicated a lack of decentralized administration (including financial centralization) was one of the manifestations of the management problem in Ethiopian public universities. The data revealed that in most of the studied universities, decision-making power

was accumulated at the center (university management level) and the OAUs' level managers could not mandate in many aspects, especially in financial issues. This is the case especially in the 2nd and 3rd generation of universities. This would create unnecessary bureaucracy in mobilizing and using resources. It could be an indicator of lack of empowering the middle and lower-level academic leaders to make decisions within their jurisdiction, which in turn may lead to delays in task accomplishment.

Lack of strategic approach was also indicated as one manifestation of the management problem. This is indicated in terms of the top officials' unreasonable acts in responding to the directions from the MoE. The respondents explained that the university leaders did not insist at least with the reasons for the directives, which may not be welcomed by academic staff. They are being considered not visionary. In most cases, they were imposing directives on their respective staff, which they themselves might not understand. This limitation on the part of the universities' management spills over to the OAUs' level management as well as to their leaders as they were requested to be engaged in routine and tedious tasks, such as reporting a series of reports and attending a series of unprogrammed meetings. This might divert their attention from the focal areas of the higher learning institution: teaching-learning, research, and community services.

2nd) Problems related to the general environment (external environment/factor). Six respondents from 3 of the studied universities indicated political instability as one of the major leadership challenges in Ethiopian public universities. Political chaos and instability was indicated as a problem to the universities as it hinders the accomplishment of academic tasks according to the regular timetable or academic calendar and causes a gap in covering the course content. On top of this, students could not learn attentively and faculty members might not work in a good mood/stably. This could be the main challenge for leaders as it would create a burden

requiring them to devote their precious time to calm down and settle the situation. The situation might require academic leaders to support students and academic staff to be emotionally stable and focus on their major duty and strategic issues, as well.

3rd) Lack of attractive work environment for academic staff, including leaders. Five respondents from 4 of the studied universities across the 3 generations of universities indicated that the work environment in their universities was not furnished, that is, had poor work facilities like offices, transportation, and residence. From this, one could realize that there seemed to be a lack of fringe benefits for academic leaders to be motivated and to assume their responsibilities properly.

4th) Resistance to change. Five respondents from 3 of the studied universities across the three generations indicated that resistance on the side of both academic staff and students was a leadership challenge for the adoption of the reform programs in their universities, especially for departmental leadership.

The resistance is from the side of the major constituents of the system: academic staff and students. In this regard, the researcher has a stand that simply devaluing a given introduced procedure of work and insisting on accomplishing tasks with the usual method and procedure will contribute nothing to an organization unless supported with an act of giving other alternatives and/or suggestions for its successful adoption. It could be essential to take the initiation to indicate a workable method and procedure that help an organization adapt to the changing environment or at least indicate the appropriate ways towards realizing the successful adoption of an introduced method of work.

5th) External interference and influences (in the internal decision). Four respondents from across the studied universities indicated that there was interference in institutional (internal)

decisions, including in the appointment of leaders in administrative positions through political power. This contradicts the provision granted by the FDRE 1994 education policy and the HEPs for HEIs, which states they are autonomous in their internal administration and management. HEIs are assumed to be autonomous in their internal administration, but the reality on the ground in Ethiopian public universities seemed to be the reverse. On top of this, the principle stipulates that education is secular and thus, free from political and religious interference, which in this case is violated. This may indicate the universities not being autonomous in their internal administration.

These respondents also mentioned signs of the already listed factors in the questionnaire. In this regard, of the 68 respondents, who gave the response to the open-ended question, a considerable number (25 or 36.77%) of them from across all of the studied universities mentioned manifestations of the factor: 'unsupportive organizational culture' in terms of the two aspects (poor interpersonal relationship /lack of collaborative work spirit and rigidity of the university management). The participants indicated the prevalence of "unsupportive organizational culture" in challenging their leadership with the following expressions categorized into 3themes:

i) ***Organizational constituents' (university's management team, academic staff, and students') negative value system***. Fifteen respondents from 5 of the studied universities indicated that there was a lack of interest and motivation (lack of commitment as a whole) among the constituents such as lack of motivation to be involved in the process of change itself, lack of motivation to take risk (i.e., decisive risks) among staff and the management.

ii) ***Organizational constituents' (academic staff, supportive staff, and students) bad tradition (practice/approach).*** Seven participants from 4 of the studied universities indicated the prevalence of gaps in students' and staff's ethics such as dishonesty/poor integrity; lack of cooperativeness, including lack of cooperative leadership; and poor relations and informal networks based on religion, ethnic group, and relatives.

iii) ***Rigidity in Organizational System (management and rules).*** Three respondents expressed that there was a lack of flexibility in the management and routine-focused institutional culture as a whole.

The literature (e.g., Scott et al., 2008) indicates that positive organizational culture is the key for adapting to a changing environment, ensuring the successful adoption of change, and helping organizations to tap competitive advantage. However, one can see from the above discussion that in Ethiopian public universities the reverse is true. Organizational culture is a tradition, value system, and way that gives an identity for an organization (Yukl, 2010). Ensuring a positive organizational culture, thus, requires openness on the part of an organization and its constituents, and a motivated, collaborative, and disciplined individuals' approach/practice. In the case of the educational system, it includes the management team, academic staff, as well as students characterized by such features of a positive organizational culture.

Academic leaders were also interviewed about the challenges they encountered, particularly in relation to the programs of change. Analysis of the interview data revealed almost a similar finding to the above results. They indicated that lack of interest and supportive approach on the part of teachers and students towards the programs of change (resistance), input

constraints, gaps in the organization and management system of universities, and students' poor background are the most pressing challenges they experienced and observed.

Lack of interest and supportive approach on the part of teachers and students

Academic leaders across the hierarchy indicated that there were complaints on the part of teachers and students towards the programs of change. The interviewees indicated that teachers and students were not interested in most programs of change, including the modular course delivery approach, continuous assessment, and 1 to 5 grouping because of reasons like related to the approach by which they were introduced. They indicated that teachers and students were not convinced about 1 to5 grouping. They considered it as just a change in naming. It is a group task. One academic leader (TLAL6), for example, indicated that a complaint of teachers was because of the inadequacy of time allotted to courses considering their nature and students' approach as they did not accomplish learning tasks as per requirements. They rather copied from somewhere and submitted assignments. On the other hand, students had complaints about their instructors' approach concerning the use of instructional time and assignment correction.

Another academic leader (TLAL14) while explaining his experience about the teachers' approach in connection with the continuous assessment said:

> Teachers fail to use it in line with its essence because they are forced to prepare the supplementary exam for failing students. Thus, most teachers practiced the continuous assessment just to help students at least score the pass mark to eliminate the need for administering sup-exams. Teachers perceived that this procedure does not enable students to be seriously engaged in their learning (to be effortful).

Academic leaders also explained that from the very beginning 1 to5 grouping was not welcomed. They said that most students were ignoring the engagement in learning experiences in 1 to5 grouping. Especially high performers perceived that engaging in this task is wasting their time. Particularly during its introduction, both groups complained about engaging in it because it

was going to be carried out after the official time (towards evening), which teachers complain that it is not their duty and students perceive that the time compromises their refreshment. However, they indicated that this problem was later resolved in some way.

They explained that the 1 to 5 grouping is renamed as peer-learning, quality circle/cooperative learning, student-networking, and is programmed to be carried out once a week for 2 hours long assigning an authorized instructor as a mentor to each group/class equivalent with 3credit hours of the teaching load. However, there is a complaint on the part of high-performing students who think it wastes their time. As most leaders indicated, 1 to 5 grouping is not functional as such. Another academic leader (MLAL5), while indicating it as a major challenge, said that convincing teachers was very difficult because many issues were raised about the adoption of the programs of change like continuous assessment. Class-size, disproportionate teachers' workload ratio, and the nature of courses were issues for confrontation. Thus, class-size is indicated as one of the major challenges for the successful adoption of continuous assessment in Ethiopian public universities. The class-size ranges from more than 50 to 70 students in a class.

Thus, it would be difficult for academic leaders to comment on teachers' approach in using continuous assessment as per the science (or guidelines) given this kind of working situation. The science of continuous assessment requires remedial action; it is formative in its approach. It requires teachers to monitor students' progress from one assessment to another and thereby make adjustments in the factors of learning.

One academic leader (LLAL20) explained resistance as one of the main challenges in connection with the programs of change in the general term that may indicate the situation academic leaders experience in particular during times of new directives for change as follows,

"You would have been sandwiched. From above [from the top of the university management], accomplishments are expected of you. From the bottom, steam is blowing out from teachers and students (Resistance).["*kelayi yemitebekibishi negere ale ketachi kememehiru ena ketemariwei yemiwota enfalota ale*"]"

Another academic leader (TLAL14) in citing his case story indicated the prevalence of the problem of lack of teachers' engagement as follows:

> Many teachers are not serious. They teach and leave their institution. They do not worry about where the picture is [or], where we are going. I do not know why it is so. Actually, in the higher education system, people seem to fail to identify which leaders are important for their university and which are not. People evaluate leaders from the perspective of their advantage. … There is a misunderstanding [you might be misunderstood]. … There is no focus/engagement; many teachers are not available after their teaching hours. … After class, if they are not focused and settled, they cannot think about the university. If they are focused and settled in their office after class hours, they can think and know where the university is going, what its leaders are doing. Thus, <u>teachers' engagement is loose</u>*[emphasis added]*. Teachers' engagement is loose means they block the creation of shared understanding. This is I think a tough challenge. … The university can operate by itself; it has a calendar, and according to the calendar, teachers will teach and students will learn. Teachers do not think about you unless you hurt their advantage, [or] you push towards change. This requires tasks for higher education teachers' capacity building about what is required of them, what is required of managerial leaders, [and] what should be these two groups' respective roles. The academic staff is not well aware of this. Academic staff are observed as they activate when their advantage is scratched. They do not have a critical/strategic evaluation about where the university is to go, how it is going [its current operation], where it wishes to go [its intended direction], the foundation that has been established to reach the intended goal, and what it should be.

In support of this, an academic leader (MLAL15) said:

> Limitation in ensuring teachers' awareness about their rights and duties is a challenge in itself. There are teachers, who perceive that only teaching is their job. Thus, a lack of understanding on the part of teachers that along with teaching a university teacher has to provide community service and engage/contribute in planning for change is a challenge.

Students' poor background is indicated as one of the major challenges related to the programs of change, particularly active learning and continuous assessment. Academic leaders indicated that a lack of students' active engagement in learning activities was noticed by

themselves as teachers as well as from other teachers' complaints. Complaints of teachers about students' approaches create a challenge for academic leaders. One academic leader described students' approach as a challenge for adopting active learning and continuous assessment as follows:

> There is an advocacy for student-centered approach. But, as a manager, I saw that the situation was challenging not only for teachers but also for me. Students … hated those teachers who were inquisitive. Whereas, teachers who use the chalk and talk approach, provide notes, and handouts were appreciated. (MLAL16)

Input constraints. Academic leaders explained that this is the main challenge. They indicated that the infrastructure in their workplace is not well furnished to run active teaching methods, the modular delivery approach, and the other new procedures in teaching and learning to equip students with the necessary competencies. This is particularly indicated as the main challenge in engineering and technology, natural and computational sciences, and agriculture and environmental science fields of study. This has an impact on practical learning. Specifically, there were problems of unequipped laboratories, inadequate and unorganized investigation sites (in the agriculture field). It has also been indicated that the lack of smart classrooms and poor internet service were resource-related challenges in connection with the programs of change. The gap in internet facilities is indicated as it affects the teaching-learning process as well as managerial communication. It has also been realized that input constraint (including a gap in the library) is indicated as a major challenge to 2nd and 3rd generation universities.

Problems related to the management system at universities. Academic leaders, especially at the middle-level and academic program level indicated that the management in their universities is more bureaucratic and has an unsupportive purchasing system, is centralized, and lacks a strategic approach from top executive leaders. They indicated that the existing bureaucracy influences the teaching-learning process as a whole. Particularly, teachers in the

natural science and technology fields of study have been suffering from a lack of access to the required inputs. As a result, sometimes students were unable to fully engage in their learning tasks. They also indicated that this gap hindered them from acting strategically, envisioning, and implementing their plan. One academic leader (LLAL4) expressed the unsupportive bureaucracy as a problem and said:

> Service provision should be a one-stop service. If it could be handled at the department level, it should be; if at the registrar level, it should be handled at that level. For example, if a student has lost his/her identification card (ID) and asks the registrar, he/she is required to bring evidence that he/she is a student from his/her department. [However,] the registrar has all related documents regarding students' profiles (slip, cost-sharing).

In indicating the impact of the centralized administration, another academic leader (MLAL5) said:

> Our main challenge at the institution level is the administrative system is not decentralized. We do not have power. … Introducing tools of change would not be a guarantee for change. It needs to design a strategy and address the issue of change. [The academic leader indicated as if they need legitimate power to assume the responsibility of inculcating and facilitating the successful adoption of the programs of change.].

In this regard, an academic leader (LLAL4) described the consequence of the centralized system as:

> The more centralized administration would lead to dependency syndrome on the part of middle-level leaders. When we see the parameters of leadership: decision-maker, flexible, it would be difficult to stand out as a leader within this kind of context. Thus, leading by making decisions and taking risks or resigning. The budget has been enrolled. We could not use the budget allocated from the ministerial office due to a gap in the purchasing unit.

Another academic leader (MLAL11), in describing the impact of the financial centralization and unsupportive purchasing system respectively, said:

> There is no allocation of the budget at the beginning of the budget year in consideration of our plan. If this were not, we could lead our plan by compromising with the required budget. This hinders us from using our potential fully. … What you plan to accomplish during the first semester may not be realized [purchased/obtained]. … Academic task is time-bounded. We are required to run as per the academic calendar. We could not postpone tasks like those in other offices. The task, which is within the first semester, must be accomplished within that duration.

The approach of authorities in introducing the tools of change management is another challenge for academic leaders. Academic leaders have a reservation about the way the programs of change are introduced in their universities. (See the discussion under the heading: academic leaders' perception towards the programs of change in their workplace). In this regard, some academic leaders indicated that frequent direction and introduction of diversified programs of change was a challenge.

The hesitation (or the prevalence of change fatigue) on the part of leaders seems also to be indicated through their expression in listing and explaining the programs of change they experienced in their workplace: "the so-called [*yemibalew*]". Academic leader LLAL2, for example, said, "Considering the country's situation, the government designs a new policy and MoE has set new regulations. Due to this, things become forgotten [the one introduced before becomes forgotten as another follows immediately]." Another academic leader (MLAL16) also said, "I think, planning to implement programs of change at higher education uniformly by itself is a mistake. In general, in the so-called: BPR, kaizen, performance-oriented, there is a tendency to shift attention from one program of change to another without considering whether one of these fails or succeeds. I do not think teachers as well as lower and middle-level leaders feel good about this."

4.5. Analysis of Qualitative Data from the Interview

As qualitative data analysis is the process of making sense of situations, corresponding patterns and themes based on research participants' views and opinions (Cohen et al., 2007, p. 461), in this research, the views on the concepts of leadership and change, and the situation of Ethiopian universities are explained as follows.

4.5.1. Background information about participants in the interview

Except few, all the potential interviewees were willing and helpful to participate in the research. The interviews were conducted in a cooperative manner. Only two of the interviewees were female. The respondents were from across the hierarchy. Except for the two researched universities, the interviewees include heads of departments (10 in number), deans/directors of faculty/college/academy (7), top-level academic position holders (vice presidents for academic affairs, director of academic affairs office directorate) (5 in total). In these two universities, the potential interviewees of top-academic executives were either unwilling to take part or unavailable during the data collection.

The participants' experiences as an academic leader are varied. From 3 to 4 years (including those who are safe/active in their academic leadership position) in the case of 2nd and 3rd generation universities. In the case of the 1st generation universities, those who had 4 or more years of active experience and who were involved in academic leadership positions during the introduction of the competency-based education and modularization education program were involved. From among those academic leaders, there were also academic leader interviewees, who have previous experience in the leadership position at schools or colleges and/or other similar institutions. Out of the total 22 respondents, 5 had previous experience as an academic leader.

Most of the participants' experiences are also interesting as they have held or passed through the academic leadership positions across the hierarchy in their respective universities. They accelerated from departmental to deanship position (or quality assurance or research and community service coordinator at college level, which is equivalent to the vice dean position) or from the deanship to presidential position for academic affairs or equivalent positions. Eight of the total participants fall into this domain. And accordingly, they gave detailed, informative, and

relevant data concerning leadership practice at their universities as well as indicating future directions.

4.5.2. View of leadership in Ethiopian higher education and its essence

4.5.2.1. Academic leaders' conceptualization of leadership

Leaders from across different leadership positions (in the hierarchy) in the public universities noted that the concept of leadership is wider as it can be expressed in different ways. They expressed the concept of 'leadership' as it refers to 'a leader'; the concept of 'leadership' refers as they said 'a leader' using the Amharic expressions: "*lidership meri newe/merinet newe or amerarenet*". They also noted that leadership requires being forward-looking, being forefront in indicating direction and in assuming responsibilities. Thus, the term leadership implies taking the driving seat towards a certain goal and for serving people as well as working with one's fellow and coordinating efforts rather than acting like a boss. One academic leader (TLAL6) expressed, for example, "leadership is the ability to know new things, things that could be happened [achieved], coordinate individuals' ideas, knowledge, and capability on the things it expects to be practical."

Another academic leader (LLAL12) said, "Leadership in an academic context means that he must prevail one step-up from teachers, not act as a boss; he rather indicates to teachers the path for improved task accomplishment, coordinates, and accomplishes new things." Another academic leader (LLAL10) expressed leadership as 'a leader' in the sense that working together and indicating others by engaging oneself on a task [be on-task] rather than ordering others to do something ["*endezhi endezhi siru kemalet serto maserate"*]. Thus, leadership was conceptualized in terms of empowering (enabling others to accomplish tasks) and role modeling. Hence, leadership refers to being a role model.

Leadership was in turn considered as a responsibility. It involves a sense of responsibility (commitment) to inspire others, to mobilize others' efforts, and to take the forefront towards goal achievement and for serving people. In this regard, one academic leader (MLAL16) said, "Leadership …is a leader. A leader is appointed at a certain responsibility; appointed at a certain leadership position (it could be at a higher, middle, or lower level) with the assumption that he/she feels responsibility, accomplishes duties." Thus, "leadership refers to serving the people [*ageligayinet/hiziben mageligele*]"(MLAL15). Another academic leader (LLAL9) also said, "leadership involves taking responsibility as it requires accomplishing affairs by taking the primary position [*lidership halafinet mewesed alewe bbelayinet mfetseme silalebete gudayine*]."

As for the interviewees' explanation, an equally important aspect of leadership is also the role of coordinating others' efforts. Leadership is referred to as the process of coordinating and influencing individuals (human resources) within one's jurisdiction and facilitating situations such as guiding the direction of work accomplishment. As one academic leader (TLAL14) said,

> Leadership is leading the process of assigning and organizing human resources for responsibility, motivating people to feel a sense of ownership, helping them to develop an inherent understanding of the common outcome [goal], and influencing people to ensure their inherent efforts towards achieving the goal. This is one feature that makes leadership different from management. Leadership is the process of creating a working environment in which people know their responsibility ["*yesira zerfe*"], the corresponding outcome, and the way to accomplish it with a system of support, which enables them to work with commitment.

As such, they noted that leadership refers to facilitating situations and consensus on what and how to do tasks thereby ensures commitment. In leadership, planning considers subordinates' voices. In this regard, TLAL14 also said that in leadership, there is consensus on the required outcome and clarity on the path towards the outcome. "So, the leader's role is helping and motivating." Another academic leader (TLAL18) said, "[In leadership], there is a

leader and follower. Leadership is a situation wherein the leader with his/her followers plans to achieve a mission and goal of an organization and follow-up, control, and evaluate its progress." This implies that leadership was realized as it could enable an organization to make proper use of its human resources in achieving its goal.

The interviewees also noted that leadership requires flexibility. They indicated that in an organization/unit, there would be people having different behaviors and coordinating them requires a different approach. In this regard, one academic leader (TLAL18) said:

> When we see people being administered under a given jurisdiction, there may be characterized by an eye-brow type behavior (who consider themselves as if they know everything, well-qualified and commenting others), obedient behavior (the questionnaire-inquisitive in their behavior), I don't care type (who do not care even to the extent that measure may be taken on them), and quarrel-some type behavior (who are not emotionally stable and they rather are in conflict with others).[Quarrel-some type behavior was expressed with an Amharic proverb "*kefesu yettala*" kind of behavior]. But, all these may have importance to an organization. Leadership, therefore, is the role of leading and administering by compromising all these [diversity in people's behavior] to realize the vision of an organization. But, this should be done fairly. Leadership requires an unbiased approach [impartiality] to every individual.

In support of this, indicating flexibility as one of the required qualities, one academic leader (LLAL20) said:

> People's behavior is diverse. There are individuals, who are hesitant though they know how to accomplish a task, some individuals have commitment but lack the expertise, there are also individuals, who get rid of any of these qualities but are simply faultfinders, there are also individuals who have the expertise of a task but have an interpersonal problem [emotional]. Thus, it would be impossible to employ a similar strategy. There are also individuals who are strong in facilitation. Thus, assign them in so doing. Assign those individuals who are active in grasping rumors to support your information seeking. Thus, if you assign everyone based on their personality, they feel they are engaged. … It requires understanding people's behavior (one's superior/boss's, teachers', and students' interests) and characteristics of the task. There is a need to compromise on these while deciding. Thus, effective leadership requires being flexible.

Thus, leadership primarily requires understanding diverse people's behavior in one's jurisdiction.

Though academic leaders (interviewees) define the concept of leadership with a mere focus on its unique features in differing from management, they also indicated that leadership involves management practices. It involves and requires the accomplishment of managerial tasks such as planning, organizing, staffing/assigning people to responsibilities, and following-up implementation as per one's plan.

In general, coinciding with the literature definition, leadership is expressed as a process, as a leader (being forefront), being a role model and being cooperative with fellows without acting like a boss, and facilitating situations (being supportive) towards a common goal. In leadership, there is also concern about a goal and the method for achieving the goal. Thus, leadership is conceptualized as a process of coordinating resources, facilitating situations for others, motivating and inspiring people to contribute towards a common goal; it is helping others to accomplish tasks enthusiastically. It has also been found out that the interviewees seemed to equate the concept of leadership with the Amharic words "*meri"* and "*amerarinet*". The inherent meaning of leadership explicitly indicates that leadership primarily involves interaction, working with and for human beings (resources). Ensuring the full effort and contribution of this resource, whose behavior is unpredictable, requires tactics. It thus requires a flexible approach, especially considering one's subordinates' personality and behavior. Thus, leadership was realized as the process of working on the people side of an organization thereby enabling a proper use of the stock of human resources towards achieving its goal.

Coinciding with the literature, the interviewees also expressed leadership as both an art of influencing people supported by inherent abilities and a science of assuming responsibility

supported by scientific training. Leadership seems to be realized as both a science of understanding people and the context guided by principles and empirical evidence, and an art of directing them toward a shared vision. Their view also seems to be aligned with the fact that leadership is a role; it is not a position. Besides, they seem to acknowledge the role of learning (training) for leadership development alongside inherently acquired personality traits. Indeed, leadership skills are acquired both from inherent and learning (experiences and training); good leaders evolve over time. One of the academic leaders (TLAL18), for example, said, "Leadership in itself is an art. In one way, it is people's inherent ability to administer, organize, and coordinate. The other one is the process of carrying out the responsibility of administering an organization based on knowledge obtained through education and training and official guidelines."

Thus, leadership is conceptualized as empowering others through facilitating situations and coordinating efforts in line with the missions of an organization so that others can use their full potential towards achieving the organizational vision, and being a role model.

4.5.2.2. Academic leaders' conceptualization of change

Academic leaders across the hierarchy seem to equate change in the context of an educational organization with organizational effectiveness (in terms of ensuring the quality of education, particularly in terms of ensuring teachers' and students' success). They also conceptualized change as designing new procedures of work/system and creating situations that contribute to success in the education system/towards ensuring quality in education. One academic leader (LLAL7), for example, said, "It is usual that teachers attribute the existing work environment to students' academic failure. If we could convince teachers to exert effort towards improving students' performance [within the working situation at their disposal] rather than externalizing

the reasons, in that case, it can be said that we brought change". Another academic leader (MAL16) said, "When we say change, we think about and examine the existing situation and tried out new teaching-learning procedures". In this regard, one academic leader (LLAL21) noted,

> Change means designing a system of work [*yeaserar hideten mekeyese mallet newe*]. In the education system, leadership refers to initiating new things [scientific approach] in consideration of the scientific principles so that the teaching-learning will operate smoothly, implement them, introduce them for others, and creating conducive situations. What we call education, is mental work. Thus, leadership is the process of creating a situation wherein teachers work stably [with a good mood/ willingly]. If these aspects are fulfilled, a change could be brought about.

Thus, the role of leadership to the successful management of change in the context of higher education is creating an environment conducive to the teaching-learning process.

This indicates that educational change is conceptualized as an improvement in the performance of education. It has been considered like a situation/a system/process which is conducive for the teaching-learning work (which enables teachers to teach properly and students learn effectively) which is, in turn, initiated internally (by the clients of the change themselves) through effective leadership. Academic leaders did not consider the directives from the top of the Ministry as change. This in turn indicates that leadership effectiveness is conceptualized in terms of improving the performance of the education system through ensuring teachers' effort and contribution towards that end. In this regard, one academic leader (MLAL5) pinpointed, "introducing the programs of change could not be a guarantee to bring about the envisaged change."

4.5.2.3. Academic leaders' perception towards the programs of change in Ethiopian public universities

Academic leaders were also asked to reflect their perception towards the programs of change introduced in public universities of Ethiopia, especially the role of these programs of change towards ensuring the quality of education. Academic leaders across the hierarchy strongly indicated that they have a positive outlook towards the academic-related programs of change introduced in public universities of Ethiopia. They have no problem with the programs of change. Their reservation was rather on the approach through which the programs of change are introduced. They indicated that the programs of change, including active teaching methods, continuous assessment, cooperative learning, etc are effective approaches that would contribute to achievement in learning and nothing special to our context. They indicated that most of the academic programs of change, including active learning, continuous assessment, and 1 to 5 grouping seem to be misunderstood and misimplemented. There is resistance on the part of teachers and students.

As for some, the 1 to 5 grouping is not functional, and the yearly formation of students' grouping is just nominal. They indicated that the primary reason for this situation is the approach by which the change management tools are introduced. Thus, the approach of authorities in introducing the tools of change management is another challenge for academic leaders. They indicated that from the very beginning there was no effort by authorities to ensure consensus with implementers at the university level as well as to follow up on the progress of implementation. The approach was not consultative. Consequently, though they believed that there is no inherent problem with the nature of the programs of change, they had a reservation about the approach by which the tools of change management are introduced, and accordingly, they perceived that they were imposed. The following quotes elaborate on this:

As one academic leader (LLAL12) indicated, "the implementation guideline forwarded for universities was not academic-oriented [and] they were not cascaded." Another academic leader (MLAL11) in explaining that MoE's approach as the source of resistance said:

> Most of the things [the introduced programs of change/new procedures of work] are thrown over from above [top-down]. [Besides,]… we enter into implementation without having a common understanding of them. I believe that there is a gap on the part of MoE. … Attention was also not given by MoE on how to implement and improve the adoption.

Another academic leader (LLAL21), while indicating the lack of awareness and understanding about the programs of change on the part of teachers as one of their challenges due to a gap in awareness creation effort, indicated the existing limitation on the process of change as follows:

> Workshops were not arranged to strengthen the programs of change (modularization). Thus, it is difficult to adopt it. … The lack of attention towards [the program of change] after introducing it once creates a problem. Teachers and academic leaders as well, are not well aware of it. I think it has to be, therefore, updated regularly.

Another academic leader (TLAL17) in explaining his outlook citing the cooperative learning approach as a case in point clearly explained how far the approach by which the programs of change were introduced demotivated implementers from successfully adopting the programs of change and challenged academic leaders as follows:

> Cooperative learning is a good style, but not the only style. It appears in our country as a good model with a wrong opinion. It could not be the only model; it is rather one of the best models of teaching. In our country, it has been introduced as … the politician tends to demonstrate for the professor, who is qualified in a subject area on how to teach it ("*enawikilihalen tebale"*) *[emphasis added]*. Thus, the programs of change did not consider the educators' [implementers/teachers'], consult the educators, and commented by internal [Ethiopian] professionals. Due to this, this program of change [the model of teaching], which would be effective has been floated on air. Thus, the absence of educators' involvement in commenting on programs of change that the government has introduced and the absence of considering the country's context is considered as one of the biggest challenges for top leaders, [and in general for] university leaders and implementation. Thus, the problem is not with the tool of change. The tool is not successful because the way it was introduced was wrong. Thus, I think this is one of the biggest challenges for leaders and implementers generally concerning most programs of change in our country.

Supporting this, LLAL19 said, “It was good if we discussed and reached a consensus on them [the programs of change]. Because I was not convinced about competency-based as imposed from above, I was just imposing my staff.” Another academic leader (MLAL8) said, “The academic staffs perceive the directives as an imposition. … the changes do not know the dynamics of the academic situation. Each program has experts. Why not they are consulted regarding what should be done [to contextualize the changes]”. Another academic leader said:

> In my view, the tools have no problems. I am positive. If all of the programs of change (Kaizen, BPR, 1 to 5, etc) are properly handled, they are important. When I see these things as of my understanding from my reading and training, all of them have significance. … They are tools through which countries like Japan, Korea are developed. Even if we do not know what challenges these countries encountered during the time they applied the programs of change, they show improvement and development. Thus, I think the problem is the way they are introduced in our context. (TLAL18)

In expressing her feeling towards the approach through which the programs of change were introduced, an academic leader (LLAL20) said:

> I do not like the way the programs of change were brought in. The changes (including modularization, 1 to 5 /mixed ability grouping) do not have inherent problems. But, the approach was not participatory (no open leadership) and the individuals, who were assumed to play the role of a change agent and the programs of change seemed to be oil and water. These individuals seemed to be an oil and floated [they did not internalize the essence of the programs of change they advocated]. Thus, because it did not appear in following the scientific approach (not based on research as well as following an open leadership), the change that could have been important tended to fail.

Some of the academic leaders indicated that the programs of change do not have inherent problems. The problem was rather related to the way they were used to adopting the programs of change. In this regard, an academic leader (LLAL21) citing continuous assessment as a case in point explained:

> When we see the science [of continuous assessment], it is good. But, there are many problems with the implementation. … In our university, continuous assessment accounts for 70 percent. … Here in this case, students do not worry about their performance for the remaining 30 percent when they perform well at the 70 percent learning experiences. Thus, continuous assessment should be designed in a way that it can work better. If it is not handled properly, it will make students hesitant about their learning.

The above discussion indicates that academic leaders in Ethiopian public universities are not change-resistant. They are open if approached wisely. Open-mindedness/openness is one of the required qualities of a leader of change. This opens an opportunity for organizational change and development.

Altogether, the two discussions above on academic leaders' views about the concept of change and their perception towards the programs of change in their universities indicated that change is an actual improvement in the teaching-learning process. Thus, ideas for improvement should be initiated at the grassroots, i.e., at the institutions themselves rather than as directives by an external body. Top-down initiatives should also at least consult concerned individuals and consider the situation at the grassroots level. In this regard, one academic leader (TLAL14) noted, "Teaching-learning is a science. Thus, the science on how to lead education [and] the ways to ensure the quality of education should emanate from the universities themselves rather than from the Ministry of Education. For this, the institutions require autonomy; they must be autonomous. … Leaders require a room to experiment their ideas [real autonomy must be granted]". Another interviewee (LLAL20) also noted, "For me, change is something to be required, timely, studied, planned, and a new thing that the university itself initiates. … Things flow naturally. But, change is something which is planned to ensure quality and efficiency". The preceding discussions indicate that universities had no real autonomy.

4.5.2.4. Academic leaders' view on the role of leadership for the management of change in higher education

Academic leaders from across the hierarchy noted that leadership is related to the successful management of change, and the two issues are inseparable. As one academic leader ($LLAL_2$)

said, “Leadership and change are inseparable things. … They are two sides of a coin”. Academic leader’s (TLAL14) saying seems to magnify this reality. He said:

> The leadership has to work in a way to adapt with change. By the way, one of the qualities of leadership is change-orientation; it always questions the status quo. A leader does not feel comfortable [or] … stable. Thus, always he questions; whether direction has been given from the top or not, he questions the existing system of work and tries to improve it. He believes in the proverb: doing the right thing (“*tikikelgnawen meserat bemanegawem seate*”) rather than doing things right. This is leadership.

It is noticed that academic leaders were strongly convinced of the role of leadership for change, particularly change in higher education given that the system’s characteristics feature and the macro environment. In this regard, one academic leader ($TLAL_{13}$) said the following:

> In higher education, there would be many tasks of change. For the change, there are internal affairs. Another is the external forces. The internal force that triggers change is that higher education is the place where research is carried out and a source of knowledge. These are triggers for change: how many researches are required to solve problems, about country development, and the quality of education. Higher education does not operate separately from the external environment. It should have a relation with the external environment. The external development in economic, political, social, and other aspects has an influence, and thus, to cope with these and to be changed, the leadership has the responsibility to balance the external forces with the internal ones. The external environment includes global changes. Because what is going on worldwide will influence the higher education, the leadership is expected to activate in line with that.

Thus, addressing questions related to the three focal areas of higher education (education, research, and community service) and coping with the dynamics of the external environment requires thinking over mechanisms and approaching the situation differently, that is, to bring change. Academic leaders noted that this is the main role of leadership. The leadership is required to examine the existing status quo and worldwide dynamics, and consider alternative ways towards success and cope with them. One academic leader (LLAL7), for instance, said, “To ensure the quality of education, the leadership must activate strategically (design strategy)”. In this regard, academic leaders noted that the leadership in

the higher education context requires considering the unique features of the institution to manage change successfully.

It has also been confirmed that leadership in referring to the academic context, especially of higher education is conceptualized as unique and requires unique qualities. The interviewees shared their views alongside the qualities as follows.

4.5.2.5. Leadership qualities for higher education towards the management of change: academic leaders' view in the public universities of Ethiopia

Leaders across the hierarchy expressed that the leadership in an academic context, especially at HEIs, including universities is different from another context. In this context, the business process is predominantly labor-intensive and one that stands for cultivating students thereby producing good citizens. Accordingly, it is a context where constituents are aware, perceive that they can manage themselves, and have a diversified demographic background, particularly among students. The institution is relatively open requiring adapting itself to the changing supra-system of external environmental dynamics. Thus, the leadership is unique and requires unique qualities.

An academic leader (LLAL7), for instance, said:

> The leadership of this [context] is not like the leadership in other worlds [contexts]. There is a replacement ["*metekakat"*] (it can be changed with terms). As a customer, we have students who will graduate with certain qualifications, and above all, to lead a better life and be productive. Thus, leadership in this context means that a leader by understanding this nature of higher education has to strive to achieve the goal by using and coordinating human as well as non-human resources at his/her disposal.

In this regard, another academic leader (TLAL14) said:

> As for me, leadership in higher education means understanding the features of higher education. [That is,] understand what is expected of a leader of higher education. Primarily, a leader is expected to know [the three missions of higher education:] first, to produce

> competent, quality, influential, and problem-solving student [citizen], second, carry out problem-solving, socially relevant research, [and] third, provide accessible and relevant community service.

Another academic leader (TLAL17) in indicating the uniqueness of leadership in higher education like the university said:

> As for me, leadership, especially academic leadership is like COE (chief executive officer) or director. His/her main role is scientifically coordinating teachers and researchers, especially with timely scientific and technological knowledge towards a common direction (i.e., toward the focus of the institution). … Within the academic environment, there are three interwoven missions: teaching-learning, research, and community service. As far as my understanding is concerned, the leader knows not only about leadership but also he/she must be a good teacher, researcher, and technology transferor.

Thus, in line with these three missions of higher education, higher education leadership is required to be a role model for other constituents of the organization.

To identify the qualities of higher education leadership, especially in the management of change, three interrelated questions were posed to the interviewees: what characteristics qualify an effective leader in the context of higher education, especially in the successful management of change? What do they think is important, and what can they do to support the process of change in their organization? How do they tackle challenges they encounter in connection with the adoption of the programs of change in their university?

Academic leaders across the hierarchy indicated the following qualities/strategies as unique qualities required for effective leadership in higher education, especially towards successful management of change:

1) *Role model/lead by example*: Maintaining their conceptualization of the term 'leadership', academic leaders indicated that this is one of the utmost qualities of an effective leader in the context of higher education. (Further, see the discussion on the heading: 'academic leaders' conceptualization of leadership'). Academic leaders noted that an academic leader should be a role model for teachers as well as students as long as

the sector stands for a mission of producing competent citizens. Specifically, academic leaders represent this generic quality using different expressions or behavioral terms expected of a leader for the academic context, such as dignity to one's work, acting in line with the education policy, accessibility, getting in time at one's workplace, taking the forefront in accomplishing a given task, updating oneself and open-mindedness. The following quotes could be exemplary:

"Especially, when we say change, we should start from ourselves; [*erasehono megegte]*. If so, it would be possible to get fellows. Followers will act like the way a leader acts [*temeriwe meriwe bemihedibete newe yemihedewe*]" (LLAL2). In support of this, an academic leader (MLAL15) said, "to bring change, the leadership has to be changed first; first, a leader him/herself has to show readiness."

In explaining the importance of such a quality, another academic leader (LLAL10) said, "get tasks accomplished by engaging oneself on it [*serto maserat*] [lead by example]. People will not equally accept the approach that you simply order them to do a task and invite them to accomplish it together [*zimebileshi yihine yihine seru sitiye ena yihine enesira sibale ekule sewochi ayikebelushime*]"

"No one will be willing to assume responsibility to accomplish tasks if you are not observed on-task [*seseri kalayeshi manimi liseralish ayichilime*]. The leader must be outshining [*wedfite wetito metayete alebete*] in teaching, in research undertaking and community service provision." (MLAL5)

Besides, a leader should be committed to his/her duties, be ethical and hard worker [*Tatari*]. Concerning this, one of the interviewees (MLAL15) noted, "It will be valueless if a leader says day one-class-one whereas he/she misses classes." In support of this, MLAL11 said,

"It is not logical to miss class as you warn others not to do so." *Commitment* is, therefore, one of the qualities that the interviewees (academic leaders) underscore. They indicated that leaders' commitment is especially required for the successful management of change. This could be in terms of leaders' loyalty to serve others even at the expense of their own interests, accessibility, and devotion to their responsibilities.

In this regard, one academic leader (LLAL2) said, "I think [an effective leader] must be committed; he/she should be responsive to society rather than prioritize his/her interest and comfort; considering society, be ready to sacrifice." Another academic leader (MLAL8) also said, "For me, a successful leader is the one who practicalizes the vision and mission of one's organization in his/her day-to-day activities [acts in line with the intent of vision and mission of one's organization]." In emphasizing the need for this quality for university leadership along with explaining his successful experience in expanding academic programs of studies at the Ph.D. level at his university, academic leader (TLAL14) clearly said,

> Especially, in university, you lead with a term, which is a short period. Thus, it is required to work strongly with commitment (responsibility) within that duration with the intention that what result I have to record. Other than simply searching for training bla-bla-bla [one's opportunity], a leader's commitment regarding what contribution he/she would have made for the achievement of one's organization during one's tenure is important [a leader should ask himself/herself such a question].

As the interviewees noted, being a role model in the Ethiopian context includes leaders' non-corruptive behavior (being free from corruption). Another academic leader (LLAL21) noted the qualifiers of an academic leader's role modeling as,

> A leader is required to be a role model for both teachers and students in his /her personality. Personality in respecting the education policy like for example, updating oneself regularly and being ready to contribute to the teaching-learning. Personality in one's personal life like being reserved from unnecessary practices, such as drinking, smoking, and being available at unnecessary places. … Leading requires being practical in one's rhetoric [*memerate hono megegtene Yiteyikal*].

Academic leaders also indicated that *Open-minded/ness* is one of the required qualities for a leader to be a model. A leader should be open to learning, share experiences, and be a positive thinker. One academic leader (LLAL19), for example, explained that open-mindedness could be in terms of "positive-outlook towards new things and wholeheartedness/use all situations to learn [like] from one's leader, reading policy documents." In relation to this, one academic leader (LLAL20) indicated role-modeling behavior in terms of the leader's openness to learning and said:

> A leader should be open to learning; he/she has to be readiness in terms of being aware of the rules and regulations of one's institution, of a new system of work. Otherwise, a leader cannot support others; he/she will be bypassed with the perception that he/she can do nothing [he/she might be unable to consult teachers and students properly as well as could not decide logically]. … Role model in terms of self-management (time management); able to upgrade oneself while accomplishing the leadership duties. If those who are in leadership positions have no improvement in their professional line, it will be discouraging [others will not be attracted to serve as a leader]. If a leader does not improve his /her professional line, he /she will mistreat people [subordinates] ["*lenanete silenwee endezihie yemihonewe wedmile yihihdal"*].

Another academic leader (TLAL17) also noted that this is to the extent that "academic leadership [leader] is required to update oneself not only concerning one's subject matter of teaching but also about the science of leadership". As he said,

> The art of leadership has to be supported with research. The leadership is required to know the results of research on university leadership, i.e., what research indicates regarding how to lead universities. Thus, the leadership has to be open to new research, technological outputs, and the industry's systems. This will help it to have a broader view. Thus, I think, the one who can see the broader view can be a leader. Otherwise, he/she will be a routine manager [not change-oriented]. … Now a day, a new system of work, technology, and research results anywhere can influence you.

Thus, role-modeling behavior is required of an academic leader to influence and inspire both teachers and students. It has also been realized that an academic leader's role modeling behavior will be in terms of respecting the principles of work and of leading personal life.

2) *Democrat/ic.* Academic leaders indicated that this quality would be in terms of maintaining *transparency (open); participatory and collegial approach*, and thereby exercising an effective delegation (including sharing responsibility with granting authority) and promoting teamwork spirit; and *equity/fairness* in assigning opportunities and treating people.

Thus, leadership, particularly in higher education requires making power distributive. In general, it has been indicated that leadership, especially during the process of change requires a democratic approach which will help to ensure understanding and motivation of the clients of change (i.e., all those who the change concerns). This is the core.

As one academic leader (LLAL7) concerning openness said, "[a leader has to be] open to ideas, which means rather than blocking ideas he has to accept by evaluating them; be able to consult and discuss with students, teachers [follow a consultative approach]." Another academic leader (LLAL19) explained the need for participatory approach and fairness in leadership in a sense, "ensuring an equal involvement of all individuals in every affair. … Do not favor one and discriminate against the other. It should rather evaluate and give credit to individuals according to their performance".

As for the interviewees, transparency in the sense that doing tasks and making decisions on affairs like opportunities and assigning individuals to tasks in consultation with staff and students, and as per their recognition (consultative approach), and sharing information. Thus, transparency builds trust and ensures a sense of belongingness. In this regard, one academic leader said, "When there is transparency, teachers and students will be afraid of nothing; they will not perceive as if they miss something or they do not refrain from exerting their effort for the school's performance [their organization's]. … Every time, whether it is important or not

news will be dispatched."(LLAL7). Another academic leader (LLAL4) also said, "In leadership, if there is transparency, there is no complaint. Because everything is known in time by concerned bodies, and if it leads to a complaint, it will get the solution on time, it could not lead to a complaint." Thus, transparency is meant to refer to sharing information, especially publicizing decisions to concerned bodies.

Academic leaders' experiences also indicated the role of this leadership quality. They reported that they employed *discussion (consultative approach*) with teachers as well as students to identify solutions to tackle challenges they encountered in connection with the programs of change as well as to ensure teachers' and students' supportive approach/reduce their resistance/ thereby facilitating the adoption of the programs of change in their universities. As they indicated, they usually created a forum for discussion to consult with teachers on the mechanisms/what they should do/ to skip the challenges they encountered thereby adopting the programs of change within the situation at their disposal. In this regard, they held the conviction that the approach is the appropriate strategy, especially to deal with challenges encountered during a change in the context of higher education given that the workforces are professionals.

One academic leader (MLAL5), for example, said,

> Whatever a leader is convinced about the importance of a change and knows the mechanisms, it would be difficult for him/her to do it alone. … A leader is one part [of the process towards the adoption of a change]. Thus, every semester, at the beginning of an academic year, we discuss with teachers the issue of teaching-learning, assessment systems, and feedback systems for students.

Another academic leader (TLAL13) indicated that discussion and creating a venue for teachers' active engagement in the case of higher education is a way to resolve resistance on the part of the main task-force teachers and transform the challenge into an opportunity, and said,

> As a challenge, when new things come, there is a tendency to resist. By its nature, university is conservative. Thus, there are some professors, who argue that the knowledge

> is there /already exists/ what is the need [for a change]. However, through discussion, we involved them and in turn, they were engaged. Because we entered into [adoption of the programs of change] with a common consensus, all professors involved in the programs were happy. … Encountering an obstacle at the onset is inevitable whenever you propose an idea. But, the question is how you convert the challenge into an opportunity. It could be converted into a positive aspect through discussion, an integrative process, and sharing and engaging [the potential participants/the stakeholders]. This will also enable us to fill the gap in knowledge /understanding/ about the programs of change.

Another academic leader (LLAL7) in explaining the role of discussion with teachers, especially for adopting academic programs of change said,

> There are teachers, who can resolve problems we might encounter due to gaps in teaching material inputs; there are teachers, who could innovate simulations when laboratory equipment is absent. When you discuss and work cooperatively with teachers, they will be effortful in so doing and creative. That is the way we do it around here.

3) *Visionary and thereby change-oriented***.** Academic leaders indicated that this is one of the qualities of leadership, especially in a higher education context. Some of the academic leaders noted that because the system of leadership in a higher education system is time-bounded (has tenure/term), this quality is highly required of leaders. Thus, a leader in this context is required to be strategic and active in inspiring others. As one academic leader (LLAL9), for example, said, "because the leadership is changed with a term, it has to establish a system so that a process has continuity." Another academic leader (TLAL14) also clearly explained the need for this quality in reflecting on the case he noted in his context concerning the lack of academic staff's engagement as follows:

> It is required to inspire people regularly by initiating new ideas. Otherwise, they will be hesitant; people in the academia will not accept you. Thus, it is important to be inspirational (*seochi wiseit megbate*) [and] motivate others. Otherwise, the environment will be dormant; simply accomplishing tasks without listening to one another.

4) *Emotionally stable and patience* [emotional intelligence]**.**

One of the peculiarities of an academic institution is the purpose (mission) it stands for. Higher education like a university as an academic organization primarily works for human beings to

produce human resources/cultivate generation/. Accordingly, leaders work with diversified individuals, including teachers and students. Thus, it might require unique leadership behavior, emotional stability, and patience. Thus, it is very important to understand the related unique features of the organization and exercise leadership accordingly. The following are exemplary quotes that exemplify the need for this leadership quality:

One academic leader (LLAL4), for example, said:

> Unquestionably, a leader of an academic context should able to be an attentive listener. If there were an attentive listener, a problem would get a solution [*semi joro kale chigire meftehe yagegale*]. Especially, students in our context [in higher education] are the ones, who feel as if they know themselves … and… they can exercise self-management. Thus, they may come up with any issue regardless of its importance. As for my experience as head of the department, we can solve a problem by half through if we could listen attentively [give attention to others' ideas on an issue of discussion]. Students may come up with a problem (an issue), which may be beyond your scope; it might rather require passing through the hierarchy. However, if you hear their problem, they will perceive that you have solved their problem halfway through. Thus, the first thing to be a good leader in the school context is to be an active listener. … This leader's approach works [in his/her leadership] in cases to deal with both students and teachers.

He also said about the quality, as it is highly required of a leader in a higher education system, as follows:

> Tolerance is required. Students [as a customer] may not communicate with a leader in respecting the bureaucracy like in other offices. A student may talk with you in the street [as to his/her convenience]. If a leader is emotional due to this, the student would be frustrated while entering classes; … it may affect the student's psychological makeup [in his relationship with the teacher]. (LLAL4)

Another academic leader (MLAL16) referring to the Ethiopian context as a case, stressed the importance of emotional stability as one of the required qualities on the part of academic leaders as follows:

> As for my observation, especially of leaders who have abroad exposure and experience, they lack tolerance and are unable to exert an effort towards goal achievement with their situation at hand. They come up with informative abroad [international] lessons, and try to

> be successful, try to exercise an attractive leadership approach, but they may not be successful at the level they expect because of the variation in the situation. Most leaders are frustrated with their current working situation. But, I advise that they have to realize there is variation in context and try to cope with the situation and apply what they learned from abroad within the situation at hand rather than being frustrated.

In support of this, another academic leader said:

> It is not logical to assume that everybody understands everything at the same level you do. Thus, one thing that is required for a leader in higher education is being emotionally stable. Many touching issues appear in this context, and the communities in this context may interpret the issues from different perspectives. Thus, it is not good to associate with one's status and should not be misdirected. The leader should not be easily discouraged by rumors as long as he works in line with the rules and regulations. … Securing this, he/she has to work confidentially. (MLAL5)

From the above discussion, one can understand that emotional stability and patience on the part of academic leaders are required not only in their dealings with individuals (teachers and students) but also regarding the working environment, including the facilities in which they work, as well. Generally, from the above discussion and quotes, it is realized that emotional intelligence is an important aspect for successful leadership in an academic context: attentive listening and empathy, being focused and confident, and not being frustrated with challenging situations.

*5) Being critical***.** As indicated and inferred from the interviewees' responses, *being critical* is one of the required qualities for a leader. This is indicated in terms of the need for understanding the present working environmental dynamics, and being logical in decision-making and one's actions. In this regard, academic leaders said the following:

Academic leader (LLAL20) confirming that leadership in higher education is unique said, "Decision-making requires studying informal social networks in addition to considering the

rules and regulations, and the formal letters forwarded to you. You might decide wrongly if you fail to study the hidden intent of an agenda. Every problem has no legislative answer."

Another academic leader (MLAL22), in commenting on the leadership in his context, suggested the requirements of this quality in terms of the following expressions:

> [The leadership] should be academic-focused. The three major tasks of the university are teaching, research, and community service. The leadership is required to activate in consideration of these 3 pillars. Whatever kind of directives authorities introduced, the university leadership should respond by considering which directives would enable them to achieve the goals related to the 3 missions, how the directives will be contextualized towards achieving the goals, and if the directives do not fit with the purpose, how they could be abandoned. [Thus], work by focusing on the 3 pillars. It is important to use this approach as a lens to support or resist others' influence. ["*Wdenfesbet menfesi bicha sayihone mnefese wedemigebawe akitaca menefesi yigebala"*]

In explaining the role of leadership, particularly to the successful management of change, another academic leader (TLAL17) indicated the significance of this quality for a leader as follows:

> Nowadays, change means technology. Because the dynamics are very wide (the world is very dynamic), I do not believe that an individual has an art of leadership if he/she fails to adapt oneself to ever-changing technologies worldwide. Thus, the art of leadership, especially technology-enhanced leadership is very important. Thus, I think, the leadership is expected to understand this situation [act in consideration of the environmental dynamics]. … As well, a leader should not hesitate to use and introduce technological initiatives.

Owing to the advancement in information communication technology, e-leadership is one of the required competencies for leaders at higher learning institutions (Dubrine, 2007). E-leadership (using internet networking for communication, reporting, etc) facilitates not only the process of leadership but also ensures that the members at all levels in an institution will have a common understanding of what is going on in their institution. Thus, academic leaders are required to be alert enough in following up the technological changes and thereby in updating themselves to cope with them.

Thus, as TLAL18 noted, a higher education leader "should be all-rounded. That is, he/she has to have academic competency, patience, and foresight as well as be action-oriented, problem solver, change-oriented, adaptive to changing situations, cautious, free from ethnic bias and corruption, [rather] mold his/her perspective/mentality not only from country's perspective but also continental and international perspective." Thus, the above discussion indicates that effective leadership is conceptualized in terms of the qualities of leadership in higher education.

4.6. Discussion of Findings

Status of leadership in relation to the management of change

Academic leaders have competency not only in knowledge but also in most aspects of skills (or abilities) of leadership. The only exception, in this case, was a gap in leaders' interpersonal skills, particularly the inability to foster teamwork and motivate others. Analysis of the two groups' responses, i.e., faculty members' labeling of their leaders' competency and academic leaders' reflection about the required qualities of a leader of change, indicated that academic leaders do have a clear picture of the roles expected of a leader of change. The result of the analysis on academic leaders' level of resilience also revealed that they were relatively resilient. However, the study's findings generally revealed the existence of a gap, particularly in aspects of the leadership's behavior.

Though results of the analysis on the CLBs scale on the two sets of participants indicated that the level of the CLBs practice was average, if not at the level expected, analysis of faculty members' qualitative open-ended responses as well as the academic leaders' qualitative interview data revealed that there was a gap. It was verified that the gap was not only in practicing these behaviors but also in the approaches to successful leadership for one's

organizational transformation. In the question asked to label their immediate leaders' competency, a considerable number of faculty members argued that their question is not about their leaders' competency (in terms of knowledge and skills gap). Their question was rather on the gap in their leaders' approach, which they attributed to various reasons, including being beyond the scope of the leaders.

The faculty members' view about their immediate leader's level of competence in terms of how far their leaders meet their expectation during change implementation revealed poor leadership at department, college or faculty and even in some cases at university levels. This was expressed in terms of bad behavior, knowledge and skills gaps, and a gap in the leaders' affective aspects. The following generic gaps in the leadership were identified:

- ✓ ***Lack of role modeling behavior:*** lack of leaders commitment and motivation, sense of ownership behavior, the gap in knowledge about the nature of the proposed programs of change (lack of internalizing/understanding), lack of leaders' risk-taking (indecisive /unconfident) behavior, lack of leaders' creativity in influencing the status quo, lack of openness (i.e., negative outlook and being resistant towards new approaches and ideas of others), leaders' rhetorical (i.e., talking rather than action-oriented behavior), reluctance (carelessness) and unenergetic behavior of leaders;
- ✓ ***A gap in leaders' interpersonal skills*****:** gap in facilitating a spirit of teamwork, including an inability to work collaboratively with others; lack of respecting others' ideas, motivating others;
- ✓ **Lack of strategic approach and behavior:** manifested in terms of behaviors such as the habit of focusing on formalities such as conducting meetings, writing reports, and signing on different documents and generally engaging in routine activities and acting as

directed by rules and directives flow from above management in the university and Ministry as a whole, and gaps in setting expectations for their institutions' future;

- ✓ ***Gaps in practicing the strategies of change management*:** especially the absence of or gap in following-up/monitoring the progress of change for necessary adjustments and evaluating the impact. Good monitoring and review practice is one of the major tasks of leadership for institutionalizing and sustaining change (Higgs & Rowland, 2000, 2001 cited in Higgs & Rowland, 2005). Introducing change programs does not guarantee that the envisaged change will be achieved unless the progress is monitored.

These four limitations in the leadership were followed by a *lack of trustworthiness* (lack of personal integrity). They commented on this limitation in the leadership as they expressed: leaders' superficial acts like conformity with reports rather than following-up and reflecting the reality for the sake of change, lack of accountability and inability to keep their promise, focusing on meeting political party interests rather than loyalty to their institution (missions and vision) and lack of sense of professionalism. *Unfair management approach* and *lack of servant leadership* are indicated as limitations of the leadership next to the *lack of trustworthiness*. The faculty members commented on these limitations respectively in expressing leaders' discriminatory approach in treating staff based on their ethnic background and lack of transparency, and attention towards meeting their self-interest at the expense of their subordinates and/or institutions' interests.

Academic leaders across the hierarchy also indicated that they accomplished mandatory tasks as per the requirements of the programs of change and routine. These included curriculum restructuring and checking the number of learning assessments administered by teachers as per the requirement of change in the curriculum, following-up course coverage and their use of

instructional time, and the routine tasks such as discussion held at department or department commission meeting level (DC) and at college/faculty academic commission meeting (AC). They did not focus on accomplishing the prominent roles that change leadership entails, particularly in acting as a role model in demonstrating and advocating the behaviors as per the requirements of the programs of change that involve understanding the nature of the change and monitoring the progress of the implementation for necessary adjustments.

The only roles they accomplished in relation to leading the implementation of the programs of change were attempting to create awareness on the part of the teachers about the programs of change to the extent that the implementers would be convinced and managing instructional program (supervising the instruction). In this regard, discussion/discourse with teachers and students is indicated as it was used as the main strategy to influence the adoption process and to resolve challenges they encountered (resistance).

Overall, the aforementioned discussions revealed the existence of a gap in key aspects of the leadership: the lack of trustworthiness and strategic approach are among the indices. Thus, the impact of leadership on the implementation process (or its contribution to implementation failure) may be attributed to leaders' inability to build an environment of trust and engagement among teams and academic staff, as well as ineffective communication, including inattentiveness to team members' concerns. These shortcomings can significantly limit staff commitment to change. Consequently, the lack of appropriate enactment of key CLBs and functions, such as influencing organizational culture (e.g., positive role modeling, ethical conduct), communicating effectively, articulating a clear vision for the change, fostering teamwork, and monitoring and sustaining progress, played a significant role.

A shared vision justifies why organizational stakeholders should accomplish tasks differently thereby making meaning for their work and ensuring inspiration and commitment (Martin, et al., 2014). The literature confirms that a clear and compelling vision is a driver of change (e.g., Kezar & Eckel, 2002; Kotter, 1996; Martin, et al., 2014; Yukl, 2010). It helps change by providing direction and focus. Generally, the leadership seemed to lack the two essential characteristics of visionary (or strategic) leadership: visioning and ethics, which are indispensable to strategic change (Kadhum et al., 2023).

From the point of view of the contemporary organizational theories of change: the *system, complexity,* and *social world's perspectives*, the leadership seemed to be missing the key element that would enable the organizations to cope with change. According to the system and complexity theories, organizational leadership requires engaging in a learning process and acknowledging the interconnectedness and diversity of organizational elements to cope with and lead change (Amagoh, 2008). The complexity and social world's theories of organizational change indicate that change is continuous and cumulative given the current dynamic nature of the organizational working environment in which organizations are required to be flexible and capable of coping with the changing world. Thus, leaders are required to be strategic and able to interpret emerging changes with a team (Rhydderch et al., 2004). It has been said that change is becoming not only a way of success but also of survival for organizations, and no doubt regarding the importance to any organization of its ability to identify where it needs to be in the future, and how to manage the changes required to get there (strategy planning) (BY, 2005). Thus, the lack of leaders' strategic behavior is a big gap.

This finding is consistent with Befekadu's (2021) who found out that the leadership lacks to be transformational to support the change process in public universities. In support of this

finding, Aschalew and Elias's (2016) study also disclosed that the leadership in public universities of Ethiopia is not strategic as the leaders are engaged in routine rather than in strategic issues. No issues are prioritized as per their level of importance for one's own and the institution's contribution towards tapping the competitive advantages. Haftu (2015) reported that the gap in the leadership manifests itself in unsupportive organizational culture, which influenced the adoption of the state-initiated management innovation (BPR). This involved a lack of leaders' understanding of and commitment to the initiative, risk-taking behavior, conflict management, and relationships in the hierarchy ["disconnection between middle and top-level leaders"] while focusing on reporting for formality rather than monitoring and evaluating the implementation (ii). In this regard, Yehualashet (2020) found that change management practices in Ethiopian HEIs were poor, as institutional management single-handedly decided on both the change development and implementation processes without involving key stakeholders, particularly employees and students, which in turn led to a decline in stakeholders' motivation, commitment, and sense of belongingness to their institutions.

Worth mentioning is that the findings about academic leaders' demographic variables revealed that most of the academic leadership position holders were experienced in the leadership job though being part of the aforementioned leadership system. On top of this, the analysis on the association between academic leaders' demographic variables (i.e., age, academic rank, training on leadership, experience in the leadership position, and experience as a faculty member) and leaders' level of resilience revealed that these factors did not predict the leaders' level of resilience. The corresponding discussion on the results of studies (e.g., Aldulaimi. 2018; DeRue & Wellman, 2009; Pepe, 2011) indicated that except for the role of training, there is no

association between demographic variables such as experience and leadership performance. The role of training in leadership remains controversial and therefore requires further study.

A recent study by Abebaw (2019) in an Ethiopian higher education revealed that the potential contribution of experience for leadership development and performance would be dependent upon factors such as a person's effort. The finding indicated that the research participants had reservations towards using experience as a criterion for selecting and appointing leaders. They commented that a leader might hold a leadership position for a long time without recording any achievement. Thus, without exercising strategic actions and learning from their experience. However, leadership is making a difference. Thus, an individual who is in a formal administrative position must try to be visionary and act strategically. It is, therefore, important to look at the existing situations not only in terms of whether they are supportive of leaders or not but also in terms of whether they facilitate committed activation (accountability) on the part of leaders across the hierarchy. In this regard, in ESDP V it is indicated that reviewing institutional governance systems like university boards is one of the strategies "to enhancing institutional autonomy and promoting greater accountability" (MoE, 2015, p.111).

However, the one-way ANOVA revealed that there was a statistically significant as well as practically important difference in the practice of the CLBs across the three generations of universities in Ethiopia. This basically included the aspects of "effective communication including behaviors for creating a sense of urgency", "empowering others (in terms of capacity building and involving)", "team-building", "monitoring the progress of change", "sustaining programs of change", and "managing instructional program". Generally, the CLBs were found to be practiced highly in the 3rd generation of universities (followed by the 2nd generation) rather than in the 1st. Could it be due to the variation in age of organizational culture: old VS young?

Would the relatively high level of facilitation of professional development and practice of coaching in the 3rd generation universities rather than in the 1st and 2nd generation universities be towards retaining the ESDP V's target on teachers' qualification mix of "0:70:30 for first, second, and third-degree holders, respectively"? (p.107). It is expected that they might be overpopulated with graduate assistant staff, given their age of establishment. Would the relatively lower level of practices in advocating the nature of the programs of change, particularly in the 1st generation universities be because of their cultural influence (old culture)? It needs further investigation to check whether this could it be due to the variation in organizational culture related to age (old vs. young) or not? Young organizations are relatively regulatory free and may not have a well-established and permanent culture, and are more open to change toward their efficiency unlike large and aged organizations (Ali Defalla & Choong, 2022).

Leadership challenges in relation to the management of change

Results of the analysis on the leadership challenges, particularly related to the implementation of the programs of change revealed that resources constraints, especially lack of financial, physical and material resources (i.e., unfurnished work environment), lack of autonomy of institutions and their leaders in adapting new procedure of work or reform, including external interference in the internal decision, and unsupportive organizational culture in forms of bureaucratic working condition and lack of collaboration and trust among staff and with leaders were the major challenges across the universities.

Resource and facility constraints are persistent challenges for Ethiopian HEIs in adopting various quality improvement mechanisms (Zelalem, 2023), and they also directly influence leadership. In the interview, academic leaders underscore that unsupportive behavior

and resistance on the part of both teachers and students were the main challenges. This was demonstrated in terms of not only the constituents' direct confrontation and hesitation towards the programs of change but also the teachers' lack of involvement thinking that only teaching is their job. This finding is consistent with Haftu's (2015). Based on academic leaders' view in one Ethiopian public university, Haftu found that unsupportive organizational culture, including low commitment and sense of ownership of leaders, poor interpersonal relationships among leaders at the various levels and between leaders and staff impaired the adoption of state-initiated management innovation (BPR).

In this regard, Scott et al. (2008) note that commitment, a large number of reciprocal relationships and informal networks and good interpersonal relationships, and collective approaches within the university are among the aspects of "a university culture supportive of effective change management". The prevalence of strong relationships and collaboration among members of an organization, especially marked with trust, not only facilitates the successful adoption of reform but also creates the capacity for an organization to be a center of change (Houchens & Keedy, 2009). In support of the present finding, a study by Harvard Business (2006) disclosed employee resistance and budget constraint as commonly experienced obstacles during major organizational changes (Organizational & Employee Effectiveness Unit [OEEU], 2011), which could interfere the leadership.

Management-related problems, including the financial centralization and complicated purchasing system were indicated as major challenges showing the bureaucratic working condition. Institutional or university-level management limitations have also been described as challenges particularly to the middle and lower-level academic leadership position holders. This is manifested as unfairness in appointing academic leaders across the hierarchy based on merit

like expertise, etc. The problem also existed in the recruitment of academic staff for the teaching position and rewards.

Coinciding with the finding of the present research, Abebaw's (2019) qualitative investigation on the implementation of the 2017 (MoE) strategy for selecting and appointing higher education leaders in one Ethiopian public university revealed that there were issues that created confusion and complaints on the part of the university communities on the leadership selection and appointment process.

The financial centralization is especially indicated as one of the major challenges for the middle and lower-level academic leaders, which impedes them from exercising decision-making within their jurisdiction which in turn will lead to a delay in task accomplishment. It also creates unnecessary bureaucracy in mobilizing and using resources. It seems to contribute to facing the working budget constraint. This is also the case especially in the 2nd and 3rd generation of universities. This indicates that OAUs and their middle and lower-level leaders in universities are not empowered.

In this regard, the literature indicates that the process of change requires cascading to every respective unit (managerial leaders), and empowering all the respective units and individuals across the organization through the proper structure and system (e.g., Kotter, 1996; Yukl, 2010). On top of this, the situation contradicts the financial administration policy that the country advocates in general and that of university management in particular. In Ethiopia, program-based budgeting and fiscal decentralization have been the policies related to the financing of higher education. That encourages the allocation of budget to higher education as per their academic program. As stipulated in the FDRE HEP No.650/2009 article 18:2, public HEIs are required to adopt a decentralized financial management system by granting the

necessary autonomy to their academic units (college, an institute, faculty, and school) in finance, including the right to manage their budget (FDRE, 2009).

However, as reported in Damtew (2013), there is a problem in exercising a decentralized and participatory approach in the higher education subsector in the country. The present finding also coincides with the finding of research conducted by the present researcher on the issue of program budgeting in relation to fiscal decentralization in one of the 1st generation universities of Ethiopia. She found that there was a gap in practicing the program budgeting, and most of the academic units were governed by a pool finance system, which lacked (the absence of allocating) an independent/identifying budget for individual academic units that limits efforts in evaluating the use of the budget.

The significance of leadership across the organizational levels: from the executive to the curriculum level is increasingly recognized (Beerkens & van der Hoek, 2022). According to Beerkens and van der Hoek (2022), "Department heads have become a crucial leadership level as they are directly responsible for teaching and research activities in their unit" (p.7). Research suggests that this group of leaders is critical to change efforts in higher education (e.g., Anderson et al., 2008). Important leadership functions are also fulfilled by academic leadership at the curriculum level such as by program directors and chairs of various committees, especially for the implementation of change programs as well as ensuring quality culture and the capacity to create change (Beerkens & van der Hoek, 2022). The leaders/hip at Organizational Academic Units (OAUs) levels are in a position to exercise direct leadership to influence the core implementers of academic programs of change (i.e., faculty members) in HEIs like universities and would play a central role in directing and guiding implementation of change (Bryman, 2007a; Cardno, 2013). In general, campus leaders (or leadership) are indispensable to cope with

the current globalized environment that requires internationalizing higher education (Said et al., 2015).

The finding of this study also seems to coincide with Sall and Oanda‘s (2014) finding about the challenges of leadership: lack of institutional autonomy and the prevalence of external influence. Based on their review on research works of the Council for the Development of Social Science Research in Africa (CODESRIA) Higher Education Leadership Programme (HELP), Sall & Oanda (2014) indicate that there is a question on whether university management ensures the academic mission of the institution. In this regard, their review discloses that the impact of reform in governance (“the emergence of new executive bodies, such as management boards … ”) in terms of diminishing collegiality and faculty involvement even in the decision on academic affairs of institutions is one of the major gaps in African universities’ governance and leadership (p.103). In explaining the existing governance and leadership system and its impediment, they further note:

> The best governance and institutional leadership is one that can deliver strong academic institutions that respond to local challenges. This has not been the case. While leadership is innovative in seeking alternative funding strategies, intellectual accountability and output has been weak. Institutional-level accountability from management is still weak. The councils for example may not have the capacity to provide oversight for academic processes, while the Senate may be subdued by powers of management. Government residual powers in management remain a threat to real governance autonomy, while faculty and students are more often overlooked on issues of policy and institutional governance. (p.106)

This situation indicates that there is a violation of the education policy and authority granted for higher education through the FDRE HEP (No.650/2009). The country’s education policy (the 1994 TGE’s ETP) boldly indicates that HEIs will be autonomous in their internal administration as a strategy of the policy related to the organization and management of the education system. Solomon’s (2010) study also disclosed “Excessive intervention by the Federal Ministry of Education and lack of Autonomy” were the main factors that challenge Ethiopian

public universities and their academic communities in implementing government-initiated and controlled reforms towards achieving quality education and service (p.95).

It is learnt from the interview that academic leaders had a reservation about the approach through which academic-related programs of change are introduced in Ethiopian public universities, although they were positive towards them and they strongly believed that the programs of change (the change management tools) do not have inherent problems. They indicated that the programs of change, including active teaching methods, continuous assessment, cooperative learning, etc are found to be effective approaches and they would contribute to learning achievement in the Ethiopian higher education context. However, they indicated that the approach by which the programs of change are introduced was not consultative and supportive, which leads them to perceive as imposed and not consider the directives (programs of change) from the top of the Ministry as change. In this regard, the interviewees indicated that most of the change initiatives introduced in the history of higher education in Ethiopia, including Kaizen, BPR do not appear in a way to align with the dynamics of the academic situation, which requires experts' comments in the field/academics.

Thus, the authorities' approach in introducing the tools of change management is one of the challenges for academic leaders. They believe in the need for change. But, change towards the quality of education, which should emanate from the organization itself and/or with the active involvement of academic staff. This indicates that the change process at the system level is not participatory. Recent research reports revealed that there is a gap in the model for changing and reforming the higher education system accustomed by the Ethiopian education bureaucrats (Haftu & Kibrom, 2016; Tefera & Wudu, 2016; Teklu & Ewnetu, 2019). Their findings disclosed that the trend is top-down and centralized without necessary considerations for

implementation, including academic staff's involvement. This characteristic of system structure will create a lack of risk-taking behavior and initiate change on the part of university leaders as well as the leadership team. And accordingly, they will act as agents of stability, rather than as agents of change (D. Mitiku & B. Mitiku, 2017).

In this regard, resistance on the part of students and faculty is indicated as a challenge for the leadership. Resistance to change was due to resource constraints and an uncomfortable work environment that did not fit with the requirements of the programs of change and the approach by which they were introduced. The mentioned reasons for the resistance may also be a reflection of the management of change exercised by the Ministry. Change initiator requires examining the existing organizational capability and requirements for the change to be adopted, among others. In the guideline for modularization in Ethiopian higher institutions (MoE, 2012), continual training and advocacy on the curriculum, along with creating an enabling working environment, are identified as key requirements for facilitating the successful implementation of the reform program.

Resistance to change is natural. Human response to change has a continuum within which resistance at the initial stage in the change process: "shock, denial, anger, blame, bargain, apathy, acceptance, explore, understand, integrate, sustain" (SudeshNasiket & Namdeo, 2023, p.651). Institutional leadership is a determinant in managing resistance to change timely (Hubbart, 2023), particularly through communication. Communicating change using the conversation and dialogue model is a key leadership requirement for managing change, particularly in higher education (Vettori, n.d.). Getting faculty committed to change requires "getting [the communication] personal"; a need to effectively communicate how the change will impact them: clarify how it will make their job easier and more interesting (Ellucian, 2021,

p.15). Change resistance in the context of an organization can indicate the required improvements in the approach of change management towards successful change initiatives**.** One of the roles for effective change management is, therefore, to understand and address the resistance to change **(**Hubbart, 2023).

In this regard, findings of previous research (e.g., Dzimbiri, 2009) and the literature in general note that irrespective of whether a change is top-down or bottom-up, if it fails to consider the character of the higher education and its constituents (students and faculty members) and involve them, it will create a challenge for the change implementation. A case study by Dzimbiri (2009) revealed that the absence of backing-up the change initiative with the strategic examination of its environment, including employees' concerns, students of the University, the resource implications, and stakeholders' involvement were among the challenges for implementing the change.

Based on a review of research about the influence of leadership on student learning, Leithwood et al. (2004) note that though all education reform efforts aim at improving teaching and learning, their success depends on the motivation and capacity of local leadership. Accordingly, it is valuable to consider the leadership at the local and institutional levels as part of the improvement process. It has been noted that the chance of any reform towards improving student learning is out-of-scope unless local level and institutional leaders agree with the purpose of the reform and are committed to its requirements for implementation (Leithwood et al., 2004). The *politics of policy change and reform* should be considered to ensure "political will, favorable timing and suitable situations" in order to bring about change (Cerna, 2013). As long as higher education has diversified stakeholders, most importantly those who are potentially experts, the process of change required to be participative involves hearing their voice.

Fundamentals of higher education leadership towards the management of change

It can safely be speculated that the two groups of participants have an understanding of leadership. Again, it can safely be considered that the two sets of participants were able to display the link between leadership and its role for the management of change because they gave responses about the qualities and roles leaders assume during change and the way the two constructs are linked.

The two groups' concept of leadership, particularly in relation to the management of change in the higher education context can be termed transformational leadership because they gave an over-concentration of responses characterizing the leadership approach. Results of the data analysis revealed that *role modeling/leading by example* (*ethical leadership)* like trustworthiness: honesty, commitment with a focus towards excellence, and fairness; the *interpersonal skills* like communicating, motivating people in terms of treating followers with respect, praising their achievement and supporting, and team-working; *empowering people* like the democratic approach of maintaining transparency, consultative discourse, and engaging; as well as *visionary* are necessary leadership qualities for successful management of change.

The faculty members' ranking of the qualities required of a leader for successful management of change and their response to the open-ended item respectively revealed that *good communication skills, ability to motivate people,* t*rustworthiness* followed by *team-working skills;* and *ethical, commitment, open-mindedness, problem-solving skills, humanistic approach*, followed by *decision-making skills* are the qualities. The faculty members' response about the roles expected of their immediate leaders also primarily entails interpersonal skills and role modeling behaviors. Communicator is indicated as the primary role expected of the immediate

leaders in times of change. In following this, being a role model, a coordinator, a facilitator, motivating people, and ethicalitness are indicated as roles expected of the leaders.

Similarly, the analysis on academic leaders' interview response revealed that being a *role model (*involves *open-mindedness), democrat/ic (in terms of transparency*, *participatory*, *collegiality* and exercising an effective delegation, *promoting teamwork spirit*, and *fairness), visionary and change-orientedness, emotional stability and patience,* and being *critical thinker* were the qualities required of leader/ship to be effective, especially towards successful management of change in HEIs. It is also found that academic leaders employed discussion and consultative approach with teachers to reduce resistance towards the programs of change and confirmed the appropriateness of discourse as a strategy to influence academicians like teachers at the university level. From academic leaders' conceptualization of change and leadership in relation to change management, behaviors such as being improvement-oriented and supportive, as well as being critically analytical of the dynamic environment and strategic, all with a focus on teaching–learning and research excellence, are inferred.

This indicates that leaders are primarily required to be role models, particularly in terms of the aforementioned ethical qualities and develop themselves, and help their faculty to be empowered through the aforementioned interpersonal approaches of communicating, motivating, supporting, and engaging, and work collaboratively rather than act as a boss giving directions. In this regard, Pepe (2011) notes that leaders who are to implement a supportive plan and initiate change are required to help their faculty. "[T]ransparency, the ability to maintain openness and self-disclosure" is also an aspect of "authentic leadership" [for resilience] (Pepe, 2011, p.25). As Ee Wan (2013) notes, interpersonal skills, including the ability to motivate people, communicate, build teams, coach, and involve others are the primary leaders' personal qualities critical for

leading organizational transformation. Based on their research, Houchens and Keedy (2009) and Scott et al. (2008) indicated the contribution that promoting teamwork and team-building skills would have toward a supportive organizational culture for change.

In fact, collaborative/collegial leadership is natural in HEIs given the "knowledge-intensive" character (Davis & Jones, 2014, p.367) and the professionally oriented employees (Bryman, 2007a) of the system. This approach of leadership 'models what effective teachers do to help students learn' (Brungardt, 1998 in Scott et al., 2008, p.13). Bryman's (2007b) findings indicate that "fostering a collegial climate of mutual supportiveness and the maintenance of [staff] autonomy" are central to the leadership at both departmental and institutional levels (p.2). Despite this, the adoption of the collaborative/distributive leadership should be in consideration of faculty members' state of professionalism (Bryman, 2007a).

Studies on effective school leadership consistently indicate, "authority to lead need not be located in the person of the leader but can be dispersed within the school between and among people [distributive leadership]" (Mulford, 2003, p.2). Recent research also indicates that enhancing "organizational learning (OL), that is, "a collective teacher efficacy [teamwork spirit]" is the major mediating variable through which leadership contributes to student learning (Mulford, 2003, p.3).

The finding of the present research is consistent with findings of earlier research, which identified the qualities of a leader of successful change (e.g., Drew, 2010; Gilley et al., 2008; Gradoboeva & Koskimäki, 2017). Gradoboeva & Koskimäki (2017) found that trustworthiness, fairness, and communication skills are the three most important qualities of a leader that contribute to the successful management of change. A study by Gilley et al. (2008) revealed that (communications and motivation, in particular) and (coaching and involving others) are

important skills that have a significant impact on a leader's ability to effectively implement change and drive change and innovation. Drew (2010) in investigating the timely issues and challenges in higher education leadership, concluded that deal with the human dimension (including engaging and mobilizing staff; individual development and recognition; and building and maintaining a team) is critical for effectiveness in the leadership. These findings coincide with the finding of the present research, which indicate the importance of interpersonal skills and deal with the human dimension.

Coinciding with the finding of the present research, Higgs & Rowland's (2005) finding disclosed that leadership behavior towards shaping the path of change ("framing change") and ensuring individual and organizational capability ("creating capacity", including communicating and creating networking) will facilitate the successful implementation of change. They indicated these are proper leaders' roles during change. Whereas, leader-centric behavior, including "what leaders say and do. [That is] The communication and actions of leaders related directly to the change" does not contribute (Higgs & Rowland, 2005, p.133) contradicts the finding of the present research as it could devalue the contribution of a leader's role model behavior.

From the related studies discussed, it was evident that to lead a successful change it is of the utmost importance to effectively communicate. Continuously communicating the envisaged change (includes facilitating employees' understanding of the need for a change, its vision, and the desired end results) is an important approach for leading change intervention successfully where it helps to reduce resistance to change that could arise from afraid of the unknown (Coetzee et al., 2012).

Research has also shown that leaders' quality as "Leaders' readiness for change" (Krummaker & Vogel, 2012, p.287), and trustworthiness and fairness (Gradoboeva &

Koskimäki, 2017) are among the major constructs of change leaders' competency. Krummaker & Vogel's (2012) finding showed that "Leaders' readiness for change", that is, "desire to challenge the status quo, disengage from routines, change goal orientation, intention to act in change, purposefulness, willingness for change [openness]" is one of the major constructs of change leaders' competency (p.287). Vlachopoulos's (2021) and Ezzeddine et al.'s (2023) study disclosed that leaders' trustworthy leadership, among others (respectively, including " responsibility, resiliency, creativity, proactivity, and empathy", and having strategy and effective communication, including transparency), is essential to change management in higher education (p.1).

A leader's role modeling is one of the aspects to influence organizational culture towards leading change (R. Stilwell, 2016; Yukl, 2010) as well as enables a leader to build trust and thereby facilitate organizational change (Faculty & Staff Help Center, Sanford University [FSCSU], n.d). It has been found that "ethical leadership enhances employees' readiness to change … partially mediated by an organizational culture of effectiveness" (Metwally et al., 2019, p.1).

Findings show that leadership effectiveness in HEIs requires academic reputability, which requires engaging in and building teamwork spirit in research and teaching alongside administrative roles and sound interpersonal engagement of maintaining open communication (Hamidifar et al., 2013; Spendlove, 2007). Trustworthy leadership in higher education requires the spirit of academic excellence.

Together, these qualities of leadership could ensure a university culture supportive of effective change management. (See the review on Scott et al.'s, 2008 model on "A University Culture supportive of effective change management" pp. 82-83 of this study). From the point of

view of organizational change theories, for example, the system and complexity perspectives, altogether the indicated qualities of leadership will enable an organization to cope with change. The assumption of the theories that changes are resulted from a variety of interconnected causes and effects that make delineating a direct cause and effect association/linearity/ difficult and challenging to predict organizational behavior requires organizational leaders to engage in a learning process and facilitate a learning organization, and to act strategically to cope with changing situation (Amagoh, 2008). That is, leaders are required to be open-minded, build a team and empower others, and be visionary and critical thinkers in aligning with the requirements of the theories, respectively.

Based on ideas and cases in business and education, Fullan (2001) notes that acting to make a positive difference on one's own as well as the lives of others and the society at large, maintaining good relationships with employees, and building knowledge (involves creation and sharing) are among the elements required for effectively leading in a context/culture of change. Maintaining good relationships with employees, facilitating team-working, building employee capacity, encouraging continuous learning (including open for learning), and maintaining transparency are among the six secrets of change in sequence (Fullan, 2008).

The identified qualities in this study align with the elements of *transformational leadership* in the literature (see Alainati et al., 2023). The qualities required leaders for primarily modeling best practices and key values like fairness, and inspirationally motivating others. The literature recognizes that demonstrating such attributes and behaviors will enable leaders to enhance employee trust and engagement, particularly during change. They make-up the generic trait of transformational leadership in education, i.e., *professionalism* (Alainati et al., 2023).

Similarly, İkinci (2014) concluded that analyzing organization's environment and planning for its future, building organizational and its members' capacity, adopting a participative approach, facilitating information sharing and learning, building an environment of trust, preparing and supporting the workers to adopt the strategies related to organizational change are attributes of transformational leadership for an organizational change process to be successful. The literature in general (e.g., Bryman, 2007b; Farahbakhsh, 2006) confirms that vision, fairness, empowerment, trustworthiness/integrity, and consistency in one's conviction (charismatic) are philosophical values of transformational leadership.

Inspirational motivation is found to be the second most important aspect in following intellectual simulation. In general, transformational leadership in the form of the collaborative approach is appropriate for sustainable productivity in HEIs, particularly during change (Etomes et al., 2024). Thus, adopting transformational leadership with a greater emphasis on the human dimension (collective, facilitative, and supportive) and role modeling (trustworthiness) at the systemic and individual leader levels are keys to leading and successfully adopting organizational change in higher education.

However, the lack of attention to the visionary and creativity characteristics of a leader and the role of leadership to stimulate faculty members' creativity is slightly different from previous research results (e.g., Valcopolous, 2021) and the literature. It may be interpreted in terms of the particularities related to the change management approach in the country. The trend in the sector is top-down, and change management tools and programs are initiated and directed by the Ministry rather than by the grassroots levels (by organizational leaders and faculty members). The lack of attention to the leadership quality, developing individuals through coaching, in this study, is also different from previous research results (e.g., Gilley et al., 2008).

This may be related to the characteristics of the study participants related to professional autonomy. Contradicting the finding of the present study, a recent finding by Abreham et al. (2024) in the context of Ethiopian public universities disclosed a significant negative "relationship between transformational leadership behavior and organizational change management" (p.1).

The qualities of leadership identified in this study, particularly to the successful management of change relate to the aspects of the CLBs: influencing organizational culture (role model, ethical), empowering others (democratic approach including participatory and discourse), team-building, effective communication, motivating people, and visioning. The findings on the quality of leadership acknowledge our society's culture (value system). The culture advocates (or gives) dignity to relatedness, respecting and supporting one another. The leadership in our context, thus, highly requires qualities such as exemplary in one's actions or being a role model, democratic and collaborative leadership, and being active in communication rather than being visionary. After all, the ultimate goal of leadership is to cultivate leadership in others, i.e., enable people to be a leader [of themselves] (Yukl, 2010). Based on findings on effective school leadership, Mulford (2003) notes that sustaining improved leadership requires the leadership capability of the school's communities as a whole rather than the few officers. Thus, leaders are required to have these skills and help to develop them through training.

The discussion made above also indicates that a collective and humanistic (democratic and supportive), and exemplary leadership is key to lead and successfully adopt organizational change in the professional community of higher education. The following are roles primarily expected of a leader/s of change and its management:

- ✓ Ensuring effective communication using various mechanisms as e-communication systems (e-mail, websites), arranging discussion sessions, etc;
- ✓ Involving others in decision-making, sharing responsibilities;
- ✓ Facilitating and offering staff a work environment that gives comfort and makes them feel a sense of support in accomplishing their tasks; and
- ✓ Assuming responsibilities, giving dignity to one's work, being motivational, developing oneself professionally to enhance one's adaptation to changing situations, and being open (or willing) to change.

Despite this, scholars have argued that there are peculiarities associated with the different activities involved in planned organizational change, and various leadership styles and the likelihood of emphasis on different leadership competencies in the process (e.g., Baesu & Bejinaru, 2013; Battilana et al., 2010). Treating planned organizational change as a generic phenomenon that requires a particular leadership approach is not good; it may overlook the peculiarities associated with the different activities involved in the process of change and the corresponding functions of leadership competencies (Battilana et al., 2010). Whereas, acknowledging the necessity of being aware of each leadership competency to act effectively in the process is important (Baesu & Bejinaru, 2013). Battilana et al. 's (2010) finding implies that managerial leaders' effectiveness at task-oriented leadership competencies and people-oriented behaviors could respectively contribute to the successful execution of both the mobilizing and evaluating activities, and the communicating activities of the planned organizational change implementation. Baesu & Bejinaru (2013) also indicated that different leadership styles, such as inspirational, supportive, and commanding have applicability across phases in the process of implementing organizational change. Research findings (e.g., Pujiyati et al., 2019) seem to have

indicated that the approach to effective leadership in higher education to change management has to involve both task ("leadership based on scientific management") and person-oriented roles along with trustworthy leadership.

Basing on their finding, Mehmood et al. (2012) concluded that the core responsibility of academic leadership for quality higher education, that is, change management, requires the leaders/leadership to investigate and make comparison their education with international changes, and integrate changes through facilitating faculty members' readiness (prepare, train and motivate them) for accepting and implementing the changes. The responsibilities of the academic leadership for managing change comprise stimulating revisions and developments of programs considering international changes, among others (Mehmood et al., 2012; Said et al., 2015).

Chapter Five: Summary, Conclusions, and Recommendations

This part of the dissertation is to provide a summary of the study, formulate conclusions regarding the objectives of the research, and forward the corresponding recommendations.

5.1. Summary of the Study

With the assumption that institutional-level leadership is key to the successful adoption of change programs, and considering the context in which the government has introduced various change schemes in Ethiopian public universities despite ineffective implementation, including academic-related change initiatives, and unsatisfactory sectoral improvement, the present study aimed to assess the effectiveness of leadership and the challenges it faces in relation to the academic-related change schemes in Ethiopian public universities.

Furthermore, given that most change initiatives are introduced in a top-down manner by the Ministry, while bottom-up initiatives are largely absent, and considering the highly dynamic working environment characterized by a volatile mix of global and national change drivers that require strong leadership engagement, the study also sought to examine leadership challenges and to identify context-appropriate leadership behaviors and roles necessary for the successful management of change in HEIs.

Accordingly, the study was guided by the following research questions. The main research questions focused on the status of leadership in terms of Change Leadership Behaviors (CLBs) practice and leadership resilience, the leadership challenges in relation to the implementation of the academic-related change programs in Ethiopian public universities, and academic staff's views on essential leadership qualities for change in HEIs. To enable a comprehensive analysis, additional questions examined whether significant differences exist in the level of CLBs practice and leadership resilience, as well as differences in leadership

challenges across the three generations of universities. Moreover, qualitative questions were designed to explore academic leaders' experiences with change programs in Ethiopian public universities, including the decisions and actions they undertake, their perceptions of the change initiatives, and their conceptualization of change and the role of leadership in managing change.

Considering the purpose of the research, an integrative approach of studying leadership in relation to change was adopted. Accordingly, the present study employed a *MMs* research design: a concurrent-qualitative embedded *MMs* design in which qualitative and quantitative data were collected in parallel, analyzed separately, and then merged for interpretation. This study required looking at the leadership not only from the organizational level (leaders' behavior and role) point of view but also the individual leader level (personal quality), and examining leaders' lived experience, views, and situational factors, which were predominantly addressed through the quantitative and qualitative methods, respectively. That is, a more complete understanding of the issue of the present research, especially of the contextual understanding ("context") urged the adoption of the approach.

An integrative approach was used in developing the conceptual framework for the study. Models of leading change, particularly, Yukl's (2010) 'strategic and practitioner-oriented change-leadership' model, Kotter's (1996) 'eight-stage process for successful organizational transformation', and Gill's (2002) model (that addresses aspects such as formulation of shared vision, establishment of strong organizational culture, development of logical strategies, empowerment, and motivation and inspiration) were adapted. Resilience was also considered as one construct. Guided by the conceptual framework, questionnaires for the data collection were developed respectively by adapting and adopting a Change Leader Behavioral Inventory (CLBI)

and a 10-item resilient measure (CD-RISC10), along with the researcher-developed measures on leadership challenges and qualities of a leader of change.

Data were collected from two primary sources: academic leaders and faculty members of 6 proportionately selected public universities of Ethiopia from across the three generations of universities. Data were obtained from 216 academic leaders and 372 faculty members of randomly selected OAUs through the questionnaires, primarily about the practice of change leadership strategies in connection with the programs of change. Through the questionnaires, data were also obtained from the academic leaders and faculty members respectively about the leaders' level of resilience and leadership challenges, and the leaders' level of competency and ranking of the qualities of a leader of change. To substantiate the quantitative data and obtain additional insights, qualitative data were collected from 22 purposively sampled experienced managerial academic leaders of the six universities using semi-structured and narrative interviews, particularly on leaders' views and experiences. Accordingly, the data were analyzed and interpreted using descriptive and inferential statistical tools as well as the thematic and narrative approaches. The analysis revealed the following findings:

5.1.1. Findings

Findings on the status of leadership

The *QUAN* analysis on the level of CLBs practice in the public universities of Ethiopia revealed the average status of practice (AL's M=3.61 and SD=0.62; FM's M= 2.92 and SD=0.77), but not to the level expected. The independent sample *t*-test result of a statistically significant difference as well as practical significance in the perception of the two groups on the degree of practicing the CLBs is indicated. The result also indicated no critical problem with academic leaders'

resilience. The academic leaders' level of resilience was found at "good status/adequate level" (*M*= 2.91 and *SD*=0.86), although it is below the level expected. The one-sample t-test result of the observed value is significantly lower than the expected value. The result of one-way ANOVA indicated no statistically significant difference in the level of leaders' resilience across the three generations of Ethiopian public universities.

However, the analyses on the faculty members' open-ended item responses and academic leaders' interview data clearly showed a gap. The analysis on the faculty members' data showed gaps in institutional-level leadership demonstrated as a lack of leaders' and leadership role-modeling, limitations in interpersonal skills of being collaborative and team-building, and a lack of strategic approach manifested as focusing more on routine and unsupportive issues/lack of academic-oriented behavior/. Analysis of the *QUAL* interview also revealed that academic leaders across the hierarchy in the public universities of Ethiopia realize the essence of leadership. They equated leadership with the term 'leader', 'being a leader' ['*merinet'* and '*merimehone'*, respectively], 'being a role model', taking the forefront['*serto maserat'*]. Besides, the response of a series of interviewees indicated that academic leaders were well aware of the behaviors required of an effective leader in general and a change leader in particular (for successful management of change). However, they failed to verify in actual practice.

In practice, leadership was equated with addressing problems rather than acting proactively, and engaging in accomplishing routines and trying to execute the requirements of the new work procedures for the sake of conformity rather than acting strategically.

The overall analysis revealed that most strategies related to the essence of change leadership were missed in the Ethiopian public universities, including visioning/strategic approach, monitoring and evaluating the progress of the programs of change, sustaining like

motivating people, and role modeling to influence organizational culture. However, through their interview, academic leaders indicated that they practiced appreciable approaches such as discussion and consultations with teachers and students, which might fit with the unique character of the education system and thereby contribute to the management of change (implementation). Thus, there was a gap in leadership, particularly concerning the management of change.

On the other hand, the analysis of academic leaders' perception towards the programs of change introduced revealed that they were positive towards the programs of change and strongly believed that the programs of change do not have inherent problems. The problem was rather on the approach through which they were introduced. Accordingly, they perceived that they were forced to adopt the programs of change.

Concerning this, academic leaders did not consider the directives (programs of change) from the top of the Ministry as change. They rather conceptualized change as the creation of a conducive situation for effective teaching and learning and ensuring quality of education, particularly in terms of teachers' and students' effectiveness in their respective responsibilities through effective leadership. Thus, it is found that academic leaders do have a firm conviction about the role of leadership for the management of change and are aware of the corresponding determinants of quality leadership.

However, the result of the quantitative data analysis showed that there was a variation in the level of practicing the change leadership behaviors across the three generations of universities. Results of the one-way ANOVA revealed that the difference was statistically significant. The results of a follow-up analysis of the one-way *ANOVA*-Tukey post hoc multiple comparisons showed that the difference was significant between the 1st and both the 2nd and 3rd

generations of universities with *p-values* of less than the alpha level of .05. More specifically, significant variation was observed between the 3rd with the 1st generations rather than between the 3rd with the 2nd generation. It was found that the behaviors were relatively practiced at the highest level in the 3rd generation of universities, followed by the 2nd generation than in the 1st generation. The values of *MD* and 95% *CI* of the difference for these behaviors also indicate that there was no overlap between the mean values, indicating that the difference in the level of practicing these behaviors had practical significance.

Findings on leadership challenges

The findings indicated that resource constraint, especially in terms of lack of finance and physical and material resource; lack of autonomy of institutions and their leaders in adapting new procedures of work or reforms; and unsupportive organizational culture in both forms, that is, bureaucratic work condition and lack of collaboration and trust among staff and with leaders themselves were major challenges across the universities. A significant number of respondents: 159 (74.6%), 142 (66.7%), 122(57.3%), 153 (71.8%), and 119 (55.9%) respectively indicated this fact. The respondents explained these major challenges in terms of input constraints and an unfurnished work environment, and unsupportive organizational members' behavior and students' and faculty's approach towards the change programs, among other things. On the contrary, responses of most participants indicated that personal factors, human resource constraints, and a lot of change going on in the organization were not among the major challenges. Results of the nonparametric test (Legacy option Chi-square test) also indicated this. The value of standard residual (*SR*) in the variables identified as 'the major challenge' and 'not a challenge' respectively was with positive values in the "yes" and "no" options reflecting that they were confirmed by a large number of subjects more than expected.

The results of the crosstab Chi-square test indicated that, except for the challenge of bureaucratic work conditions, the leadership challenges could be a concern of academic leadership across the three generations of universities at similar status. The result suggests that the bureaucratic work condition challenge is reflected in varying degrees of influence.

The qualitative data analysis that involved analysis of responses from the open-ended questionnaire item and interviews revealed the following additional challenges:

- ✓ Gaps related to the management of universities, particularly unfairness in appointing and recruiting personnel either for a leadership position and/or recognition and in recruiting teaching staff; power centralization; and lack of a strategic approach.
- ✓ Problems related to the external environment, that is, political instability, and
- ✓ resistance on the part of the major constituents of the system (universities): academic staff and students. It is indicated due to the lack of a furnished work environment and non-consultative approach by which the programs of change are introduced. Thus, a kind of 'top-down change management mentality' was indicated as a challenge.

Findings about leadership qualities for the successful management of change

For successful management of change, the qualities of leadership are found to be:

- ✓ influencing organizational culture through being a role model, including walk-the-talk, taking the driving seat in accomplishing tasks/being forefront, and being ethical;
- ✓ empowering others through the democratic approach of participation (being participatory) and discourse, and fairness;
- ✓ the interpersonal qualities of leadership involve communicating, motivating people, and team-building including the character of being cooperative; and

- ✓ Visioning/visionary.

Roles expected of a leader/s of change include:

- ✓ Ensuring effective communication and flow of information using various mechanisms and giving attention to staff and students' concerns like through arranging discussions;
- ✓ Involving others in decision-making, sharing responsibilities (delegating tasks);
- ✓ Facilitating and offering a conducive work environment to staff;
- ✓ Taking the driving seat in assuming responsibilities, respecting one's work, being motivational, engaging in one's professional development, and being open (or openness/ willingness to change).

5.2. Conclusions and Implications

Practicing the CLBs and academic leaders' resilience as requirements to manage change successfully are found at the average level, if not at the levels expected. They are necessary though not sufficient conditions to promote change management at HEIs. Most strategies related to the essence of change leadership were missed in the Ethiopian public universities. The finding also indicated that strategic leadership is not practiced in public universities of Ethiopia. It could be said that the leadership in Ethiopia's public universities was not in a position to enable the organizations to successfully manage change in terms of ensuring the adoption of change programs. This might also hinder the organizations from tapping competitive advantage in terms of ensuring performance in research, teaching, knowledge transfer, and community outreach. The ever-increasing competitive environment of the higher education sector indicates that strategic approach becomes the top priority agenda more than ever before, as it ensures competitive advantage. Mainardes et al. (2011), for example, note that the change in higher

education (HE) environment, such as the prevalence of international universities, virtual universities, and corporate universities, has created a competitive environment in the sector, and demanded a more professional and entrepreneurial management system (strategic management).

Thus, academic leaders in the formal administrative roles, including the Deans and Heads of Departments in universities are required to perform strategic choices. Indeed, the ability of an organization to manage change is determined by its ability to deal with strategy (Burnes, 2004, Rieley & Clarkson, 2001, as cited in BY, 2005). This implies the need for a systematic leadership development program with the intensive involvement of institutions to ensure academic leadership effectiveness in universities. In the present study, the prevalence of the traditional academic norm that managerial expertise is not seen in such an appointment for the leadership at HEIs is reflected in the profile of OAUs' leaders. Nearly forty percent (39.8%) of the academic leaders in the studied universities did not receive training on leadership roles, especially in change management. Having managerial expertise alongside an academic background will enable academic leaders to balance the managerial and academic tasks. Professionalization of academic leadership should, thus, be given more attention.

Lack of role modeling, including unethicality was a gap identified among the leadership in universities. This paper argues that the ultimate goal of leadership is nurturing leadership in others, which could only be realized if leaders in the formal administrative roles act as role models in their personal life as well as their job. A leader with a high level of personal integrity will also influence others in the institution to develop similar integrity, while the reverse will lead to negative perception and decreased trust towards the leader let alone nurture leadership in others. This may hinder the realization of the institution's mission. Thus, there is a need to establish a system of recognizing effective leaders and an accountability system for the

leadership in HEI at both the institutional and ministerial levels. This would allow leaders in the formal administrative roles to respect the principles of leadership and thereby nurture leadership in all concerned bodies towards producing good citizens. Above all, it will contribute to ensure accountability in leadership.

In support of this, leadership qualities for the effective management of change are found to consist of *role modeling*, particularly in terms of ethical qualities (like trustworthiness: honesty, commitment with a focus towards excellence and fairness); *empowering people* through sharing responsibilities and adopting a participatory approach; *the interpersonal skills* of communicating, team-building/working, and motivating people; and *being visionary*. It could be concluded that adopting transformational leadership with a greater emphasis on *the human dimension* involves empowerment through motivating people, engaging and participating, effective communication and team-building includes cooperative approaches, and *trustworthiness* in terms of role-modeling (ethics) and fairness at the system and individual leader levels contribute to effective change management. Studies on effective HEIs' leadership also indicate that trustworthy leadership with a strategic plan focused on academic excellence is indispensable.

Given the very dynamic environment of HEIs and the growing complexity, the roles of leading, including articulating vision, embodying values (i.e., strategic approach), and motivating others, and the roles of managing in balance can be said to be the domains of the essential leadership process. Leaders should possess the necessary competencies and be aware of the characteristics of each style of leadership, all of which create opportunities to follow the approach that is best for each phase of change. Thus, the relationship between leadership styles and phases of change (and the activities involved) is an area that awaits further investigation.

To act as agent of change and enable effective leadership of change in their organization, academic leaders need to be great communicators, able to work with others (love team-working) and cooperative, thereby source of motivation for others, committed towards excellence, trustworthy, able to create a compelling vision, and managing the instructional program, especially in the sense of coordinating the curriculum, among others. The focus should, however, be on how appropriately these essential leadership qualities and roles are fulfilled, regardless of their sources. Appropriate enactment of these functions is required at both the individual level and the organizational management team level.

Most importantly, the study findings provide important insights about the academic leadership/leaders' challenges of universities during change initiatives, including their reflection towards the approach of the sector change management and the programs of change, and their conceptualization of change. The major leadership challenges include lack of resources (in terms of finance, physical, and material and the resultant lack of a comfortable work environment), lack of institutional and leaders autonomy in adopting new procedures of work or reform; and unsupportive organizational culture, i.e. bureaucratic working condition and lack of collaboration and trust among staff and between leaders.

Resistance on the part of faculty members and students was also indicated as a challenge. The finding shows that the resistance to the adoption of the programs of change was partly due to resource constraints and an uncomfortable work environment that did not fit with the requirements of the programs of change. In fact, resistance to change is informative. It will urge concerned bodies to question the reasons, thereby instigating them to work on the necessary adjustments and to see things from different perspectives. Fullan (n.d.) notes that in situations of diversity or complexity like universities, especially during the implementation of change, it is

crucial to be alert to resisters and their opinion. Thus, the status of and factors for resisting programs of change (or change management tools) in Ethiopian HEIs will be the area worth further investigation.

In this regard, it has been found out that academic leaders in public universities of Ethiopia have a positive perception towards the programs of change introduced in their work environment and believe in the need for change, while they showed reservations about the approach by which they are introduced. They conceptualize change as an improvement in the education system that has to be initiated by university communities and their leadership/leaders, and by the state (Ministry) in consultation with the concerned educators and constituencies of universities. Whether an educational change initiative is bottom-up or top-down if it does not follow the consultative process of involving the concerned educators and the respective institutional constituents and make the necessary pre-adjustment, its adoption will be a dream. This implies an urgent need for revisiting the sector's level approach to change management. It calls upon the ministerial officials to revisit the approach to change management.

The finding also indicated that the other major leadership challenge across public universities of Ethiopia, especially for middle and departmental-level leadership is limitations related to the universities' management itself. Particularly, unfairness in the selection and appointment process for both leadership and teaching positions, and in recognizing/rewarding; and power centralization at the universities' top management were the limitations. This needs universities to revisit their management and leadership processes.

Overall, the study's findings indicated the influence of HEI-specific factors and the change management approach of the education authority on the leadership in change management. Resource constraints, including the financial resources of the working budget, remain the biggest

challenge that needs the HEIs to adopt income diversifications more than ever before, such as running investments and projects. This requires strategic leadership, among others. Generally, the leadership challenges are multifaceted in the sense that they are related to factors external as well as internal to the universities' system thereby requiring a cooperative approach on the part of all concerned bodies.

However, it should be remembered that the findings of this study are based on managerial academic leaders. The study did not triangulate the view of the various stakeholders, including non-administrative academic leaders (or instructors) and students. One wonders if similar results would be obtained if these two groups were involved in identifying the challenges. This is to be considered in future studies.

Together, these findings and conclusions lead to the overall conclusion that the Ethiopian higher education sector is in trouble of coping with the ever-changing situation. On the one hand, due to the limitations in public universities' leadership as it was not in a position to enable the organizations to pursue successful change in terms of ensuring the adoption of change programs, and on the other hand, as it did not benefit from the academic staff's and educators' potential contributions in its stock. This implies an urgent need for establishing accountability system, such as performance rewards for the leadership in HEI at both institutional and ministerial levels and revisiting the system of change management at the sector level.

5.3.Recommendations

Research is made on leadership to identify injustice towards the transformation of education and thereby to social transformation as a whole (Agosto & Roland, 2018). In this regard, there is a growing emphasis on how to ensure the role of higher education (university) towards social

transformation and development in Sub-Saharan Africa countries, including Ethiopia (Ochwa-Echel, 2013). In line with this, this study forwarded the following suggestions:

1. Ethiopia's Higher Education Ministry should consult HEIs and educators as a whole in its every effort toward change and improvement in the sector. This has tremendous advantages in terms of ensuring trust and thereby discussion and commitment. The Ministry should also responsibly monitor and follow up the progress of the programs of change introduced in the sector. Tracking the progress of programs of change is logical to provide support and think about the necessary adjustments.
2. Higher education/universities should enjoy real autonomy in deciding for themselves and to think about their future with greater accountability. The respective unit (the Ministry) in acting on behalf of the government should activate at least in respecting the provisions in the higher education proclamation and the education policy concerning the higher education administration concerns.

The researcher realized that introducing directives would not contribute to the improvement of the university's operation unless there is a consultative process. Thus, to ensure a change-supportive organizational culture and openness to change, the concerned bodies, including the management team at the ministerial office, policy-makers as well as the management team at the university level should follow a consultative approach in dealing with the issue of change management. There should be a system of accountability in institutional leadership, as well.

Similarly, universities should grant an appropriate level of authority to their academic units and their leaders in respecting the financial policies of program budgeting and fiscal decentralization that the country has adopted. This enables them to act flexibly according to their priority and contribute their share to the success of their universities.

3. Academic leadership position holders should be well aware of and understand the directives introduced as well as be committed and be role models. Academic leaders and academic staff, in general, should play the role of facilitator once they are directed to adopt a program of change. They may not be interested in programs of change that emanate and are introduced from above (by the government). But, they should stick with reason and empirical evidence. This might require monitoring the progress as well as evaluating the impact of the programs of change. In this way, they will contribute to the system's performance in terms of quality education. Ensuring the quality of education requires the contribution of all concerned bodies. As Morphet et al. (1967) noted, administrators of the school system can play a key role in facilitating changes and innovations "directly as "change agents" or advocates of particular changes, or … "process initiator- that is, of appointing or arranging for the appointment of a committee or taking other steps to assure that all aspects and implications of the proposal [of a change/innovation] are carefully studied and discussed as a base for recommendations" (p.13).

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Appendices

Appendix A

Original version of CLBI Items (Stilwell, 2016, p.85**),** with Likert scale *1 = did not do this; 2 = did this poorly; 3 = did this adequately; 4 = did this well; 5 = did this very well.*

Items [Change Leader Behaviors]	**Dimensions**
Clearly communicates the need for change	Communicating the need for change
Uses effective, compelling examples in communicating the future vision	Communicating the need for change
Communicates the clear vision for change	Communicating the need for change
Gets us involved	Engaging
Involves the team in decisions around change	Engaging
Makes the team members feel that they are capable of implementing change	Engaging
Makes sure change happens	Execution
Keeps people focused on execution when competing priorities arise	Execution
Accepts responsibility for executing change	Execution
Takes appropriate actions toward change goals	Execution
Tracks progress to evaluate the need for possible adjustments to change processes	Monitoring & Adjusting
Makes adjustments to the approach to change when deemed necessary	Monitoring & Adjusting
Monitors progress towards change goals	Monitoring & Adjusting
Analyzes potential risks of change and plans ways to deal with them	Planning & Preparation
Plans ahead to make certain appropriate tools and resources are in place to carry out change	Planning & Preparation
Converts long-term goals into concrete action plans	Planning & Preparation
Sets attainable goals for change	Planning & Preparation
Secures buy-in from stakeholders	General Change Manager Behavior
Aligns systems and processes to support change	General Change Manager Behavior
Clearly explains the connection between changes in our division/department and the larger organization	General Change Manager Behavior

Makes certain key stakeholders stayed aligned around change	General Change Manager Behavior
Demonstrates a deep commitment to change	General Change Manager Behavior
Is able to handle conflict that arises as change occurs	General Change Manager Behavior
Discusses changes occurring outside the organization that can effect us	General Change Manager Behavior
Acts on feedback from team members about what's working and what's not	General Change Manager Behavior
Makes sure senior leaders understand our concerns	General Change Manager Behavior
Prevents others from taking actions that would reverse progress	General Change Manager Behavior
Deals effectively with resistance during change	General Change Manager Behavior
Uses multiple communication channels to inform others	Sharing information during change
Communicates transparently	Sharing information during change
Tells us what we need to know during change	Sharing information during change
Passes along information from upper management	Sharing information during change
Keeps us informed about what is happening outside our department	Sharing information during change
After change, reinforces behaviors that support organizational goals	Sustaining
Provides recognition for behaviors that support change	Sustaining
Focuses on sustaining progress toward change	Sustaining
After change, ensures people continue the new ways of working	Sustaining

Appendix B: Change Leadership Behavior Measures/scale Developed for the Present Study

Ratings:

1=never demonstrated/do this | *2=did this/ demonstrated Poorly* | *3 =did this /demonstrated Adequately* | *4= did this/ demonstrated Well* | *5=did this /demonstrated Very Well*

Item No.	Items (Change Leadership Behaviors)	Dimensions/Constructs	Remarks	Item Order in the randomized arrangement
		Creating a sense of urgency for change: communicate the need for change	**Creating a compelling case for change as one aspect of leading change entails the leader's role of clearly communicating the need for change. This role is one facet of effective communication during change. Thus, evaluating this aspect will be used as a control question for the status of leaders' communication.**	
1	Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	"	Developed by the present researcher as a control item for clearly communicating the need for change	**29th**
2.	Explain the risks for adhering to the university's routine.	"	"	**22th**
3.	Clearly communicate the need for adapting modularization and its related programs of change relevant	"	**Adapted** from the CLBI Communicating the need for	**19th**
4.	Repeatedly communicate the vision/purpose for change.	"	"	**23th**
		Forming a Team /guiding coalition for change and team-working spirit		
5	Create a team/support group to ensure high levels of mission accomplishment related to the envisaged/imagined change, such as module team and leader.	"	Incorporated by the present study researcher	**11th**
6	Promote collective teaching, research practice e.g., team teaching, staff	"	"	**13th**

	collaboration on course delivery.			
		Visioning		
7	Set attainable goals/vision related to the implementation of the program of change	"	Developed by the present study researcher as an action related to visioning	**4th**
8.	Set goals related to implementation of the program of change.	"	"	**6th**
		Communication: Sharing information during change.		
9.	Use diverse communication channels to inform staff	"	**Adapted from the CLBI** under the dimension **Sharing information during change**	**27th**
10.	Inform faculty member s about what is happening outside one's own academic unit	"	"	**1st**
11.	Communicate transparently	"	**Adopted from "**	**24th**
12.	Pay attention to staff reaction, concern and questions e.g., hold meetings to address concerns, questions.		Formulated by the present researcher as one facet of effective communication during change: a two-way preposition.	**10th**
		Empowerment		
13.	Involve the staff in decisions about what and how to be done of implementing the program/s of change.	"	**Adapted** from CLBI under the dimension **Engaging**	**14th**
14	Facilitate faculty members' professional development.	"	Developed by the present researcher	**8th**
15	Prepare faculty members according to the requirements of the program of change/s.	"	**Adapted** from CLBI under the dimension **Engaging**	**9th**
16.	Promote faculty members' research engagement.	"	Developed by the present researcher	**15th**
17.	Coach colleagues and staff.	"	"	**7th**
18.	Provoke academic staff creativity, risk-taking in the process of change/adapting the program of change.	"	"	**12th**
		Influencing Orga-nizational culture		
19.	Demonstrate a deep commitment to the program of change e.g., propagate its benefit, willingness for change.	"	**Adapted** from CLBI under the dimension **General Change Manager**	**16th**

			Behavior. This will be considered as an action to influence organizational culture-leader role modeling (Direct action by the leader)	
20.	Engagement in scholarly research	"	Developed by the present researcher- leaders as a role model/taking the led to facilitate research culture in University.	**18th**
21.	Engagement for One's own professional development	"	"	**21th**
22.	Reviewing teaching activities and align with requirements of the new procedure of the work.	"	Developed by the present researcher. The task of leadership to influence organizational culture is aligning systems and processes. The core business process and tools in my research case are the teaching-learning and the corresponding academic programs, courses with their syllabus/tools/. Teaching activities aligning with requirements of competency-based education and modularization such as block teaching [this also applies with revising the course], to make it more student-centered, using continuous assessment.	**26th**
23.	Examine educational programs and courses for necessary revision.	"	"	**2nd**
		Monitoring the Progress of Change		
24.	Track progress to evaluate the need for possible adjustments to processes of implementing the program of change	"	**Adapted from CLBI**	**30th**
25.	Collect and analyze information with regard to effect of the curricula on students' learning and teaching.	"	Developed by the present researcher considering the goal of change initiatives in education: to improve	**5th**

			student learning and teaching practice.	
		Sustaining		
26.	Recognize behaviors that contribute for the implementation of the program of change	"	**Adapted** from CLBI dimension**: Sustaining**	**17th**
27.	Reinforce faculty members' accomplishments related to the program of change like instructors, who perform well at using continuous assessment, active learning methods, etc.	"	**"**	**20th**
28.	Celebrate improvements on academic activities and student's learning related to the implementation of the program of change.	"	Developed by the present researcher	**28th**
		Manage Instructional Program	**Incorporated by the present researcher**	
29.	Protect instructional time to maintain academic learning time e.g., facilitate conducive classroom, course guidebook preparation.	**"**	**"**	**3rd**
30.	Supervise and evaluate instruction		Will also be as cross-checking item for items under " monitoring progress of the change"	**25th**
31.	Monitor student progress		**"**	**31th**

*Note***.** - Adaption of items from the CLBI is not only in terms of consideration of the context of my research (academic) but also in the way of phrasing, i.e., based on my review, as well. This is to the extent to say that the dimensions and the corresponding items are identified from the related literature, including the CLBI framework.

Appendix C:

1) The abridged 10-item version of the CD-RISC (Campbell-Sills & Stein, 2007, p.1025)

Item [of the original version/CD-RISC]	**Description**
1	Able to adapt change
4	Can deal with whatever comes
6	Tries to see humorous side of problems
7	Coping with stress can strengthen me
8	Tend to bounce back after illness or hardship
11	Can achieve goals despite obstacles
14	Can stay focused under pressure
16	Not easily discouraged by failure
17	Thinks of self as strong person
19	Can handle unpleasant feelings

2) The CD-RISC copyright Holders' Permission to use the Measure

Jonathan Davidson, M.D. Fri, Oct 26, 8:58 PM (3 days ago)

to me

Good day Habtamnesh:

Thank you for your reply and sending payment. I am enclosing the Amharic CD-RISC, but we only have it in the RISC-25. If you wish to use the RISC-10, I should ask if you could kindly create this from the RISC-25. This would involve removing the 15 items that are not part of the RISC-10, i.e. items 2, 3, 5, 9, 10, 12, 13, 15, 18, 20, 21, 22, 23, 24 and 25. And then the title and copyright wording should reflect the wording on the English RISC-10, which differs a bit from the English RISC-25. (You would translate this into Amharic of course).

Once you have done this, please send the scale back for my review.

I am enclosing the Amharic RISC-25, and English RISC-25 and RISC-10, as well as the manual, which covers both scales.

Please let me know if you have any questions.
Sincerely,

Jonathan Davidson

Appendix D

Results of Reliability Analysis

Table I-1

Reliability results for the questionnaire employed to collect data from academic leaders

Question	**Reliability result**	**Reliability value if item Deleted**
The CLBs scale: Rate yourself in terms of how far you think you practice the leadership behaviors listed below in relation to the competency-based education and modularization curricula at your university.	Cronbach's Alpha = **.952**	**.953**
The CD-RISC10: Please mark an "**X**" in the box below that best indicates how much you agree with the following statements as they apply to you over the last **month**.	Cronbach's Alpha= **.811**	**-**
Read the following lists and select major challenge/s to you to contribute for the implementation of the above-indicated programs of change (i.e, for the process of change) in your University.	Split-Half coefficient reliability =**.416**	**.577**

TableI-2
Corrected Item-Total Correlation and the Effect of Deletion on Cronbach's Alpha for Change leadership behaviors scale.

Item	*Corrected Item-Total Correlation*	*Cronbach's Alpha if Item Deleted*
Sharing info.	.552	.952
Influencing organizational culture	.426	.953
Managing instructional programs	.383	.953
Visioning	.693	.950
Monitoring change	.792	.949
Visioning	.619	.951
Empowerment	.563	.952
Empowerment	.568	.951
Empowerment	.655	.951
Sharing info	.345	.953
Teaming-up	.710	.950
Empowerment	.460	.952
Teaming-up	.635	.951
Empowerment	.732	.950
Empowerment	.564	.952
Influencing organizational culture	.770	.950
Sustaining	.795	.950
Influencing organizational culture	.639	.951
Creating urgency	.325	.953
Sustaining	.427	.953
Influencing organizational culture	.588	.951
Creating urgency	.800	.949
Creating urgency	.657	.951
Sharing info	.631	.951
Managing instructional program	.631	.951
Influencing organizational culture	.450	.952
Sharing info	.735	.950
Sustaining	.805	.949
Creating urgency	.707	.950
Monitoring change	.775	.950
Managing instructional program	.782	.950

Table I-3

Corrected Item-Total Correlation and the Effect of Deletion on Cronbach's Alpha for CD-RISC scale (Resilience Measure).

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Resilence1	.585	.788
Resilence2	.706	.775
Resilence3	.384	.805
Resilence4	.510	.792
Resilence5	.517	.797
Resilence6	.461	.798
Resilence7	.317	.811
Resilence8	.352	.807
Resilence9	.449	.799
Resilence10	.713	.764

Table I-4

Corrected Item-Total Correlation and the Effect of Deletion on Reliability of Challenges of Leading-managing Change Measure.

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Personal related factors	.187	.428
Resistance to change*	-.036	.577
Lack of resources	.368	.296
Lack of autonomy	.163	.446
A lot of change/interventions imposed	.624	.115

* indicates the greatest effect on alpha towards .6 threshold (acceptable level of reliability) if the item is deleted.

Table II-1

Reliability results for the questionnaire employed to collect data from faculty members

Question	Reliability Result	Reliability value if item Deleted
Please rank the following qualities that a leader should have to contribute for successful management of change in their order of importance from 1 to 6 according to your own view.	Internal Consistency check (inter-item correlation analysis): the split-half method indicated **50% +ve correlation among the items in the measure**	
The CLBs scale: Rate to what extent your immediate leaders (dean of your college/faculty and/or head of your department, academic program coordinator/s) demonstrate the leadership behaviors listed below in the implementation of the competency-based education and modularized curricula at your university**.**	Cronbach's Alpha= **.855**	**.861**

Table II-2

Inter-Item Correlation of the measure for Leader's Quality for leading-managing change

Inter-Item Correlation Matrix						
	Trustworthiness	Coaching skills	Inspire people	Good communication skills	Team working skills	Positive outlook
Trustworthiness	1.000	-.234	-.311	-.464	.144	.067
Coaching skills	-.234	1.000	-.070	-.034	.242	-.644
Inspire people***	-.311	-.070	1.000	.283	-.577	-.275
Good communication skills	-.464	-.034	.283	1.000	-.317	-.405
Team working skills	.144	.242	-.577	-.317	1.000	-.244
Positive outlook***	.067	-.644	-.275	-.405	-.244	1.000

**** Indicates the item with the largest and negative inter-item correlation across the board, which its deletion from the measure or modification will increase the quality of the measure.*

Table II-3

Corrected Item-Total Correlation and the Effect of Deletion on Cronbach's Alpha for Change leadership behaviors scale.

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Sharing information	.617	.846
Influencing organizational culture	.466	.849
Manage instructional program	.429	.849
Visioning	.286	.854
Monitoring progress of change	.420	.850
Visioning*	.001	.861
Empowerment	.402	.850
Empowerment	.047	.859
Empowerment	.435	.850
Sharing info	.315	.853
Teaming up	.225	.855
Empowerment	.236	.855
Teaming up	.474	.848
Empowerment	.556	.846
Empowerment	.326	.853
Influencing orgn culture	.217	.855
Sustaining	.504	.847
Influencing orgn culture	.308	.853
Creating urgency	.431	.850
Sustaining	.292	.853
Influencing orgn culture	.592	.846
Creating urgency	.487	.848
Creating urgency	.529	.846
Sharing info	.350	.852
Managing instructional program	.340	.852
Influencing orgn culture	.317	.852
Sharing info	.516	.846
Sustaining	.544	.848
Creating urgency	.390	.851
Monitoring progress of change	.388	.851
Managing instructional program	.341	.852

* indicates the considerable effect on alpha towards .861 if the item deleted/if corrected.

Appendix E: the questionnaires (for the current study):

Addis Ababa University

College of Education and Behavioral Studies, Department of Educational Planning and Management

E.1. A Questionnaire to be filled in by Faculty Members of Public Universities

Dear respondents,

The purpose of this questionnaire is to gather data for the dissertation the researcher is writing on the issue of "Leading Change in the Higher Education Institutions of Ethiopia". The questionnaire particularly focuses on assessing your experience regarding the state of leadership during the implementation of academic-related programs of change at your University (including the competency-based education program and modularized curricula, students' 1 to5 grouping) and perceived leadership roles and qualities in times of change. It is believed that your perception on the leadership process at times of implementation of educational change will provide valid and valuable data to the research. Hence, you are kindly invited to participate in the study by completing the following questionnaire taking 25-30 minutes of your precious time. In completing this survey, please refer to your immediate leaders (head of your department and/or dean of your college/faculty/school, academics program coordinator/s at your unit) during the implementation of these programs of change (in the past academic year/s). The overall results of the survey will be used to evaluate the status and thereby the nature of leadership (or the role of leadership for effective management of the change process) and identify the role and qualities of leadership during change in the Ethiopia context. The researcher would like to assure that all responses provided on this questionnaire would be kept confidentially. In relation to this, you are also not needed to write your name.

Thank you for your time and involvement in advance!

Part I: Demographic Data

Please provide the following information about yourself according to the nature of the items:

1.1.Name of your university? _____

1.2. Name of your college/faculty/department? _____

1.3. For how long have you been working in the university? _____

1.4. What is your academic rank? Please circle a letter of your choice.

a) Professor
b) Associate Professor
c) Assistant Professor
d) Lecturer
e) Assistant Lecturer
f) Graduate assistant
g) Technical assistant
h) If other (please indicate) _____

PART II: This part consists of items related to roles expected from a leader during change in organization and the corresponding essential qualities of a leader of change. **Please read each question carefully and provide your response.**

2.1. What kind of roles do you think that your immediate leader/s should play during implementation of change at your department/college? Please indicate.

_____
_____
_____
_____
_____
_____.

2.2. How would you explain the competence of your leaders in meeting your expectation at times of change implementation?

_____
_____
_____
_____
_____.

Continued…

2.3. The following are qualities that a leader should have to contribute for successful management of change. Please rank them in their order of importance from 1 to 6 according to your own view, where 1 means the most important to you whereas 6 means the least one.

- ☐ Trustworthiness
- ☐ Coaching skills
- ☐ Ability to motivate people
- ☐ Good communication skills
- ☐ Team-working skills
- ☐ Creativity
- ☐ If there are some more qualities that you expect most important, please indicate.

_____

_____

_____

_____.

Part III: This scale is about the profile of a leader of change in a university. It consists of 31 behavioral statements that describe leader's role and behavior during change to be an agent for a change process. **Rate to what extent your immediate leaders (dean of your college/faculty and/or head of your department, academic program coordinator/s) demonstrate the leadership behaviors listed below in the implementation of the competency-based education and modularized curricula at your university by circling the rating number that corresponds to each item in the box that best reflects your view.** You are asked to consider each question in terms of your observation of your leader/s practices and behaviors of the past year/s.

Ratings:

1= never demonstrated *2=Poorly demonstrated* *3 =Adequately demonstrated* *4=Well demonstrated* *5=Very Well demonstrated*

Item No.	Items (Change Leadership Behaviors)	Alternatives				
1.	Inform faculty members about what is happening outside one's own academic unit.	1	2	3	4	5
2.	Examine educational programs and courses for necessary revision.	1	2	3	4	5
3	Protect instructional time to maintain academic learning time e.g., facilitate conducive classrooms, course guidebook preparation.	1	2	3	4	5
4	Set attainable goals/vision related to the implementation of the program of change.	1	2	3	4	5
5	Collect and analyze information with regard to the effect of the curricula on students' learning and teaching.	1	2	3	4	5
6	Set sensible goals related to the implementation of the program of change.	1	2	3	4	5
7	Coach colleagues and staff.	1	2	3	4	5
8	Facilitate faculty members' professional development.	1	2	3	4	5
9	Prepare faculty members according to requirements of the program of change/s.	1	2	3	4	5
10	Pay attention to staff reaction, concern and questions e.g., hold meetings to address concerns, questions.	1	2	3	4	5
11	Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change, such as module team and leader.	1	2	3	4	5
12	Provoke academic staff creativity, risk-taking in the process of change/adapting the program of change/.	1	2	3	4	5
13	Promote collective teaching, research practice e.g., team teaching, staff collaboration on course delivery.	1	2	3	4	5
14	Involve the staff in decisions about what and how to be done of implementing the programs of change.	1	2	3	4	5
15	Promote faculty members' research engagement.	1	2	3	4	5
16	Demonstrate a deep commitment to the program of change e.g., propagate its benefit, willingness for change.	1	2	3	4	5
17	Recognize behaviors that contribute for the implementation of the program of change.	1	2	3	4	5
18	Engage in scholarly research.	1	2	3	4	5
19	Clearly communicate the need for implementing modularization and its related programs of change relevant.	1	2	3	4	5

20	Reinforce faculty members' accomplishments related to the program of change like instructors, who perform well at using continuous assessment, active learning methods, etc.	1	2	3	4	5
21	Engage for one's own professional development.	1	2	3	4	5
22	Explain the risks for adhering to the university's routine.	1	2	3	4	5
23	Repeatedly communicate the vision/purpose for change.	1	2	3	4	5
24	Communicate transparently.	1	2	3	4	5
25	Supervise and evaluate instruction.	1	2	3	4	5
26	Review teaching activities and align with requirements of the new procedure of the work.	1	2	3	4	5
27	Use diverse communication channels to inform staff.	1	2	3	4	5
28	Celebrate improvements on academic activities and students' learning related to the implementation of the program of change.	1	2	3	4	5
29	Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	1	2	3	4	5
30	Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	1	2	3	4	5
31	Monitor student progress.	1	2	3	4	5

Addis Ababa University
College of Education and Behavioral Studies, Department of Educational Planning and Management

E.2. A Questionnaire to be filled in by Academic Leaders of Public Universities

Dear respondents,

The purpose of this questionnaire is to gather data for the dissertation the researcher is writing on the issue of "Leading Change in the Higher Education Institutions of Ethiopia". The questionnaire particularly focuses on assessing the status of your leadership during the implementation of academic-related programs of change at your university (including, competency-based education and modularization curricula, ECTS, students' 1to5 grouping) as well as identifying the challenges of leadership. It is believed that your response will provide valid and valuable data to the research. The overall results of the survey will be used to evaluate the state of leadership or the role of leadership for effective management of the change process and towards transforming universities in Ethiopia, as well. Hence, you are kindly invited to take part in the study by completing the following questionnaire taking 25-30 minutes of your precious time. Presenting my gratitude in advance, I would like to assure that all responses provided on this questionnaire would be kept confidentially. In relation to this, you are also not needed to write your name.

Part One: Demographic Data

Please provide the following information according to the nature of the items:

1. Name of your university?_____
2. Name of your college/faculty/ academic program unit? _____
3. Your age? _____
4. Gender a) Male b)Female
5. What is your current position as a leader (level to leadership)? Please circle a letter of your choice.
   a) Middle management position (director, dean)
   b) Head of department
   c) If other, please indicate _____

6. How long you have been worked in the current leadership position? _____

7. What is your academic rank? Please circle a letter of your choice.

   a) Professor
   b) Associate Professor
   c) Assistant Professor
   d) Lecturer
   e) Assistant Lecturer
   f) Graduate assistant
   g) Technical assistant
   h) If other (please indicate) _____

8. Have you had training on leadership role particularly related to change management?

   a) Yes b) No

9. Years of experience as a leader (including your previous experience as an academic leader, if any)? _____

10. Prior to holding your current leadership position, how long you served as faculty member (non-leader) in the university? _____

PART II: This section of the questionnaire is designed to provide a profile of your leadership during process of change in your university. It consists of two scales with 31 and 10 items respectively about leader's role and behavior during change to be an agent for a change process and leader personal quality in terms of the level of resilience.

2.1. The Level of Practicing the Leadership Change Behaviors

Direction: Rate yourself in terms of how far you think you practice the leadership behaviors listed below in relation to the competency-based education and modularization curricula at your university by circling the rating number corresponds to each item in the box that best reflects your view.

Ratings:

1=never do this 2=did this poorly 3 =did this adequately 4=did this well 5=did this very well

Item No.	Items (Change Leadership Behaviors)	Alternatives				
1.	Inform faculty members about what is happening outside one's own academic unit.	1	2	3	4	5

2.	Examine educational programs and courses for necessary revision.	1	2	3	4	5
3	Protect instructional time to maintain academic learning time e.g., facilitate conducive classrooms, course guidebook preparation.	1	2	3	4	5
4	Set attainable goals/vision related to the implementation of the program of change.	1	2	3	4	5
5	Collect and analyze information with regard to the effect of the curricula on students' learning and teaching.	1	2	3	4	5
6	Set sensible goals related to the implementation of the program of change.	1	2	3	4	5
7	Coach colleagues and staff.	1	2	3	4	5
8	Facilitate faculty members' professional development.	1	2	3	4	5
9	Prepare faculty members according to requirements of the program of change/s.	1	2	3	4	5
10	Pay attention to staff reaction, concern and questions e.g., hold meetings to address concerns, questions.	1	2	3	4	5
11	Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change, such as module team and leader.	1	2	3	4	5
12	Provoke academic staff creativity, risk-taking in the process of change/adapting the program of change/.	1	2	3	4	5
13	Promote collective teaching, research practice e.g., team teaching, staff collaboration on course delivery.	1	2	3	4	5
14	Involve the staff in decisions about what and how to be done of implementing the programs of change.	1	2	3	4	5
15	Promote faculty members' research engagement.	1	2	3	4	5
16	Demonstrate a deep commitment to the program of change e.g., propagate its benefit, willingness for change.	1	2	3	4	5
17	Recognize behaviors that contribute for the implementation of the program of change.	1	2	3	4	5
18	Engage in scholarly research.	1	2	3	4	5
19	Clearly communicate the need for implementing modularization and its related programs of change relevant.	1	2	3	4	5
20	Reinforce faculty members' accomplishments related to the program of change like instructors, who perform well at using continuous assessment, active learning methods, etc.	1	2	3	4	5

21	Engage for one's own professional development.	1	2	3	4	5
22	Explain the risks for adhering to the university's routine.	1	2	3	4	5
23	Repeatedly communicate the vision/purpose for change.	1	2	3	4	5
24	Communicate transparently.	1	2	3	4	5
25	Supervise and evaluate instruction.	1	2	3	4	5
26	Review teaching activities and align with requirements of the new procedure of the work.	1	2	3	4	5
27	Use diverse communication channels to inform staff.	1	2	3	4	5
28	Celebrate improvements on academic activities and students' learning related to the implementation of the program of change.	1	2	3	4	5
29	Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	1	2	3	4	5
30	Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	1	2	3	4	5
31	Monitor student progress.	1	2	3	4	5

Continued…

2.2. Level of Resilience

Resilience refers to an individual's ability to cope with difficult/challenging situations; it is a measure of hardiness like in the context of implementation of change in an organization.

Connor-Davidson Resilience Scale 10 (CD-RISC-10) ©

*For each item, please mark an "**X**" in the box below that best indicates how much you agree with the following statements as they apply to you over the last **month**. If a particular situation has not occurred recently, answer according to how you think you would have felt.*

	not true at all (0)	Rarely true (1)	sometimes true (2)	Often true (3)	true nearly all the time (4)
1. I am able to adapt when changes occur.	☐	☐	☐	☐	☐
2. I can deal with whatever comes my way.	☐	☐	☐	☐	☐
3. I try to see the humorous side of things when I am faced with problems.	☐	☐	☐	☐	☐
4. Having to cope with stress can make me stronger.	☐	☐	☐	☐	☐
5. I tend to bounce back after illness, injury, or other hardships.	☐	☐	☐	☐	☐
6. I believe I can achieve my goals, even if there are obstacles.	☐	☐	☐	☐	☐
7. Under pressure, I stay focused and think clearly.	☐	☐	☐	☐	☐
8. I am not easily discouraged by failure.	☐	☐	☐	☐	☐
9. I think of myself as a strong person when dealing with life's challenges and difficulties.	☐	☐	☐	☐	☐
10. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	☐	☐	☐	☐	☐

Add up your score for each column 0 + ____ + ____ + ____ + ____

Add each of the column totals to obtain CD-RISC score = _____

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Continued…

Part III: Leadership Challenges encountered in the Process of Change.

3. Leaders may encounter variety of challenges that could limit them from contributing for change process in their organization. Read the following lists and **select major challenge/s to you to contribute for the implementation of the above-indicated programs of change (i.e, for the process of change) in your University. (You can tick more than once).**

- ☐ Personal related factors in terms of lack of change leadership competencies
  - ☐ Lack of skills of developing a vision (of the result of change)
  - ☐ Lack of skills of effective communication
  - ☐ Lack of skills of team-building and fostering cooperative culture among staff
  - ☐ Lack of skills of inspiring/motivating staff to change
- ☐ Inputs limitation
  - ☐ Lack of financial resource
  - ☐ Lack of physical and material resources
  - ☐ Human resource constraint
- ☐ Lack of autonomy of institution and its leaders in adapting the reform
- ☐ A lot of change going on in the organization (excessive intervention imposed from above)
- ☐ Unsupportive organizational culture
  - ☐ Bureaucratic nature of working condition (rigidity of the university management)
  - ☐ Lack of collaboration and trust among staff and leaders.
- ☐ If there are others factors that most challenging you that haven't mentioned yet, please indicate.

_____
_____
_____.

Appendix F

Interview Protocol Guide

General direction: dear interviewees, in this research the researcher is thinking of developing a model of educational leadership for Ethiopian context, particularly connecting with a successful implementation of academic-related programs of change as well as towards institutional transformation at higher education beyond assessing the status and challenges of leadership in Ethiopian public universities. I politely ask to share your knowledge and experience in this regard.

I thank you in advance for your cooperation.

Interviewees' Demographic Information

1. University_____
2. Gender _____
3. A leader's leadership position (level to leadership)

N.B. Completion of item no. 3 above requires asking the prospective interviewees (the resigned ones).

Interview Guiding Themes

1. What is **leadership** for you? What is **change** for you? What do you think about their linkage? How do you explain **leadership in connecting with a successful change management**?
2. What do you see as **a good leader within Ethiopian Higher Education**, particularly for change process/for successful change management/?
3. What do you consider to be **the most important thing you can do to help a change processes** in your University?

4. In relation to this, you as the head/dean of department/college/ chief academic officer of the university, what **tasks** have you been accomplished for the change directives (the competency-based education and modularization curricula and the related programs of change (including continuous assessment, students' 1to5 grouping) to be implemented in your university?
5. 5.1. What steps did you follow in order for these change directives to be implemented in your university?

   For example, what did you do to ensure faculty members' commitment (buy-in) towards implementation of the competency-based education program and modularized curricula, to influence the culture of the university and ensure readiness for change, to sustain the competency-based education program and modularized curricula, etc?

   5.2. How did you come across resistance towards the programs of change?
6. Overall, how do you explain **your reaction in regards to the directives of change**? Explain the reason why you react the way you are reacting, please?
7. What are the **challenges** you encountered in **relation to the indicated academic programs of change** in your university? Please describe.
8. Explain your **reaction to challenges** by citing **stories**, please?

*Note***.** Boldly written words and/or phrases are the underlining 'themes' for each respective question.

The Interview Protocol in Amharic Version

የቃል መጠይቅ መምሪያ

መመሪያ፡-ውድ የመጠይቁ ተሳታፊዎች፤ በዚህ ምርምር ላይ ተመራማሪው የኢትዮጲያን ዩኒቨርሲቲዎች "ሊደርሽፕ" በምን ቁመና ላይ እንዳለ ከነተግዳሮቶች ከማሰስ ባሻገር ለኢትዮጲያን አውድ የሚመጥን የት/ት አመራር በተለይም በከፍተኛ ት/ት የት/ት ነክ የለውጥ መርሃ ግብር ስኬታማ ትግበራ እነዲሁም ተጨባጭ ተቋማዊ ለውጥ ለማምጣት ጋር በተያያዘ መልኩ ማሳያ ("ሞዴል") ለማዘጋጀት እያሰበ ያለ ሲሆን፤ በዚህ ረገድ ግንዛቢያችሁን እና ልምዳችሁን እንድታካፍሉኝ ስል በትህትና እጠይቃለሁ።

ስለትብብራችሁ በቅዲሚያ አመሰግናለሁ።

የመጠይቁ ተሳታፊዎች ግላዊ መረጃ

1. ዩኒቨርሲቲ_____
2. ዕድ_____
3. የአመራሩ የአመራር እርከን ደረጃ /መደብ _____

<u>ማሳሰቢያ</u>፡-. ጥያቄ ቁጥር 3 የቃለ መጠይቁ ተሳታፊዎችን መጠየቅ ይፈልጋል።

የቃለ መጠይቁ ጭብጦች

1. **"ሊደርሽፕ" /leadership/** ማለት ለርሶዎ ምን ማለት ነው? **ለውጥስ** ምንድን ነው? **ጥምረታቸውስ/ግኑኝነታቸውስ/** ምን ይመስልዎታል? **"ሊደርሽፕ" ከስኬታማ የለውጥ ሂደት አመራር ጋር ያለውን ቁርኝት** እንዴት ይገልፁታል።
2. **በኢትዮጲያን የከፍተኛ ትምህርት ሁኔታ** በተለይም **ለለውጥ ሂደት** (ለስኬታማ የለውጥ አመራር) እንደ **ጥሩ መሪ የሚያውት ምንአይነት አመራርን** ነው?

3. በዩኒቨርስቲዎ ውስጥ አንድን የለውጥ ሂደት ለማገዝ፣ ለውጥ ለማምጣት በጣም ጠቃሚ የሆነ እንዲሁም ላደርጋቸው እችላለሁ ብለው የሚያስቡት ነገር ምንድን ነው?

4. ከዚህ ጋር ተያይዞ፣ እንደ የትምህርት ክፍል/የኮሌጅ/ ተጠሪነትዎ/በዩኒቨርሲቲ ደረጃ የት/ታዊ ጉዳዮች የበላይ ሃለፊነትዎ/ መማር ማስተማሩ ላይ ያተኮሩ የለውጥ መርሃ ግብሮች (ለብቃት ተኮር የት/ት መርሃ ግብር፣ የሞጁላራይዝድ ሰርአተ ት/ት እና ተያያዥ መመሪያወች) በዩኒቨርሲቲዎ ተግባር ላይ እንዲውሉ ምን ምን **ተግባራትን** ሲከናውኑ ቆይተዋል፣ እያከናወኑ ነው?

5. 5.1. እነኝህ የለውጥ መርሃ ግብሮቹ በዩኒቨርሲቲዎ ተግባራዊ እንዲሆኑ ለማደረግ ምን ሂደቶችን ተከትለዋል/አከናውነዋል?

   <u>ለምሳሌ</u>፡-መምህራን ለመርሃ ግብሮቹ እና ተያያዥ መመሪያዎች መተገበር ቁርጠኛ እንዲሆኑ፣ የዩኒቨርሲቲውን ባህል(ወግና ልማድ/እሴቶች) ለለውጥ ዝግጁ እንዲሆኑ፣ ስርአተ ት/ቱ እና ተያያዥ መመሪያዎች ዘላቂ እነዲሆኑ ለማድረግ ወዘተረፈ?

   5.2. ከነዚህ የለውጥ መርሃ ግብሮች ጋር ተያይዞ የገጠመን ተቃውሞ በምን መልኩ ምላሽ ሰጡበት (ምላሾዎስ ምንነበር)?

6. ባጠቃላይ **የለውጥ መርሃ ግብሮቹን አስመልክቶ ያለዎትን ምላሽ** ከነምክኒያትዎ ቢገልፁልኝ?

7. ከተጠቀሱት የት/ት **የለውጥ መርሃግብሮች ጋር ተያይዞ** በዩኒቨርሲቲዎ የገጠመዎት **ተግዳሮቶች** ምንድን ናቸው? እባክዎን ይግለፁልኝ?

8. የገጠምዎትን **ተግዳሮቶች እንዴት እንደፈቱት** ቢገልጹልኝ? **የተለየ ገጠመኝ** ካለዎት ቢነግሩኝ?

Appendix G

Hand-out Letter to Potential Interviewees

Date _____

Dear , you are one of the nominated potential interviewees to obtain data for a doctoral research (Ph.D. dissertation) entitled "Leading Change in the Higher Education Institutions of Ethiopia".

Given the situation that schemes of change have been introduced by the MoE in public universities of Ethiopia, the overall purpose of the research is to examine the status of leadership in relation to change management and develop an Ethiopian model of thinking the leadership of change in Ethiopian public universities. In this regard, this interview is particularly focuses on assessing your view about the concept of leadership and your subjective experience as an academic leader in relation to the academic-related programs of change at your university: the competency-based education program and modularization curricula and the related programs of change (active teaching methods, continuous assessment, criterion-referenced grading/ECTS). I politely ask to share your knowledge and experience in this regard.

Thank you for your cooperation in advance,

Habtamnesh Abera

Cell-phone: 0918769416

Appendix H

List of Ethiopian Public Universities Owned by MoE with Chronological Category

	First Generation Universities/ ***Senior Universities***, established before 2004 (before 1997E.C.) **(8 in number)**	**Second generation Universities /Junior Universities,** established between 2004 and 2009 **(13 in number)**	**Third generation Universities/Newly established Universities, established after 2009** till **2013/14) (2003-2007E.C.)** they are totally under the new curriculum system and BPR **(10 in number)**
1.	Addis Ababa in 1950	Aksum University in 2007	Adigrat University founded in 2001 E.C. [2008/09 G.C.]
2.	Jimma University in 2000	Debre Markos University in 1999	Debre Tabore University in 2008
3.	University of Gondar in 2004	Ambo University in 2008/9 with University status	Wolktie University
4.	Haromaya University in 1954 upgraded as University in 1985	Dire Dawa University in 2007 G.C.	Bule Hora University in 2008 its cornerstone placed, while officially established in 2011
5.	Bahir Dar University inaugurated on May 6, 2000	Wellega in February 2007	Mettu University
6.	Mekelle University in May 2000	Wolaita-Soddo University in 2007	Wachamo University in 2012 (started work in 2004E.C., cornerstone in 2001)
7.	Hawassa University (Debube) in 2000	Medawalabo University in 2007	Assosa University in 2011
8.	Arba Minch University in 2004	Semera University in 2008	Woldia University in 2011
		Dilla University established in 1996 and upgraded as a full-fladged University in 2006 G.C.	Arisi in 2014
		Mizan Tepi University in 2007	Gambella
		Jigjiga University operational since March 2007	
		Deisse-Kombolcha (Wollo) in 2007	
		Debrebirhan in 2007	

Appendix I

Selected Universities with their Bands

Bahir Dar University (BDU)	
Band 1 Engineering and Technology	Four institutes with scientific director of each, except the 4th (it has been managed by a director & V/director) : 1) BIOT with 4 schools: Computing & Electrical engineering; Chemical & Food Processing Technology; Mechanical & Industrial Engineering; Water Resource & Civil Engineering. 2) EiTEX 3) Ethiopian Maritime Academy Institute of land Administra-tionon with 3 dep'ts: Land Administration & Surveying; dep't of Architecture ; & Land & Property Valuation
Band2 Natural and Computational sciences	College of Natural Science with 7 dept's Biology, Chemistry, Industrial Chemistry, Material Science & Engineering; Mathematics; Physics, &statistics. Sport Academy
Band 3 Medicine and Health Sciences	College of Medicine with 4 schools: school of Medicine; in Nursing; health sciences; public health; and Midwifery.
Band 4 Agriculture and Life Sciences	1) College of Agriculture & Environmental Sciences with 6 academic sub-nits: school of Plant Sciences; and the departments: Fisheries, wetland & wildlife Management; Rural development & agricultural extension; Agricultural Economics; Animal Science; Natural Resource Management. 2) IDRMFSS- with one department in this field of study.
Band 5 Business and Economics	College of Business & Economics with 6 departments: dep't of Management; Accounting & Finance; Logistics & Supply Chain Management; Economics; Marketing Management; Tourism & Hotel Management.
Band 6 Social Sciences and Humanities	Four Major Academic Units: 1) Faculty of Humanities with 5 dep'ts: Folklore (Cultural Studies); Ethiopian Language & Literature (Amharic); Journalism & communications; and English Language & Literature; & Ge'ez Language 2) College of Education & Behavioral Sciences with 5 dep'ts: TECS; Psychology; EdPM; AECD; & Special Needs & Inclusive Education. 3) Faculty of Social Sciences with Each with 3, 5, 3 dept's respectively 4) School of Law with 2 dep'ts: Governance & Development Studies; & Dep't of Law.

Addis Ababa University		
Band 1 Engineering and technology	AAiT	Has 5 schools: School of Civil & Environmental Engineering; Electrical & Computer; Mechanical & Industrial; Chemical & Bioengineering; pre-engineering school. Two Centers: school of Multidisciplinary (for the study on a Varity of disciplines such as railway engineering, energy technology, etc.); ITSC center for study areas on information and technology; One Institute: EiABC
Band 2 Natural and computational Science	Is at college status	Has 9 academic programs: 7 departments: of statistics; computer science; mathematics; physics; chemistry; biology(Zolog Science); & sport science. One school; school of earth science.
Band 3 Medicine & Health Science	"	Has 4 schools: school of Pharmacy; School of Public Health & Preventive Medicine; School of Nursing & Midwifery; & School of Medicine. One institute: Black Line Institute of Health Science. Each run variety of programs of study.
Band 4 Agriculture and Life Sciences	College of Veterinary & Agricultural science	Has 7 programs: Animal production Science; Agriculture (Selale Campus); Parasitological & Pathology; Immunology & other Veterinary Public Health; Biomedical Sciences; Clinical Studies; & Akililu Lemma Research Centers.
Band 5 Business & Economics	College Status	The college includes 6 departments: Economics; Accounting & Finance; Management; Marketing Management; Supply Chain Management; & Public administration & Development management(located in Esetu Chole campus). One school: School of Commerce (at "*Senga Tera*/around mexico").
Band 6 Social Science & Humanities	Has the following Academic Units: 1) College of Education & Behavioral Studies 2) College of Law & Governance	1) College of Education & Behavioral Studies with 5 departments: EdPM; Curriculum & Instruction; Special Needs & Inclusive Education; Adult education & Community Development, & science & mathematics education. And, 1 institute: Institute of Psychology. 2) College of Law & Governance, includes

	3) CHLSJC 4) College of Social Sciences 5) College of Development Studies	School of Law; Institute of Peace & Security; Center for Federalism; and Center for Human Rights, which run postgraduate studies. 3) CHLSJC –It has 6 departments: Dep't of Tigrian Language, literature, & Folklore; Theatrical Arts; Amharic Language, Literature, & Folklore; Linguistics & Philology; & Foreign Language & Literature. And, 1 school: School of Journalism and Communication. 4) College of Social Sciences with 8 departments: History; Philosophy; Archaeology & Heritage Management; PSIR; Civics & Ethical Education; Sociology; Social Anthropology; Geography & Environmental Science. And, 1 school: School of Social Work. 5) College of Development Studies with the following departments: Environmental & Development studies; Food Security; Gender Studies; Population studies; Rural Development Studies; & Regional & Local Development Studies.

Adigrat University	
Band 1	College of Engineering and Technology with 9 departments: Architecture; Chemical Engineering; Civil; Computer Science & Information Technology; Construction Technology & Management; Electrical & Computer; Mechanical; Information Technology (IT); Urban Planning & Design.
Band 2	College of Natural & Computational Sciences has 8 departments: Biology; Biotechnology; Chemistry; Geology; Mathematics; Physics; Sport Science; Statistics.
Band 3	College of Medicine & Health Science It includes 7 departments & 1 School: School of Medicine; Medical Laboratory & Technology; Public Health/health offices; Pharmacy; Midwifery; Nursing; Anesthesia; Biomedical Sciences.
Band 4	College of Agriculture & Environmental Science includes 7 departments: Animal Production & Technology; Plant Science & Crop Production; Natural resource Management; Environmental Sciences; Horticulture; Food Science & Post Harvest Technology; Agricultural Economics. The University also establishes and manages a research center: "Beles" Institute.

	This is to enhance the productivity of Cactus.
Band 5	College of Business & Economics has the following 6 departments: Accounting & Finance; Economics; Management; Logistics & Supply Chain Management; Marketing Management; Tourism Management.
Band 6	College of Social Sciences & Humanities includes the following 11 departments: Archeology; Civics & Ethical Studies; Geography & |Environmental Studies; Sociology; Law; English Language & Literature; Journalism Media & Communication; Tigrigna Language; Theatrical Art; Psychology; and pedagogy.

Wolikite University	
Band 1	College of Informatics with 4 departments: information system; software engineering, computer science; & information technology. College of Engineering & Technology with 8 departments: dep't of electrical & computer engineering; mechanical engineering; construction technology & management; architecture; hydraulic & water resource engineering; civil engineering; garment, textile & fashion design.
Band 2	College of Natural & Computational Sciences has 7 departments: Biology; Biotechnology; Chemistry; Mathematics; Physics; Sport Science; Statistics.
Band 3	College of Medicine and Health Science includes 5 academics: public health, midwifery, medicine, medical laboratory science, nursing.
Band 4	College of Agriculture & Natural Resource Management with 7 departments: dep't of wild life and ecotourism; agribusiness and value chain management; horticulture; plant science, animal production & technology; agricultural economics; & natural resource management.
Band 5	College of Business and Economics includes 4 departments: Accounting & Finance; Economics; Management; Marketing Management.
Band 6	- The College of education. It was in its infant stage upgraded from the then department of pedagogy including departments like EdPM. During the time of data collecting, it also primarily serving as a responsible center for coordinating the internship program, as well. - College of social science with 5 departments: theatrical art; governance & development; English language & literature; civics & ethical studies; & sociology, and school of law.

Wollo University (with two campuses: Dessie and Kombolcha)	
Band 1 Engineering & Technology	Kombolcha Institute of Technology (KOIT): - College of Informatics (includes 4 academic programs/academics: software engineering, information technology, information system, & computer science) - College of Engineering includes departments: mechanical engineering; textile; construction technology management (COTM); dep't of electrical engineering; and school of civil, water resource and irrigation.
Band 2	College of Natural Sciences: 7 departments: physics, Mathematics, chemistry, biology, statistics, sport science, geology
Band 3	College of Medicine and Health Sciences - School of Medicine: department of Medical Laboratory & Technology (laboratory Science); Pharmacy; Anesthesia;; Public Health/health officer; Biomedical Sciences, and environmental science. - School of Nursing and Midwifery (running programs at departmental level with a dean and an authorized quality assurance coordinator: 6 departments of pediatric and child health nursing, adult health and nursing, comprehensive nursing, epidemiology, and Psychiatry and mental health, and midwifery.
Band 4	College of Agriculture and Environmental Sciences - School of veterinary medicine (with a dean and v/dean for academic affairs); - departments: rural development and agricultural extension (RDAE), agricultural economics, plant science, animal science, forestry, natural resource management (NRM).
Band 5	College of Business & Economics includes five departments: Accounting; Economics; Management; Supply Chain Management (cooperative); Marketing Management;
Band 6	- Institute of Teachers' Education & Behavioral Sciences (was in its infant stage at institute level with independent dean and v/dean) includes 3 departments: psychology, curriculum and instruction, and EdPM organized with an independent dean and v/dean and research coordinator. - College of social sciences & Humanities includes departments: Geography & environmental studies, history and heritage management, civics & ethical education, social anthropology, sociology, English, Amharic, *Arabic language*, hotel and tourism management, theatrical art and music, *Ge'ze, Afan oromo*, School of law (was new at this/school level), and school of governance. The italicized departments were at infant stage.

Note. Except for KOIT, which was in Komobolcha, the rest OAUs were in Dessie campus.

Wollega University	
Band 1 Engineering & Technology	College of Engineering and Technology: 12 departments: mechanical engineering; electrical; civil; hydrolic; construction technology management (COTM); architecture engineering; computer science; urban planning and development; food technology and process engineering; information technology; library science and information science; and surveying. Faculty of Technology: department of bio-system engineering; water resource and irrigation engineering; and sugar technology.
Band 2	College of Natural and computational Science includes departments: biology, chemistry, computational science, earth science, environmental science, physics, sport science.
Band 3	College of Medicine and Health Science 5 academic sub-units: health officer, clinical nursing, midwifery, pharmacy, and school of medicine.
Band 4	Faculty/college of Agriculture: School of veterinary medicine, and includes academic programs: plant science, plant breeding, plant protection, food science and nutrition, forestry, horticulture, animal science, agronomy, animal production, sugarcane agronomy. Faculty of Resource Management and Economics: agricultural resources and economics and management; water resources and irrigation management; agri-business and value chain management; natural resource management (NRM).
Band 5	College of Business and Economics Accounting and finance, economics; management; cooperative and marketing management; procurement and supplies management; public administration and development management; and commerce departments.
Band 6	- College of Social science & Humanities includes programs: sociology and social anthropology, geography and environmental studies, history, governance and development study, political science and international relations - School of law - Institute of Language studies and Journalism includes departments: Afan oromo, Amharic, English, Journalism and communication; and Oromo Folklore and Arts. - College of Education and Behavioral Science: EdPM, psychology, and special needs education departments.

Note. The Source of information about this university relies on the information from its official website released in 2018.

Keys: BIOT- Bahir Dar Institute of Technology

EiTEX -Ethiopian Institute of Textile & Fashion Technology

TECS- Teacher Education & Curriculum Studies.

EdPM- Educational Planning and Management.

AECD - Adult Education & Community Development.

IDRMFSS- Institute of Disaster Risk Management and Food Security Study.

AAiT – Addis Ababa Institute of technology

EiABC- Ethiopian Institute of Architecture, Building Construction, and City Development

CHLSJC – College of Humanities, Language Studies, Journalism & Communication

PSIR-Political Science & International Relations

*Note***.** - The 6 Bands are indicated in the Ethiopian Annual Education Statistical Abstract (2008E.C. as well as 2010E.C.).

- The Education field of study is addressed under Band 6 (Social Sciences and Humanities). It is noted that the field of study does not get attention though the science is the basic, which lays the foundation for the education and training for the rest. For example, the education field of study started to be established as an authorized unit at a status of department, institute and college in Adigrat, Wollo Universities and Wolkite University, respectively.

Source: From Ethiopian Annual Education Statistical Abstract (2008E.C. and 2010E.C.), a look on “academic divisions/structure” of universities accessed through their official website, and data accessed from the academics units’ and the researcher observation during the data collection.

Appendix J: Descriptive Statistics on Nature of the Data used in the Study

Output of Descriptive Statistics on Academic Leaders' Data on the CLBI

Items	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic/Skew.	Std. Error	Skew./SE
Inform faculty members about what is outside one's own unit	212	1	5	3.30	.975	-.266	.167	-1.59281
Examine educational programs & courses for necessary revision	213	1	5	3.67	.934	-.561	.167	-3.35928
Protect instructional time	211	1	5	3.89	.854	-.520	.167	-3.11377
Set attainable goals/vision	213	1	5	3.66	.947	-.579	.167	-3.46707
Collect & analyze information with regard to the effect of the program of change on the learning & teaching	215	1	5	3.32	1.002	-.173	.166	-1.04217
Set sensible goals	212	1	5	3.39	.964	-.171	.167	-1.02395
Coach colleagues and staff	207	1	5	3.77	.915	-.456	.169	-2.69822
Facilitate faculty members' professional development	208	1	5	3.70	1.007	-.423	.169	-2.50296
Prepare faculty members according to requirements of the program of change/s.	213	1	5	3.56	.912	-.138	.167	-0.82635
Pay attention to staff reaction, concern and question	215	1	5	4.15	.857	-.876	.166	-5.27711
Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change	214	1	5	3.82	.912	-.539	.166	-3.24699
Provoke academic staff creativity, risk-taking	212	1	5	3.36	.966	-.485	.167	-2.90419
Promote collective teaching, research practice	216	1	5	3.58	1.049	-.565	.166	-3.40361
Involve the staff in decisions	216	1	5	3.90	.878	-.715	.166	-4.30723
Promote faculty members' research engagement.	213	1	5	3.73	1.004	-.571	.167	-3.41916
Demonstrate a deep commitment to the program of change	214	1	5	3.63	.898	-.300	.166	-1.80723
Recognize behaviors that contribute for the implementation of the program of change	213	1	5	3.54	.898	-.496	.167	-2.97006
Engage in scholarly research.	213	1	5	3.56	1.020	-.295	.167	-1.76647
Clearly communicate the need for implementing modularization and its related programs of change relevant.	214	1	5	3.50	1.010	-.456	.166	-2.74699

Reinforce faculty members accomplishments	214	1	5	3.51	1.006	-.360	.166	-2.16867
Engage for one's own professional development.	211	1	5	3.83	.790	-.280	.167	-1.67665
Explain the risks for adhering to the university's routine.	203	1	5	3.39	.940	-.105	.171	-0.61404
Repeatedly communicate the vision/purpose for change.	206	1	5	3.29	.989	-.154	.169	-0.91124
Communicate transparently.	209	1	5	4.13	.941	-.935	.168	-5.56548
Supervise and evaluate instruction.	209	1	5	3.76	.932	-.395	.168	-2.35119
Review teaching activities and align with requirements of the new procedure of the work.	213	1	5	3.60	.909	-.365	.167	-2.18563
Use diverse communication channels to inform staff.	213	1	5	3.92	.848	-.681	.167	-4.07784
Celebrate improvements on academic activities and students' learning	211	1	5	3.36	1.087	-.319	.167	-1.91018
Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	213	1	5	3.44	.973	-.237	.167	-1.41916
Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	212	1	5	3.40	.916	-.209	.167	-1.2515
Monitor student progress.	215	1	5	3.93	.867	-.681	.166	-4.10241
Valid N (listwise)	152							

Note. This was during the screening, except a treatment of missingness in one of the items (item 22), the rest were as is.

Output of Descriptive Statistics on Faculty Members' Data on the CLBI

Items	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Skew./SE
Inform faculty members about what is outside one's own unit	369	1	5	2.67	1.044	.271	.127	2.133858
Examine educational programs & courses for necessary revision	371	1	5	2.96	1.056	.136	.127	1.070866
Protect instructional time	369	1	5	3.07	1.122	-.087	.127	-0.68504
Set attainable goals/vision	370	1	5	3.07	1.015	.124	.127	0.976378
Collect & analyze information with regard to the effect of the program of change on the learning & teaching	370	1	5	2.84	1.083	.165	.127	1.299213

Set sensible goals	366	1	5	2.90	.971	.126	.128	0.984375
Coach colleagues and staff	359	1	5	2.84	1.118	-.034	.129	-0.26357
Facilitate faculty members' professional development	354	1	5	3.04	1.113	-.078	.130	-0.6
Prepare faculty members according to requirements of the program of change/s.	368	1	5	3.01	1.023	.081	.127	0.637795
Pay attention to staff reaction, concern and question	371	1	5	2.98	1.246	.011	.127	0.086614
Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change	371	1	5	2.95	1.081	.066	.127	0.519685
Provoke academic staff creativity, risk-taking	366	1	5	2.64	1.105	.407	.128	*3.179688
Promote collective teaching, research practice	372	1	5	3.00	1.124	.017	.126	0.134921
Involve the staff in decisions	368	1	5	3.03	1.162	.010	.127	0.07874
Promote faculty members' research engagement.	367	1	5	3.12	1.072	-.187	.127	-1.47244
Demonstrate a deep commitment to the program of change	370	1	5	2.86	1.087	.124	.127	0.976378
Recognize behaviors that contribute for the implementation of the program of change	369	1	5	2.83	1.007	.177	.127	1.393701
Engage in scholarly research.	370	1	5	2.92	1.096	.087	.127	0.685039
Clearly communicate the need for implementing modularization and its related programs of change relevant.	358	1	5	2.90	1.054	.087	.129	0.674419
Reinforce faculty members accomplishments	366	1	5	2.93	1.086	-.039	.128	-0.30469
Engage for one's own professional development.	366	1	5	3.11	1.041	-.114	.128	-0.89063
Explain the risks for adhering to the university's routine.	359	1	5	2.84	1.050	.182	.129	1.410853
Repeatedly communicate the vision/purpose for change.	360	1	5	2.70	1.050	.137	.129	1.062016
Communicate transparently.	358	1	5	2.87	1.159	.149	.129	1.155039
Supervise and evaluate instruction.	365	1	5	2.95	1.079	.117	.128	0.914063

Review teaching activities and align with requirements of the new procedure of the work.	368	1	5	2.85	1.035	.190	.127	1.496063
Use diverse communication channels to inform staff.	368	1	5	2.97	1.072	.105	.127	0.826772
Celebrate improvements on academic activities and students' learning	366	1	5	2.72	1.061	.155	.128	1.210938
Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	367	1	5	2.82	1.007	.216	.127	1.700787
Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	367	1	5	2.87	1.027	.066	.127	0.519685
Monitor student progress.	367	1	5	3.14	1.090	-.031	.127	-0.24409
Valid N (listwise)	271							

Note. The i*tem with an * in the result of Skewness/S.E is the only exception in violating the domain for normality of data (less to 2.5).*

Output of Descriptive Statistics on Academic Leaders' Data on the CD-RISC measure

Items	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Skewnesss/Std.E.
Resilience	214	0	4	2.97	.784	-.770	.166	-4.63855
Resilience	214	0	4	2.95	.823	-.719	.166	-4.33133
Resilience	211	0	4	2.67	.923	-.651	.167	-3.8982
Resilience	214	0	4	2.90	.898	-.699	.166	-4.21084
Resilience	206	0	4	2.68	1.047	-.871	.169	-5.15385
Resilience	213	0	4	3.22	.789	-1.043	.167	-6.24551
Resilience	214	0	4	2.86	.888	-.819	.166	-4.93373
Resilience	214	0	4	2.93	.870	-.651	.166	-3.92169
Resilience	214	1	4	3.01	.775	-.627	.166	-3.77711
Resilience	214	0	4	2.86	.820	-.571	.166	-3.43976
Valid N (listwise)	202							

Appendix K

Table a.

Intercorrelations for CD-RISC Measure and Predictor Variables (N=173)

Correlations							
		CDrisc measure mean value	**Academic rank**	**Training on leadership related to change management**	**Age**	**Leadership experience**	**Prior to Leadership Service as Faculty**
Pearson Correlation	CDrisc measure mean value	1.000	.028	.090	.011	.014	-.022
	Academic rank	.028	1.000	-.016	-.604	-.421	-.544
	Training on leadership related to change management	.090	-.016	1.000	.024	.041	.030
	Age (grouping)	.011	-.604	.024	1.000	.491	.539
	Leadership experience (grouping)	.014	-.421	.041	.491	1.000	.289
	Prior to leadership service as faculty(grouping)	-.022	-.544	.030	.539	.014	1.000
Sig. (1-tailed)	CDrisc measure mean value		.356	.120	.443	.426	.386
	Academic rank	.356		.417	.000	.000	.000
	Training on leadership related to change management	.120	.417		.376	.294	.346
	Age (grouping)	.443	.000	.376	.	.000	.000
	Leadership experience (grouping)	.426	.000	.294	.000		.000
	Prior to leadership service as faculty(grouping)	.386		.346	.000		

Note. *P*>.05

Table b.

Collinearity and Multicollinearity Statistics on Predictor variables

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	**Std. Error**	**Beta**	**T**	**Sig.**	**Tolerance**	**VIF**
1	(Constant)	2.664	.460		5.790	.000		
	Academic rank	.039	.082	.049	.474	.636	.550	1.818
	Training on leadership related to change management	.101	.087	.090	1.163	.247	.998	1.002
	Age (grouping)	.028	.068	.045	.418	.677	.514	1.946
	Leadership experience (grouping)	.013	.070	.017	.192	.848	.733	1.365
	Prior to leadership service as faculty(grouping)	-.016	.056	-.027	-.283	.778	.634	1.578

a. Dependent Variable: CDrisc measure mean value

Note. *P*>.05

Appendix L

Table I) *Summary Statistics on Level of Practicing the Change Leadership Behaviors in the Public Universities of Ethiopia*

Aspects/constructs and the corresponding items	Descriptive Statistics				*t*-test statistics				
	ALs(*n*=216)		FMs(*n*=372)		***t* value**	***df***	***p* value**	***MD***	***95% CI of MD Lower, Upper bound***
	M	***SD***	***M***	***SD***					
1) Creating a Sense of Urgency	3.39	.75	2.81	.86	8.66	501.48	.000	.585	.453, .718
Clearly communicating the need for implementing the programs of change (PC).	3.50	1.01	2.90	1.05	6.65	570	.000	.596	.420, .772
Explain the risk of adhering to the status quo.	3.39	.91	2.84	1.05	6.45	573	.000	.555	.386, .725
Repeatedly communicate the vision/purpose for change.	3.29	.99	2.70	1.05	6.612	564	.000	.594	.418, .771
Indicate the existing situation that requires implementation of the PC.	3.44	.97	2.82	1.01	7.22	578	.000	.618	.450, .787
2) Team-building	3.70	.84	2.98	.97	9.54	502.42	.000	.726	.576, .875
Create team/support group	3.82	.91	2.95	1.08	10.35	506.44	.000	.868	.703, 1.033
Promote collaborative teaching and research practice.	3.58	1.05	3.0	1.12	6.24	586	.000	.586	.402, .770
3) Visioning	3.52	.86	2.99	.89	7.01	586	.000	.531	.382, .6793
Set attainable goals related to the PC	3.66	.95	3.07	1.02	6.89	581	.000	.587	.420, .754
Set sensible goals related to the PC	3.39	.96	2.90	.97	5.80	576	.000	.485	.321, .649
4)Communication: Sharing Information during Change	3.88	.68	2.88	.89	15.24	544.18	.000	1.003	.8734, 1.132
Inform faculty members (FMs) about what is happening outside one's academic unit.	3.30	.98	2.67	1.04	7.17	579	.000	.630	.457, .802
Pay attention to staff reactions, concerns, & questions.	4.15	.86	2.98	1.25	13.39	567.2	.000	1.168	.996, 1.34
Communicate transparently	4.13	.94	2.87	1.16	14.09	507.47	.000	1.260	1.084, 1.44
Use diverse communication channels	3.92	.85	2.97	1.07	11.76	525.65	.000	.948	.790, 1.11
5)Empowerment	3.67	.67	2.95	.83	11.45	527.74	.000	.720	.597, .844
Coach colleagues & staff.	3.77	.92	2.84	1.12	10.81	500.15	.000	.937	.767, 1.11
Facilitate FMs professional development	3.70	1.01	3.04	1.11	7.0	560	.000	.658	.473, .842
Prepare FMs as to the requirements of the PC.	3.56	.91	3.01	1.02	6.53	579	.000	.553	.387, .720
Provoke academic staff creativity, risk-taking.	3.36	.97	2.64	1.11	8.114	489.69	.000	.714	.541, .886
Involve the staff in decisions making.	3.90	.88	3.03	1.16	10.24	546.18	.000	.871	.704, 1.04
Promote FMs' research engagement.	3.73	1.00	3.12	1.07	6.79	578	.000	.613	.435, .790
6) Influencing Organizational Culture	3.66	.66	2.94	.81	11.65	520.32	.000	.717	.596, .838
Examine educational programs & courses	3.67	.93	2.96	1.06	8.17	582	.000	.712	.541, .883
Demonstrate a deep commitment to	3.63	.89	2.86	1.09	9.21	513.85	.000	.769	.605, .933

the PC.		8							
Engage in scholarly research.	3.56	1.02	2.92	1.1	6.96	581	.000	.640	.459, .820
Engage for one's professional development.	3.83	.79	3.11	1.04	9.35	533.01	.000	.719	.568, .871
Review teaching activities & align with the new requirements	3.60	.91	2.85	1.04	8.77	579	.000	.748	.581, .916
7) Monitoring the progress of change	3.36	.85	2.85	.93	6.52	586	.000	.503	.352, .655
Analyze information regarding the effect of the curricula.	3.32	1.00	2.84	1.08	5.374	583	.000	.486	.308, .663
Track progress for possible adjustment.	3.40	.92	2.87	1.03	6.24	577	.000	.532	.364, .699
8) Sustaining	3.47	.81	2.83	.86	8.75	585	.000	.632	.4899, .774
Recognize supportive behaviors for the implementation.	3.54	.898	2.83	1.01	8.56	580	.000	.713	.550, .877
Reinforce FMs' accomplishments.	3.51	1.01	2.93	1.09	6.43	578	.000	.585	.406, .764
Celebrate improvements e.g, on students' learning.	3.36	1.09	2.72	1.06	6.82	575	.000	.631	.450, .813
9) Managing Instructional program	3.86	.70	3.05	.89	12.21	534.64	.000	.811	.681, .942
Protect instructional time.	3.89	.85	3.07	1.12	9.81	532.7	.000	.813	.650, .976
Supervise & evaluate instruction.	3.76	.93	2.95	1.08	9.06	572	.000	.808	.633, .983
Monitor student progress.	3.93	0.87	3.14	1.09	9.62	528.90	.000	.789	.628, .951
Aggregated values	3.61	0.62	2.92	0.77	11.89	525.5	.000	.692	.578, .806

Note. PC: Programs of change, ALs: Academic leaders, FMs: Faculty members, *M*: Mean, *SD*: Standard deviation; *df*= degree of freedom, *CI*: Confidence interval, *MD*: Mean difference The lower and upper values of the confidence interval on the difference between the mean respectively represent the lower and upper bound.

Degree of freedom *(df*) with decimal values and the corresponding *t*-test statistics are Leven's test indicated that homogeneity of variance assumption was not meet for these variables.

**Significant at P< .05*

Table II) *One-Way Analysis of Variance of Academic Leaders' Level of Practicing the CLBs in Ethiopian Public University by Generation of Universities*

Leaders' Level of *Practicing the Change Leadership Behaviors* in Univ.			**Sum of Squares (*SS*)**	***Df***	**Mean Square (*MS*)**	***F***	**Sig. (*P*-value)**
Aspects	**Items**	**Source**					
Creating a Sense of Urgency	Clearly communicating the need for implementing the programs of change relevant.	Between Groups	12.045	2	6.023	***6.185***	**.002***
		Within Groups	205.450	211	.974		
		Total	217.495	213			
	Explain the risk for adhering the statuesque.	Between Groups	7.314	2	3.657	**4.551**	**.012***
		Within Groups	171.159	213	.804		
		Total	178.473	215			
	Repeatedly communicate the vision/purpose for change.	Between Groups	7.153	2	3.576	**3.754**	**.025***

		Within Groups	193.372	*203*	.953		
		Total	200.524	*205*			
	Indicate the existing situation that make the need for implementing the programs of change relevant.	Between Groups	10.482	*2*	5.241	***5.792***	**.004***
		Within Groups	190.034	*210*	.905		
		Total	200.516	*212*			
Team-building	Create team/support group.	Between Groups	4.713	2	2.356	**2.882**	**.058**
		Within Groups	172.540	211	.818		
		Total	177.252	213			
	Promote collaborative teaching, research practice.	Between Groups	2.516	2	1.258	**1.145**	**. 320**
		Within Groups	233.984	213	1.099		
		Total	236.500	215			
Visioning	Set attainable goals related to the programs of change	Between Groups	1.538	2	.769	**.857**	**.426**
		Within Groups	188.443	210	.897		
		Total	189.981	212			
	Set sensible goals related to the programs of change	Between Groups	6.014	2	3.007	**3.303**	**.039***
		Within Groups	190.269	209	.910		
		Total	196.283	211			
Communication**: Sharing Information during Change**	Inform faculty members about what is happening outside one's own academic unit.	Between Groups	.751	2	.376	**.393**	**.676**
		Within Groups	199.928	209	.957		
		Total	200.679	211			
	Pay attention to staff reaction, concern & question.	Between Groups	1.702	2	.851	**1.160**	**. 315**
		Within Groups	155.535	212	.734		
		Total	157.237	214			
	Communicate transparently	Between Groups	5.726	2	2.863	**3.304**	**.039***
		Within Groups	178.523	206	.867		
		Total	184.249	208			
	Use diverse communication channels	Between Groups	10.866	2	5.433	**8.057**	**.000***
		Within Groups	141.612	210	.674		
		Total	152.479	212			
Empowerment	Coach colleagues & staff.	Between Groups	5.277	2	2.639	**3.222**	**.042***
		Within Groups	167.051	204	.819		
		Total	172.329	206			
	Facilitate faculty members professional development	Between Groups	6.912	2	3.456	**3.490**	**.032***
		Within Groups	203.006	205	.990		
		Total	209.918	207			
	Prepare faculty members as to requirements of the programs of change	Between Groups	4.660	2	2.330	2.847	.060
		Within Groups	171.857	210	.818		
		Total	176.516	212			

	Provoke academic staff creativity, risk taking.	Between Groups	4.865	2	2.433	**2.649**	**.073**
		Within Groups	191.890	209	.918		
		Total	196.755	211			
	Involve the staff in decisions making.	Between Groups	3.687	2	1.843	2.423	.091
		Within Groups	162.072	213	.761		
		Total	165.759	215			
	Promote faculty members' research engagement.	Between Groups	5.300	2	2.650	2.670	.072
		Within Groups	208.447	210	.993		
		Total	213.746	212			
Influencing Organizational Culture	Examine educational programs & courses for revision.	Between Groups	.741	2	.370	**.422**	**.656**
		Within Groups	184.255	210	.877		
		Total	184.995	212			
	Demonstrate a deep commitment to the programs of change.	Between Groups	2.467	2	1.233	**1.536**	**. 218**
		Within Groups	169.370	211	.803		
		Total	171.836	213			
	Engage in scholarly research.	Between Groups	.880	2	.440	**.421**	**. 657**
		Within Groups	219.636	210	1.046		
		Total	220.516	212			
	Engage for one's own professional development.	Between Groups	3.129	2	1.564	**2.541**	**. 081**
		Within Groups	128.066	208	.616		
		Total	131.194	210			
	Review teaching activities & align with requirements of the new procedure of work.	Between Groups	6.654	2	3.327	**4.143**	**.017***
		Within Groups	168.623	210	.803		
		Total	175.277	212			
Monitoring the progress of change	Collect & analyze information regarding the effect of the curricula on students' learning & teaching.	Between Groups	12.466	2	6.233	**6.529**	**.002***
		Within Groups	202.390	212	.955		
		Total	214.856	214			
	Track progress for possible adjustment.	Between Groups	7.635	2	3.817	**4.713**	**.010***
		Within Groups	169.285	209	.810		
		Total	176.920	211			
Sustaining	Recognize behaviors that contribute for the implementation of the programs of change.	Between Groups	9.249	2	4.624	**6.007**	**.003***
		Within Groups	161.662	210	.770		
		Total	170.911	212			
	Reinforce faculty members' accomplishments related to the programs of change.	Between Groups	19.110	2	9.555	**10.268**	**.000***
		Within Groups	196.348	211	.931		
		Total	215.458	213			
	Celebrate improvements on academic activities & students' learning.	Between Groups	6.719	2	3.359	2.892	.058
		Within Groups	241.623	208	1.162		

		Total	248.341	210			
Managing Instructional program	Protect instructional time.	Between Groups	2.585	2	1.293	**1.784**	**.170**
		Within Groups	150.685	208	.724		
		Total	153.270	210			
	Supervise & evaluate instruction.	Between Groups	12.722	2	6.361	**7.808**	**. 001***
		Within Groups	167.833	206	.815		
		Total	180.555	208			
	Monitor student progress.	Between Groups	9.767	2	4.884	**6.855**	**. 001***
		Within Groups	151.042	212	.712		
		Total	160.809	214			

Significant at 0.05*.*

*Note***.** The change leadership behaviors, which are designated with an asterisk (*) in their p-value; as the *p*-value less than alpha level(0.05), the H_0 was rejected.

Table II. a.) *Multiple Comparisons on the Practice of CLBs across the Three Generations of Universities*

Tukey HSD							
Dependent Variable	(I) Name of university as per generation	(J) Name of university as per generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Inform faculty members about what is outside one's own unit	1st	2nd	-.139	.157	.650	-.51	.23
		3rd	-.078	.175	.896	-.49	.33
	2nd	1st	.139	.157	.650	-.23	.51
		3rd	.061	.168	.930	-.34	.46
	3rd	1st	.078	.175	.896	-.33	.49
		2nd	-.061	.168	.930	-.46	.34
Examine educational programs & courses for necessary revisions	1st	2nd	.029	.150	.979	-.32	.38
		3rd	-.115	.167	.770	-.51	.28
	2nd	1st	-.029	.150	.979	-.38	.32
		3rd	-.144	.161	.644	-.52	.24
	3rd	1st	.115	.167	.770	-.28	.51
		2nd	.144	.161	.644	-.24	.52
Protect instructional time	1st	2nd	.205	.137	.295	-.12	.53
		3rd	-.042	.153	.959	-.40	.32
	2nd	1st	-.205	.137	.295	-.53	.12
		3rd	-.247	.147	.216	-.59	.10
	3rd	1st	.042	.153	.959	-.32	.40
		2nd	.247	.147	.216	-.10	.59
Set attainable goals/vision	1st	2nd	-.125	.152	.689	-.48	.23
		3rd	-.219	.169	.402	-.62	.18
	2nd	1st	.125	.152	.689	-.23	.48
		3rd	-.093	.163	.834	-.48	.29
	3rd	1st	.219	.169	.402	-.18	.62
		2nd	.093	.163	.834	-.29	.48
Collect & analyze information with regard to the effect of the program of change	1st	2nd	-.081	.155	.859	-.45	.28
		3rd	**-.590***	.174	.002	-1.00	-.18
	2nd	1st	.081	.155	.859	-.28	.45
		3rd	**-.509***	.168	.008	-.91	-.11
	3rd	1st	**.590***	.174	.002	.18	1.00
		2nd	**.509***	.168	.008	.11	.91

Set sensible goals	1st	2nd	-.210	.154	.361	-.57	.15
		3rd	**-.439***	.171	.029	-.84	-.04
	2nd	1st	.210	.154	.361	-.15	.57
		3rd	-.230	.164	.342	-.62	.16
	3rd	1st	**.439***	.171	.029	.04	.84
		2nd	.230	.164	.342	-.16	.62
Coach colleagues and staff	1st	2nd	-.194	.148	.389	-.54	.15
		3rd	**-.418***	.165	.032	-.81	-.03
	2nd	1st	.194	.148	.389	-.15	.54
		3rd	-.224	.157	.329	-.59	.15
	3rd	1st	**.418***	.165	.032	.03	.81
		2nd	.224	.157	.329	-.15	.59
Facilitate faculty members' professional development	1st	2nd	.037	.162	.971	-.34	.42
		3rd	-.391	.180	.078	-.82	.03
	2nd	1st	-.037	.162	.971	-.42	.34
		3rd	**-.429***	.173	.037	-.84	-.02
	3rd	1st	.391	.180	.078	-.03	.82
		2nd	**.429***	.173	.037	.02	.84
Prepare faculty members according to requirements of the program of change/s.	1st	2nd	-.157	.145	.523	-.50	.18
		3rd	**-.387***	.162	.047	-.77	.00
	2nd	1st	.157	.145	.523	-.18	.50
		3rd	-.230	.156	.304	-.60	.14
	3rd	1st	**.387***	.162	.047	.00	.77
		2nd	.230	.156	.304	-.14	.60
Pay attention to staff reaction, concern and question	1st	2nd	-.085	.136	.808	-.41	.24
		3rd	-.231	.152	.285	-.59	.13
	2nd	1st	.085	.136	.808	-.24	.41
		3rd	-.146	.147	.582	-.49	.20
	3rd	1st	.231	.152	.285	-.13	.59
		2nd	.146	.147	.582	-.20	.49
Create a team/support group	1st	2nd	-.180	.145	.430	-.52	.16
		3rd	**-.388***	.162	.045	-.77	-.01
	2nd	1st	.180	.145	.430	-.16	.52
		3rd	-.208	.155	.373	-.57	.16
	3rd	1st	**.388***	.162	.045	.01	.77
		2nd	.208	.155	.373	-.16	.57
Provoke academic staff creativity, risk-taking	1st	2nd	-.317	.154	.101	-.68	.05
		3rd	-.330	.173	.138	-.74	.08
	2nd	1st	.317	.154	.101	-.05	.68
		3rd	-.013	.165	.997	-.40	.38
	3rd	1st	.330	.173	.138	-.08	.74
		2nd	.013	.165	.997	-.38	.40
Promote collective teaching, research practice	1st	2nd	-.146	.166	.656	-.54	.25
		3rd	-.280	.186	.291	-.72	.16
	2nd	1st	.146	.166	.656	-.25	.54
		3rd	-.134	.180	.735	-.56	.29
	3rd	1st	.280	.186	.291	-.16	.72
		2nd	.134	.180	.735	-.29	.56
Involve the staff in decisions	1st	2nd	-.217	.138	.264	-.54	.11
		3rd	-.328	.155	.089	-.69	.04
	2nd	1st	.217	.138	.264	-.11	.54
		3rd	-.111	.149	.738	-.46	.24
	3rd	1st	.328	.155	.089	-.04	.69
		2nd	.111	.149	.738	-.24	.46
Promote faculty members' research engagement.	1st	2nd	.055	.159	.936	-.32	.43
		3rd	-.329	.179	.160	-.75	.09
	2nd	1st	-.055	.159	.936	-.43	.32
		3rd	-.384	.173	.070	-.79	.02
	3rd	1st	.329	.179	.160	-.09	.75
		2nd	.384	.173	.070	-.02	.79
Demonstrate a deep commitment to the program of change	1st	2nd	-.188	.143	.388	-.53	.15
		3rd	-.264	.160	.226	-.64	.11
	2nd	1st	.188	.143	.388	-.15	.53
		3rd	-.076	.154	.876	-.44	.29
	3rd	1st	.264	.160	.226	-.11	.64

		2nd	.076	.154	.876	-.29	.44
Recognize behaviors that contribute for the implementation of the program of change	1st	2nd	-.288	.141	.104	-.62	.04
		3rd	**-.540***	.157	.002	-.91	-.17
	2nd	1st	.288	.141	.104	-.04	.62
		3rd	-.252	.151	.219	-.61	.10
	3rd	1st	**.540***	.157	.002	.17	.91
		2nd	.252	.151	.219	-.10	.61
Engage in scholarly research.	1st	2nd	.142	.163	.658	-.24	.53
		3rd	.032	.184	.983	-.40	.47
	2nd	1st	-.142	.163	.658	-.53	.24
		3rd	-.110	.177	.809	-.53	.31
	3rd	1st	-.032	.184	.983	-.47	.40
		2nd	.110	.177	.809	-.31	.53
Clearly communicate the need for implementing programs of change.	1st	2nd	-.039	.158	.967	-.41	.33
		3rd	**-.560***	.176	.005	-.97	-.14
	2nd	1st	.039	.158	.967	-.33	.41
		3rd	-.521*	.169	.007	-.92	-.12
	3rd	1st	**.560***	.176	.005	.14	.97
		2nd	**.521***	.169	.007	.12	.92
Reinforce faculty members accomplishments	1st	2nd	**-.394***	.154	.030	-.76	-.03
		3rd	**-.776***	.172	.000	-1.18	-.37
	2nd	1st	**.394***	.154	.030	.03	.76
		3rd	-.382	.166	.057	-.77	.01
	3rd	1st	**.776***	.172	.000	.37	1.18
		2nd	.382	.166	.057	-.01	.77
Engage for one's own professional development.	1st	2nd	-.126	.126	.581	-.42	.17
		3rd	-.318	.141	.065	-.65	.02
	2nd	1st	.126	.126	.581	-.17	.42
		3rd	-.193	.135	.332	-.51	.13
	3rd	1st	.318	.141	.065	-.02	.65
		2nd	.193	.135	.332	-.13	.51
Explain the risks for adhering to the university's routine.	1st	2nd	**-.389***	.142	.018	-.73	-.05
		3rd	**-.389***	.159	.041	-.76	-.01
	2nd	1st	**.389***	.142	.018	.05	.73
		3rd	.001	.154	1.000	-.36	.36
	3rd	1st	**.389***	.159	.041	.01	.76
		2nd	-.001	.154	1.000	-.36	.36
Repeatedly communicate the vision/purpose for change.	1st	2nd	**-.386***	.159	.043	-.76	-.01
		3rd	-.407	.176	.057	-.82	.01
	2nd	1st	**.386***	.159	.043	.01	.76
		3rd	-.022	.170	.991	-.42	.38
	3rd	1st	.407	.176	.057	-.01	.82
		2nd	.022	.170	.991	-.38	.42
Communicate transparently.	1st	2nd	.256	.151	.208	-.10	.61
		3rd	-.145	.166	.658	-.54	.25
	2nd	1st	-.256	.151	.208	-.61	.10
		3rd	**-.401***	.162	.037	-.78	-.02
	3rd	1st	.145	.166	.658	-.25	.54
		2nd	**.401***	.162	.037	.02	.78
Supervise and evaluate instruction.	1st	2nd	-.252	.146	.197	-.60	.09
		3rd	**-.642***	.163	.000	-1.03	-.26
	2nd	1st	.252	.146	.197	-.09	.60
		3rd	**-.389***	.157	.036	-.76	-.02
	3rd	1st	**.642***	.163	.000	.26	1.03
		2nd	**.389***	.157	.036	.02	.76
Review teaching activities and align with requirements of the new procedure of the work.	1st	2nd	-.236	.144	.230	-.58	.10
		3rd	**-.459***	.160	.013	-.84	-.08
	2nd	1st	.236	.144	.230	-.10	.58
		3rd	-.223	.154	.318	-.59	.14
	3rd	1st	**.459***	.160	.013	.08	.84
		2nd	.223	.154	.318	-.14	.59
Use diverse communication channels to inform staff.	1st	2nd	.245	.131	.152	-.07	.55
		3rd	-.324	.147	.073	-.67	.02
	2nd	1st	-.245	.131	.152	-.55	.07

		3rd	**-.568***	.142	.000	-.90	-.23
	3rd	1st	.324	.147	.073	-.02	.67
		2nd	**.568***	.142	.000	.23	.90
Celebrate improvements on academic activities and students' learning	1st	2nd	-.222	.174	.411	-.63	.19
		3rd	**-.464***	.193	.045	-.92	-.01
	2nd	1st	.222	.174	.411	-.19	.63
		3rd	-.242	.185	.393	-.68	.20
	3rd	1st	**.464***	.193	.045	.01	.92
		2nd	.242	.185	.393	-.20	.68
Indicate the existing crises and opportunities that make the need for implementing the programs	1st	2nd	**-.408***	.152	.021	-.77	-.05
		3rd	**-.534***	.170	.006	-.94	-.13
	2nd	1st	**.408***	.152	.021	.05	.77
		3rd	-.126	.164	.723	-.51	.26
	3rd	1st	**.534***	.170	.006	.13	.94
		2nd	.126	.164	.723	-.26	.51
Track progress.	1st	2nd	-.315	.145	.079	-.66	.03
		3rd	**-.480***	.162	.009	-.86	-.10
	2nd	1st	.315	.145	.079	-.03	.66
		3rd	-.165	.154	.533	-.53	.20
	3rd	1st	**.480***	.162	.009	.10	.86
		2nd	.165	.154	.533	-.20	.53
Monitor student progress.	1st	2nd	-.214	.134	.253	-.53	.10
		3rd	**-.556***	.150	.001	-.91	-.20
	2nd	1st	.214	.134	.253	-.10	.53
		3rd	**-.342***	.145	.049	-.68	.00
	3rd	1st	**.556***	.150	.001	.20	.91
		2nd	**.342***	.145	.049	.00	.68

*. The mean difference is significant at the 0.05 level.

b) *The Scale Level Multiple Comparisons on the Practice of CLBs of Academic Leaders'*

Multiple Comparisons

Dependent Variable: Total mean score CLBs

Tukey HSD

(I) Name of university	(J) Name of university	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1st generation university	2nd generation university	-.14528	.09653	.291	-.3731	.0825
	3rd generation university	-.37984*	.10803	.002	-.6348	-.1249
2nd generation university	1st generation university	.14528	.09653	.291	-.0825	.3731
	3rd generation university	-.23456	.10419	.065	-.4805	.0114
3rd generation university	1st generation university	.37984*	.10803	.002	.1249	.6348
	2nd generation university	.23456	.10419	.065	-.0114	.4805

*. The mean difference is significant at the 0.05 level.

Table III. *One-Way Analysis of Variance of FM's ratings on the Level of CLBs Practice across the three Generations Public Universities of Ethiopian*

ANOVA							
Leaders' Level of Practicing the Change Leadership Behaviors in Univ.			Sum of Squares (*SS*)	*Df*	Mean Square (*MS*)	*F*	Sig. (*P*-value)
Aspects	**Items**	**Source**					
Creating a Sense of Urgency	Clearly communicating the need for implementing the programs of change relevant.	Between Groups	1.413	2	.707	.635	.530
		Within Groups	394.967	355	1.113		
		Total	396.380	357			
	Explain the risk for adhering the statuesque.	Between Groups	6.758	2	3.379	3.102	.046*
		Within Groups	387.871	356	1.090		
		Total	394.630	358			
	Repeatedly communicate the vision/purpose for change.	Between Groups	.448	2	.224	.202	.817
		Within Groups	395.549	357	1.108		
		Total	395.997	359			
	Indicate the existing situation that make the need for implementing the programs of change relevant.	Between Groups	1.532	2	.766	.754	.471
		Within Groups	369.956	364	1.016		
		Total	371.488	366			
Team-building	Create team/support group.	Between Groups	5.553	2	2.777	2.395	.093
		Within Groups	426.668	368	1.159		
		Total	432.221	370			
	Promote collaborative teaching, research practice.	Between Groups	18.102	2	9.051	7.407	.001*
		Within Groups	450.895	369	1.222		
		Total	468.997	371			
Visioning	Set attainable goals related to the programs of change	Between Groups	7.838	2	3.919	3.863	.022*
		Within Groups	372.335	367	1.015		
		Total	380.173	369			
	Set sensible goals related to the programs of change	Between Groups	2.357	2	1.178	1.250	.288
		Within Groups	342.103	363	.942		
		Total	344.459	365			
Communication**: Sharing Information during Change**	Inform faculty members about what is happening outside one's own academic unit.	Between Groups	4.511	2	2.255	2.080	.126
		Within Groups	396.812	366	1.084		
		Total	401.322	368			
	Pay attention to staff reaction, concern & question.	Between Groups	9.282	2	4.641	3.020	.050
		Within Groups	565.586	368	1.537		
		Total	574.868	370			
	Communicate transparently	Between Groups	1.032	2	.516	.383	.682
		Within Groups	478.311	355	1.347		
		Total	479.344	357			

	Use diverse communication channels	Between Groups	1.228	2	.614	.533	.587
		Within Groups	420.381	365	1.152		
		Total	421.609	367			
Empowerment	Coach colleagues & staff.	Between Groups	27.812	2	13.906	11.801	.000*
		Within Groups	419.491	356	1.178		
		Total	447.304	358			
	Facilitate faculty members professional development	Between Groups	3.764	2	1.882	1.523	.219
		Within Groups	433.682	351	1.236		
		Total	437.446	353			
	Prepare faculty members as to requirements of the programs of change	Between Groups	4.026	2	2.013	1.934	.146
		Within Groups	379.963	365	1.041		
		Total	383.989	367			
	Provoke academic staff creativity, risk taking.	Between Groups	9.579	2	4.790	3.985	.019*
		Within Groups	436.246	363	1.202		
		Total	445.825	365			
	Involve the staff in decisions making.	Between Groups	12.434	2	6.217	4.695	.010*
		Within Groups	483.295	365	1.324		
		Total	495.728	367			
	Promote faculty members' research engagement.	Between Groups	14.723	2	7.362	6.600	.002*
		Within Groups	406.002	364	1.115		
		Total	420.725	366			
Influencing Organizational Culture	Examine educational programs & courses for revision.	Between Groups	1.285	2	.643	.575	.563
		Within Groups	411.108	368	1.117		
		Total	412.394	370			
	Demonstrate a deep commitment to the programs of change.	Between Groups	4.156	2	2.078	1.766	.172
		Within Groups	431.814	367	1.177		
		Total	435.970	369			
	Engage in scholarly research.	Between Groups	.355	2	.178	.147	.863
		Within Groups	443.212	367	1.208		
		Total	443.568	369			
	Engage for one's own professional development.	Between Groups	2.117	2	1.058	.977	.377
		Within Groups	393.064	363	1.083		
		Total	395.180	365			
	Review teaching activities & align with requirements of the new procedure of work.	Between Groups	5.861	2	2.930	2.759	.065
		Within Groups	387.617	365	1.062		
		Total	393.478	367			
Monitoring the progress	Collect & analyze information regarding the effect of the curricula on students' learning & teaching.	Between Groups	9.695	2	4.848	4.203	.016*
		Within Groups	423.248	367	1.153		

of change		Total	432.943	369			
	Track progress for possible adjustment.	Between Groups	10.644	2	5.322	5.165	.006*
		Within Groups	375.078	364	1.030		
		Total	385.722	366			
Sustainin -g	Recognize behaviors that contribute for the implementation of the programs of change.	Between Groups	7.338	2	3.669	3.673	.026*
		Within Groups	365.562	366	.999		
		Total	372.900	368			
	Reinforce faculty members' accomplishments related to the programs of change.	Between Groups	2.396	2	1.198	1.017	.363
		Within Groups	427.757	363	1.178		
		Total	430.153	365			
	Celebrate improvements on academic activities & students' learning.	Between Groups	3.881	2	1.941	1.730	.179
		Within Groups	407.247	363	1.122		
		Total	411.128	365			
Managin-g Instructio nal program	Protect instructional time.	Between Groups	3.698	2	1.849	1.473	.231
		Within Groups	459.326	366	1.255		
		Total	463.024	368			
	Supervise & evaluate instruction.	Between Groups	15.503	2	7.751	6.869	.001*
		Within Groups	408.508	362	1.128		
		Total	424.011	364			
	Monitor student progress.	Between Groups	20.089	2	10.045	8.808	.000*
		Within Groups	415.099	364	1.140		
		Total	435.188	366			

Significant at 0.05*.*

Note. The change leadership behaviors, which are designated with asterisk (*) in their p-value; as the p-value less than alpha level(0.05), the H_0 was rejected.

Table.III. a. Multiple Comparisons on the Practice of CLBs across the Universities

Tukey HSD							
Dependent Variable	(I) Name of university as per generation	(J) Name of university as per generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Inform faculty members about what is outside one's own unit	1st	2nd	-.230	.122	.145	-.52	.06
		3rd	-.208	.146	.328	-.55	.14
	2nd	1st	.230	.122	.145	-.06	.52
		3rd	.022	.151	.989	-.33	.38
	3rd	1st	.208	.146	.328	-.14	.55
		2nd	-.022	.151	.989	-.38	.33
Examine educational programs & courses for necessary revisions	1st	2nd	-.130	.124	.548	-.42	.16
		3rd	-.026	.147	.983	-.37	.32
	2nd	1st	.130	.124	.548	-.16	.42
		3rd	.104	.152	.774	-.25	.46
	3rd	1st	.026	.147	.983	-.32	.37
		2nd	-.104	.152	.774	-.46	.25
Protect instructional time	1st	2nd	-.175	.132	.379	-.49	.13
		3rd	-.234	.156	.290	-.60	.13

	2nd	1st	.175	.132	.379	-.13	.49
		3rd	-.059	.162	.930	-.44	.32
	3rd	1st	.234	.156	.290	-.13	.60
		2nd	.059	.162	.930	-.32	.44
Set attainable goals/vision	1st	2nd	-.146	.119	.434	-.43	.13
		3rd	**-.386***	.139	.016	-.71	-.06
	2nd	1st	.146	.119	.434	-.13	.43
		3rd	-.239	.145	.226	-.58	.10
	3rd	1st	**.386***	.139	.016	.06	.71
		2nd	.239	.145	.226	-.10	.58
Collect & analyze information with regard to the effect of the program of change	1st	2nd	-.131	.126	.552	-.43	.17
		3rd	**-.430***	.149	.011	-.78	-.08
	2nd	1st	.131	.126	.552	-.17	.43
		3rd	-.299	.154	.130	-.66	.06
	3rd	1st	**.430***	.149	.011	.08	.78
		2nd	.299	.154	.130	-.06	.66
Set sensible goals	1st	2nd	-.088	.115	.725	-.36	.18
		3rd	-.213	.136	.260	-.53	.11
	2nd	1st	.088	.115	.725	-.18	.36
		3rd	-.125	.141	.648	-.46	.21
	3rd	1st	.213	.136	.260	-.11	.53
		2nd	.125	.141	.648	-.21	.46
Coach colleagues and staff	1st	2nd	**-.536***	.129	.000	-.84	-.23
		3rd	-.597*	.154	.000	-.96	-.23
	2nd	1st	**.536***	.129	.000	.23	.84
		3rd	-.062	.160	.922	-.44	.32
	3rd	1st	.5**97***	.154	.000	.23	.96
		2nd	.062	.160	.922	-.32	.44
Facilitate faculty members' professional development	1st	2nd	-.205	.134	.276	-.52	.11
		3rd	-.213	.157	.366	-.58	.16
	2nd	1st	.205	.134	.276	-.11	.52
		3rd	-.008	.163	.999	-.39	.38
	3rd	1st	.213	.157	.366	-.16	.58
		2nd	.008	.163	.999	-.38	.39
Prepare faculty members according to requirements of the program of change/s.	1st	2nd	-.116	.120	.601	-.40	.17
		3rd	-.277	.142	.126	-.61	.06
	2nd	1st	.116	.120	.601	-.17	.40
		3rd	-.161	.147	.519	-.51	.19
	3rd	1st	.277	.142	.126	-.06	.61
		2nd	.161	.147	.519	-.19	.51
Pay attention to staff reaction, concern and question	1st	2nd	-.295	.146	.107	-.64	.05
		3rd	-.351	.171	.102	-.75	.05
	2nd	1st	.295	.146	.107	-.05	.64
		3rd	-.056	.178	.947	-.48	.36
	3rd	1st	.351	.171	.102	-.05	.75
		2nd	.056	.178	.947	-.36	.48
Create a team/support group	1st	2nd	-.237	.126	.148	-.53	.06
		3rd	-.261	.149	.187	-.61	.09
	2nd	1st	.237	.126	.148	-.06	.53
		3rd	-.024	.155	.987	-.39	.34
	3rd	1st	.261	.149	.187	-.09	.61
		2nd	.024	.155	.987	-.34	.39
Provoke academic staff creativity, risk-taking	1st	2nd	**-.363***	.129	.014	-.67	-.06
		3rd	-.123	.153	.703	-.48	.24
	2nd	1st	**.363***	.129	.014	.06	.67
		3rd	.241	.159	.286	-.13	.61
	3rd	1st	.123	.153	.703	-.24	.48
		2nd	-.241	.159	.286	-.61	.13
Promote collective teaching, research practice	1st	2nd	**-.464***	.130	.001	-.77	-.16
		3rd	**-.406***	.153	.022	-.77	-.05
	2nd	1st	**.464***	.130	.001	.16	.77
		3rd	.058	.159	.929	-.32	.43
	3rd	1st	**.406***	.153	.022	.05	.77
		2nd	-.058	.159	.929	-.43	.32
Involve the staff in decisions	1st	2nd	**-.387***	.136	.013	-.71	-.07

		3rd	-.336	.160	.091	-.71	.04
	2nd	1st	**.387***	.136	.013	.07	.71
		3rd	.051	.166	.949	-.34	.44
	3rd	1st	.336	.160	.091	-.04	.71
		2nd	-.051	.166	.949	-.44	.34
Promote faculty members' research engagement.	1st	2nd	**-.443***	.125	.001	-.74	-.15
		3rd	-.095	.147	.794	-.44	.25
	2nd	1st	**.443***	.125	.001	.15	.74
		3rd	.348	.153	.060	-.01	.71
	3rd	1st	.095	.147	.794	-.25	.44
		2nd	-.348	.153	.060	-.71	.01
Demonstrate a deep commitment to the program of change	1st	2nd	-.202	.127	.252	-.50	.10
		3rd	-.230	.151	.280	-.58	.12
	2nd	1st	.202	.127	.252	-.10	.50
		3rd	-.028	.157	.983	-.40	.34
	3rd	1st	.230	.151	.280	-.12	.58
		2nd	.028	.157	.983	-.34	.40
Recognize behaviors that contribute for the implementation of the program of change	1st	2nd	-.204	.118	.194	-.48	.07
		3rd	**-.358***	.139	.027	-.69	-.03
	2nd	1st	.204	.118	.194	-.07	.48
		3rd	-.155	.144	.531	-.49	.18
	3rd	1st	**.358***	.139	.027	.03	.69
		2nd	.155	.144	.531	-.18	.49
Engage in scholarly research.	1st	2nd	-.039	.129	.950	-.34	.26
		3rd	.046	.152	.951	-.31	.41
	2nd	1st	.039	.129	.950	-.26	.34
		3rd	.085	.159	.852	-.29	.46
	3rd	1st	-.046	.152	.951	-.41	.31
		2nd	-.085	.159	.852	-.46	.29
Clearly communicate the need for implementing programs of change relevant.	1st	2nd	-.113	.126	.643	-.41	.18
		3rd	-.143	.148	.597	-.49	.20
	2nd	1st	.113	.126	.643	-.18	.41
		3rd	-.030	.154	.980	-.39	.33
	3rd	1st	.143	.148	.597	-.20	.49
		2nd	.030	.154	.980	-.33	.39
Reinforce faculty members accomplishments	1st	2nd	-.114	.128	.646	-.42	.19
		3rd	-.207	.151	.361	-.56	.15
	2nd	1st	.114	.128	.646	-.19	.42
		3rd	-.092	.158	.828	-.46	.28
	3rd	1st	.207	.151	.361	-.15	.56
		2nd	.092	.158	.828	-.28	.46
Engage for one's own professional development.	1st	2nd	-.157	.123	.408	-.45	.13
		3rd	-.145	.146	.580	-.49	.20
	2nd	1st	.157	.123	.408	-.13	.45
		3rd	.012	.152	.997	-.35	.37
	3rd	1st	.145	.146	.580	-.20	.49
		2nd	-.012	.152	.997	-.37	.35
Explain the risks for adhering to the university's routine.	1st	2nd	-.250	.124	.111	-.54	.04
		3rd	-.313	.148	.089	-.66	.04
	2nd	1st	.250	.124	.111	-.04	.54
		3rd	-.063	.154	.912	-.43	.30
	3rd	1st	.313	.148	.089	-.04	.66
		2nd	.063	.154	.912	-.30	.43
Repeatedly communicate the vision/purpose for change.	1st	2nd	-.075	.126	.820	-.37	.22
		3rd	-.062	.147	.908	-.41	.28
	2nd	1st	.075	.126	.820	-.22	.37
		3rd	.014	.154	.996	-.35	.38
	3rd	1st	.062	.147	.908	-.28	.41
		2nd	-.014	.154	.996	-.38	.35
Communicate transparently.	1st	2nd	-.073	.139	.858	-.40	.25
		3rd	-.138	.164	.677	-.52	.25
	2nd	1st	.073	.139	.858	-.25	.40
		3rd	-.065	.171	.925	-.47	.34
	3rd	1st	.138	.164	.677	-.25	.52
		2nd	.065	.171	.925	-.34	.47
Supervise and evaluate	1st	2nd	**-.306***	.126	.040	-.60	-.01

instruction.		3rd	**-.520***	.149	.001	-.87	-.17
	2nd	1st	**.306***	.126	.040	.01	.60
		3rd	-.215	.154	.347	-.58	.15
	3rd	1st	**.520***	.149	.001	.17	.87
		2nd	.215	.154	.347	-.15	.58
Review teaching activities and align with requirements of the new procedure of the work.	1st	2nd	-.246	.122	.108	-.53	.04
		3rd	-.266	.143	.151	-.60	.07
	2nd	1st	.246	.122	.108	-.04	.53
		3rd	-.021	.149	.990	-.37	.33
	3rd	1st	.266	.143	.151	-.07	.60
		2nd	.021	.149	.990	-.33	.37
Use diverse communication channels to inform staff.	1st	2nd	-.130	.126	.558	-.43	.17
		3rd	-.065	.150	.902	-.42	.29
	2nd	1st	.130	.126	.558	-.17	.43
		3rd	.065	.156	.907	-.30	.43
	3rd	1st	.065	.150	.902	-.29	.42
		2nd	-.065	.156	.907	-.43	.30
Celebrate improvements on academic activities and students' learning	1st	2nd	-.208	.125	.224	-.50	.09
		3rd	-.206	.147	.341	-.55	.14
	2nd	1st	.208	.125	.224	-.09	.50
		3rd	.002	.154	1.000	-.36	.36
	3rd	1st	.206	.147	.341	-.14	.55
		2nd	-.002	.154	1.000	-.36	.36
Indicate the existing crises and opportunities that make the need for implementing the programs.	1st	2nd	-.106	.119	.646	-.39	.17
		3rd	-.156	.140	.504	-.48	.17
	2nd	1st	.106	.119	.646	-.17	.39
		3rd	-.050	.145	.938	-.39	.29
	3rd	1st	.156	.140	.504	-.17	.48
		2nd	.050	.145	.938	-.29	.39
Track progress	1st	2nd	**-.311***	.120	.027	-.59	-.03
		3rd	**-.384***	.140	.018	-.71	-.05
	2nd	1st	.311*	.120	.027	.03	.59
		3rd	-.073	.147	.873	-.42	.27
	3rd	1st	**.384***	.140	.018	.05	.71
		2nd	.073	.147	.873	-.27	.42
Monitor student progress.	1st	2nd	**-.315***	.126	.034	-.61	-.02
		3rd	**-.605***	.149	.000	-.96	-.25
	2nd	1st	**.315***	.126	.034	.02	.61
		3rd	-.290	.155	.150	-.65	.08
	3rd	1st	**.605***	.149	.000	.25	.96
		2nd	.290	.155	.150	-.08	.65
*. The mean difference is significant at the 0.05 level.							

b) *The Scale Level Multiple Comparisons on the Practice of CLBs of Faculty Members'*

Multiple Comparisons

Dependent Variable: Total mean score of CLBs

Tukey HSD

(I) Name of university	(J) Name of university	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1st generation	2nd generation university	-.21694*	.08922	.041	-.4269	-.0070
university	3rd generation university	-.27839*	.10518	.023	-.5259	-.0309
2nd generation	1st generation university	.21694*	.08922	.041	.0070	.4269

university	3rd generation university	-.06145	.10934	.840	-.3187	.1958
3rd generation university	1st generation university	.27839*	.10518	.023	.0309	.5259
	2nd generation university	.06145	.10934	.840	-.1958	.3187

*. The mean difference is significant at the 0.05 level.

Table IVa) *One-way ANOVA Results for the Change Leadership Behaviors Practice as a Function of Generations of Universities (of the merged data set).*

Change Leadership Behaviors		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Creating urgency	Between Groups	11.948	2	5.974	8.146	.000
	Within Groups	429.009	585	.733		
	Total	440.957	587			
Teambuilding	Between Groups	20.274	2	10.137	10.744	.000
	Within Groups	551.941	585	.943		
	Total	572.216	587			
Visioning	Between Groups	11.118	2	5.559	6.692	.001
	Within Groups	485.978	585	.831		
	Total	497.097	587			
Communication: information sharing	Between Groups	9.394	2	4.697	5.214	.006
	Within Groups	526.962	585	.901		
	Total	536.355	587			
Empowerment	Between Groups	18.079	2	9.040	12.960	.000
	Within Groups	408.024	585	.697		
	Total	426.103	587			
Influencing organizational culture	Between Groups	6.618	2	3.309	4.844	.008
	Within Groups	399.647	585	.683		
	Total	406.265	587			
Monitoring the progress of change	Between Groups	22.016	2	11.008	13.173	.000
	Within Groups	488.873	585	.836		
	Total	510.889	587			
Sustaining change	Between Groups	19.580	2	9.790	12.688	.000
	Within Groups	450.626	584	.772		
	Total	470.207	586			
Managing instructional program	Between Groups	24.311	2	12.156	15.241	.000
	Within Groups	466.574	585	.798		
	Total	490.885	587			

Table IV b) *One-way ANOVA Results for the CLBs of the merged data set: Item Level analysis.*

		Sum of Squares	df	Mean Square	F	Sig.
Inform faculty members about what is outside one's own unit	Between Groups	8.749	2	4.375	3.910	.021
	Within Groups	646.659	578	1.119		
	Total	655.408	580			

Examine educational programs & courses for necessary revision	Between Groups	2.798	2	1.399	1.226	.294
	Within Groups	663.148	581	1.141		
	Total	665.945	583			
Protect instructional time	Between Groups	6.148	2	3.074	2.538	.080
	Within Groups	698.894	577	1.211		
	Total	705.041	579			
Set attainable goals/vision	Between Groups	13.224	2	6.612	6.354	.002
	Within Groups	603.510	580	1.041		
	Total	616.734	582			
Collect & analyze information with regard to the effect of the program of change on the learning & teaching	Between Groups	25.316	2	12.658	11.255	.000
	Within Groups	654.574	582	1.125		
	Total	679.891	584			
Set sensible goals	Between Groups	10.792	2	5.396	5.525	.004
	Within Groups	561.547	575	.977		
	Total	572.339	577			
Coach colleagues and staff	Between Groups	46.186	2	23.093	18.876	.000
	Within Groups	688.791	563	1.223		
	Total	734.977	565			
Facilitate faculty members'' professional development	Between Groups	11.309	2	5.654	4.563	.011
	Within Groups	692.707	559	1.239		
	Total	704.016	561			
Prepare faculty members according to requirements of the program of change/s.	Between Groups	12.313	2	6.157	6.037	.003
	Within Groups	589.487	578	1.020		
	Total	601.800	580			
Pay attention to staff reaction, concern and question	Between Groups	20.345	2	10.173	6.609	.001
	Within Groups	897.361	583	1.539		
	Total	917.706	585			
Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change	Between Groups	17.431	2	8.716	7.305	.001
	Within Groups	694.353	582	1.193		
	Total	711.785	584			
Provoke academic staff creativity, risk-taking	Between Groups	19.498	2	9.749	8.107	.000
	Within Groups	691.457	575	1.203		
	Total	710.955	577			
Promote collective teaching, research practice	Between Groups	24.175	2	12.088	9.710	.000
	Within Groups	728.252	585	1.245		
	Total	752.427	587			
Involve the staff in decisions	Between Groups	24.374	2	12.187	9.564	.000
	Within Groups	740.365	581	1.274		
	Total	764.740	583			
Promote faculty members' research engagement.	Between Groups	12.179	2	6.090	5.222	.006
	Within Groups	672.855	577	1.166		
	Total	685.034	579			
Demonstrate a deep commitment to the program of change	Between Groups	12.288	2	6.144	5.284	.005
	Within Groups	675.629	581	1.163		
	Total	687.918	583			
Recognize behaviors that contribute for the implementation of the program of change	Between Groups	23.448	2	11.724	11.523	.000
	Within Groups	589.083	579	1.017		
	Total	612.531	581			
Engage in scholarly research.	Between Groups	.181	2	.090	.073	.930
	Within Groups	719.233	580	1.240		
	Total	719.413	582			

Clearly communicate the need for implementing modularization and its related programs of change relevant.	Between Groups	12.037	2	6.018	5.273	.005
	Within Groups	649.397	569	1.141		
	Total	661.434	571			
Reinforce faculty members accomplishments	Between Groups	20.850	2	10.425	8.965	.000
	Within Groups	670.984	577	1.163		
	Total	691.834	579			
Engage for one's own professional development.	Between Groups	9.177	2	4.589	4.491	.012
	Within Groups	586.459	574	1.022		
	Total	595.636	576			
Explain the risks for adhering to the university's routine.	Between Groups	19.010	2	9.505	9.127	.000
	Within Groups	595.693	572	1.041		
	Total	614.703	574			
Repeatedly communicate the vision/purpose for change.	Between Groups	8.045	2	4.023	3.568	.029
	Within Groups	634.713	563	1.127		
	Total	642.758	565			
Communicate transparently.	Between Groups	8.511	2	4.255	2.776	.063
	Within Groups	864.473	564	1.533		
	Total	872.984	566			
Supervise and evaluate instruction.	Between Groups	38.235	2	19.117	16.714	.000
	Within Groups	653.105	571	1.144		
	Total	691.340	573			
Review teaching activities and align with requirements of the new procedure of the work.	Between Groups	18.864	2	9.432	8.716	.000
	Within Groups	625.460	578	1.082		
	Total	644.324	580			
Use diverse communication channels to inform staff.	Between Groups	7.399	2	3.700	3.108	.045
	Within Groups	687.960	578	1.190		
	Total	695.360	580			
Celebrate improvements on academic activities and students' learning	Between Groups	14.624	2	7.312	6.011	.003
	Within Groups	698.205	574	1.216		
	Total	712.828	576			
Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	Between Groups	13.144	2	6.572	6.212	.002
	Within Groups	610.406	577	1.058		
	Total	623.550	579			
Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	Between Groups	24.377	2	12.188	12.183	.000
	Within Groups	576.259	576	1.000		
	Total	600.636	578			
Monitor student progress.	Between Groups	40.431	2	20.216	18.288	.000
	Within Groups	640.038	579	1.105		
	Total	680.469	581			

Table IV c) *Tukey Results for the CLBs of the merged data set: Item Level analysis*

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Name of university	(J) Name of university	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Inform faculty members about what is outside one's own unit	1st generation university	2nd generation university	-.256*	.100	.028	-.49	-.02
		3rd generation university	-.239	.116	.097	-.51	.03

	2nd generation university	1st generation university	.256*	.100	.028	.02	.49
		3rd generation university	.017	.117	.989	-.26	.29
	3rd generation university	1st generation university	.239	.116	.097	-.03	.51
		2nd generation university	-.017	.117	.989	-.29	.26
Examine educational programs & courses for necessary revision	1st generation university	2nd generation university	-.133	.101	.384	-.37	.10
		3rd generation university	-.152	.116	.389	-.43	.12
	2nd generation university	1st generation university	.133	.101	.384	-.10	.37
		3rd generation university	-.019	.118	.985	-.30	.26
	3rd generation university	1st generation university	.152	.116	.389	-.12	.43
		2nd generation university	.019	.118	.985	-.26	.30
Protect instructional time	1st generation university	2nd generation university	-.116	.104	.502	-.36	.13
		3rd generation university	-.269	.120	.065	-.55	.01
	2nd generation university	1st generation university	.116	.104	.502	-.13	.36
		3rd generation university	-.153	.122	.422	-.44	.13
	3rd generation university	1st generation university	.269	.120	.065	-.01	.55
		2nd generation university	.153	.122	.422	-.13	.44
Set attainable goals/vision	1st generation university	2nd generation university	-.198	.096	.101	-.42	.03
		3rd generation university	-.388*	.111	.001	-.65	-.13
	2nd generation university	1st generation university	.198	.096	.101	-.03	.42
		3rd generation university	-.190	.113	.209	-.45	.07
	3rd generation university	1st generation university	.388*	.111	.001	.13	.65
		2nd generation university	.190	.113	.209	-.07	.45
Collect & analyze information with regard to the effect of the program of change on the learning & teaching	1st generation university	2nd generation university	-.151	.100	.283	-.39	.08
		3rd generation university	-.544*	.115	.000	-.81	-.27
	2nd generation university	1st generation university	.151	.100	.283	-.08	.39
		3rd generation university	-.393*	.117	.002	-.67	-.12
	3rd generation university	1st generation university	.544*	.115	.000	.27	.81
		2nd generation university	.393*	.117	.002	.12	.67
Set sensible goals	1st generation university	2nd generation university	-.172	.094	.159	-.39	.05
		3rd generation university	-.355*	.108	.003	-.61	-.10
	2nd generation university	1st generation university	.172	.094	.159	-.05	.39
		3rd generation university	-.183	.110	.217	-.44	.07
	3rd generation university	1st generation university	.355*	.108	.003	.10	.61
		2nd generation university	.183	.110	.217	-.07	.44
Coach colleagues and staff	1st generation university	2nd generation university	-.513*	.106	.000	-.76	-.26
		3rd generation university	-.666*	.122	.000	-.95	-.38
	2nd generation university	1st generation university	.513*	.106	.000	.26	.76
		3rd generation university	-.153	.124	.434	-.45	.14
	3rd generation university	1st generation university	.666*	.122	.000	.38	.95
		2nd generation university	.153	.124	.434	-.14	.45
Facilitate faculty members'' professional development	1st generation university	2nd generation university	-.170	.107	.251	-.42	.08
		3rd generation university	-.369*	.123	.008	-.66	-.08
	2nd generation university	1st generation university	.170	.107	.251	-.08	.42
		3rd generation university	-.199	.125	.247	-.49	.09
	3rd generation university	1st generation university	.369*	.123	.008	.08	.66
		2nd generation university	.199	.125	.247	-.09	.49
Prepare faculty members according to requirements of the program of change/s.	1st generation university	2nd generation university	-.179	.095	.145	-.40	.04
		3rd generation university	-.379*	.110	.002	-.64	-.12
	2nd generation university	1st generation university	.179	.095	.145	-.04	.40
		3rd generation university	-.200	.112	.174	-.46	.06
	3rd generation university	1st generation university	.379*	.110	.002	.12	.64
		2nd generation university	.200	.112	.174	-.06	.46
Pay attention to staff reaction, concern and question	1st generation university	2nd generation university	-.324*	.117	.016	-.60	-.05
		3rd generation university	-.442*	.134	.003	-.76	-.13
	2nd generation university	1st generation university	.324*	.117	.016	.05	.60
		3rd generation university	-.118	.137	.665	-.44	.20
	3rd generation university	1st generation university	.442*	.134	.003	.13	.76
		2nd generation university	.118	.137	.665	-.20	.44
Create a team/support group/ to ensure high levels of mission accomplishment related to the imagined/envisaged change	1st generation university	2nd generation university	-.296*	.103	.012	-.54	-.05
		3rd generation university	-.413*	.119	.002	-.69	-.13
	2nd generation university	1st generation university	.296*	.103	.012	.05	.54
		3rd generation university	-.117	.120	.594	-.40	.17
	3rd generation university	1st generation university	.413*	.119	.002	.13	.69

		2nd generation university	.117	.120	.594	-.17	.40
Provoke academic staff creativity, risk-taking	1st generation university	2nd generation university	-.408*	.104	.000	-.65	-.16
		3rd generation university	-.289*	.120	.044	-.57	-.01
	2nd generation university	1st generation university	.408*	.104	.000	.16	.65
		3rd generation university	.120	.122	.586	-.17	.41
	3rd generation university	1st generation university	.289*	.120	.044	.01	.57
		2nd generation university	-.120	.122	.586	-.41	.17
Promote collective teaching, research practice	1st generation university	2nd generation university	-.401*	.105	.000	-.65	-.15
		3rd generation university	-.432*	.121	.001	-.72	-.15
	2nd generation university	1st generation university	.401*	.105	.000	.15	.65
		3rd generation university	-.032	.123	.964	-.32	.26
	3rd generation university	1st generation university	.432*	.121	.001	.15	.72
		2nd generation university	.032	.123	.964	-.26	.32
Involve the staff in decisions	1st generation university	2nd generation university	-.403*	.106	.000	-.65	-.15
		3rd generation university	-.436*	.123	.001	-.72	-.15
	2nd generation university	1st generation university	.403*	.106	.000	.15	.65
		3rd generation university	-.033	.125	.962	-.33	.26
	3rd generation university	1st generation university	.436*	.123	.001	.15	.72
		2nd generation university	.033	.125	.962	-.26	.33
Promote faculty members' research engagement.	1st generation university	2nd generation university	-.309*	.102	.007	-.55	-.07
		3rd generation university	-.268	.118	.061	-.55	.01
	2nd generation university	1st generation university	.309*	.102	.007	.07	.55
		3rd generation university	.041	.120	.939	-.24	.32
	3rd generation university	1st generation university	.268	.118	.061	-.01	.55
		2nd generation university	-.041	.120	.939	-.32	.24
Demonstrate a deep commitment to the program of change	1st generation university	2nd generation university	-.266*	.102	.025	-.50	-.03
		3rd generation university	-.333*	.117	.013	-.61	-.06
	2nd generation university	1st generation university	.266*	.102	.025	.03	.50
		3rd generation university	-.067	.119	.840	-.35	.21
	3rd generation university	1st generation university	.333*	.117	.013	.06	.61
		2nd generation university	.067	.119	.840	-.21	.35
Recognize behaviors that contribute for the implementation of the program of change	1st generation university	2nd generation university	-.294*	.095	.006	-.52	-.07
		3rd generation university	-.508*	.110	.000	-.77	-.25
	2nd generation university	1st generation university	.294*	.095	.006	.07	.52
		3rd generation university	-.214	.111	.134	-.48	.05
	3rd generation university	1st generation university	.508*	.110	.000	.25	.77
		2nd generation university	.214	.111	.134	-.05	.48
Engage in scholarly research.	1st generation university	2nd generation university	-.035	.105	.942	-.28	.21
		3rd generation university	-.038	.122	.948	-.32	.25
	2nd generation university	1st generation university	.035	.105	.942	-.21	.28
		3rd generation university	-.003	.124	1.000	-.29	.29
	3rd generation university	1st generation university	.038	.122	.948	-.25	.32
		2nd generation university	.003	.124	1.000	-.29	.29
Clearly communicate the need for implementing modularization and its related programs of change relevant.	1st generation university	2nd generation university	-.132	.102	.398	-.37	.11
		3rd generation university	-.379*	.117	.004	-.65	-.10
	2nd generation university	1st generation university	.132	.102	.398	-.11	.37
		3rd generation university	-.247	.119	.095	-.53	.03
	3rd generation university	1st generation university	.379*	.117	.004	.10	.65
		2nd generation university	.247	.119	.095	-.03	.53
Reinforce faculty members accomplishments	1st generation university	2nd generation university	-.256*	.102	.033	-.50	-.02
		3rd generation university	-.487*	.118	.000	-.76	-.21
	2nd generation university	1st generation university	.256*	.102	.033	.02	.50
		3rd generation university	-.231	.120	.130	-.51	.05
	3rd generation university	1st generation university	.487*	.118	.000	.21	.76
		2nd generation university	.231	.120	.130	-.05	.51
Engage for one's own professional development.	1st generation university	2nd generation university	-.213	.096	.067	-.44	.01
		3rd generation university	-.304*	.111	.017	-.56	-.04
	2nd generation university	1st generation university	.213	.096	.067	-.01	.44
		3rd generation university	-.091	.113	.699	-.36	.17
	3rd generation university	1st generation university	.304*	.111	.017	.04	.56
		2nd generation university	.091	.113	.699	-.17	.36
Explain the risks for adhering to the university's routine.	1st generation university	2nd generation university	-.348*	.097	.001	-.58	-.12
		3rd generation university	-.401*	.112	.001	-.67	-.14

	2nd generation university	1st generation university	.348*	.097	.001	.12	.58
		3rd generation university	-.053	.114	.887	-.32	.21
	3rd generation university	1st generation university	.401*	.112	.001	.14	.67
		2nd generation university	.053	.114	.887	-.21	.32
Repeatedly communicate the vision/purpose for change.	1st generation university	2nd generation university	-.235	.102	.055	-.47	.00
		3rd generation university	-.254	.117	.076	-.53	.02
	2nd generation university	1st generation university	.235	.102	.055	.00	.47
		3rd generation university	-.018	.119	.987	-.30	.26
	3rd generation university	1st generation university	.254	.117	.076	-.02	.53
		2nd generation university	.018	.119	.987	-.26	.30
Communicate transparently.	1st generation university	2nd generation university	-.065	.119	.846	-.34	.21
		3rd generation university	-.315	.136	.054	-.63	.00
	2nd generation university	1st generation university	.065	.119	.846	-.21	.34
		3rd generation university	-.249	.139	.174	-.58	.08
	3rd generation university	1st generation university	.315	.136	.054	.00	.63
		2nd generation university	.249	.139	.174	-.08	.58
Supervise and evaluate instruction.	1st generation university	2nd generation university	-.354*	.102	.002	-.59	-.11
		3rd generation university	-.662*	.117	.000	-.94	-.39
	2nd generation university	1st generation university	.354*	.102	.002	.11	.59
		3rd generation university	-.309*	.119	.026	-.59	-.03
	3rd generation university	1st generation university	.662*	.117	.000	.39	.94
		2nd generation university	.309*	.119	.026	.03	.59
Review teaching activities and align with requirements of the new procedure of the work.	1st generation university	2nd generation university	-.309*	.098	.005	-.54	-.08
		3rd generation university	-.430*	.113	.000	-.70	-.16
	2nd generation university	1st generation university	.309*	.098	.005	.08	.54
		3rd generation university	-.121	.115	.543	-.39	.15
	3rd generation university	1st generation university	.430*	.113	.000	.16	.70
		2nd generation university	.121	.115	.543	-.15	.39
Use diverse communication channels to inform staff.	1st generation university	2nd generation university	-.077	.103	.733	-.32	.16
		3rd generation university	-.295*	.119	.036	-.58	-.02
	2nd generation university	1st generation university	.077	.103	.733	-.16	.32
		3rd generation university	-.218	.121	.172	-.50	.07
	3rd generation university	1st generation university	.295*	.119	.036	.02	.58
		2nd generation university	.218	.121	.172	-.07	.50
Celebrate improvements on academic activities and students' learning	1st generation university	2nd generation university	-.269*	.105	.028	-.51	-.02
		3rd generation university	-.382*	.120	.004	-.66	-.10
	2nd generation university	1st generation university	.269*	.105	.028	.02	.51
		3rd generation university	-.114	.122	.623	-.40	.17
	3rd generation university	1st generation university	.382*	.120	.004	.10	.66
		2nd generation university	.114	.122	.623	-.17	.40
Indicate the existing crises and opportunities that make the need for implementing the programs of change relevant.	1st generation university	2nd generation university	-.264*	.097	.019	-.49	-.04
		3rd generation university	-.355*	.112	.004	-.62	-.09
	2nd generation university	1st generation university	.264*	.097	.019	.04	.49
		3rd generation university	-.092	.114	.699	-.36	.18
	3rd generation university	1st generation university	.355*	.112	.004	.09	.62
		2nd generation university	.092	.114	.699	-.18	.36
Track progress to evaluate the need for possible adjustments to processes of implementing the program of change.	1st generation university	2nd generation university	-.363*	.095	.000	-.59	-.14
		3rd generation university	-.482*	.109	.000	-.74	-.23
	2nd generation university	1st generation university	.363*	.095	.000	.14	.59
		3rd generation university	-.119	.110	.531	-.38	.14
	3rd generation university	1st generation university	.482*	.109	.000	.23	.74
		2nd generation university	.119	.110	.531	-.14	.38
Monitor student progress.	1st generation university	2nd generation university	-.351*	.099	.001	-.58	-.12
		3rd generation university	-.680*	.115	.000	-.95	-.41
	2nd generation university	1st generation university	.351*	.099	.001	.12	.58
		3rd generation university	-.329*	.116	.013	-.60	-.06
	3rd generation university	1st generation university	.680*	.115	.000	.41	.95
		2nd generation university	.329*	.116	.013	.06	.60

*. The mean difference is significant at the 0.05 level.

Appendix M

Paired Comparisons for Significant Friedman using Wilcoxon Signed Ranks Test on the six Constructs of a Leader Quality for Management of Change

Table a) *Descriptive Statistics of the Wilcoxon Signed Ranks Test on the six qualities for leading change*

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th	50th (Median)	75th
SMEAN(Aleaderqualityforchangemang4) [communication]	372	3.026	1.5634	1.0	6.0	2.000	3.000	4.000
SMEAN(Aleaderqualityforchangemang3) [motivating people]	372	3.131	1.4085	1.0	6.0	2.000	3.000	4.000
SMEAN(Aleaderqualityforchangemaneg1) [trustworthiness]	372	3.140	1.7668	1.0	6.0	1.000	3.000	5.000
SMEAN(Aleaderqualityforchangemang5) [team-working]	372	3.336	1.4834	1.0	6.0	2.000	3.000	5.000
SMEAN(Aleaderqualityforchangemangt6) [creativity]	372	3.886	1.7556	1.0	6.0	2.250	4.000	6.000
SMEAN(Aleaderqualityforchangemang2) [coaching]	372	4.481	1.4773	1.0	6.0	4.000	5.000	6.000

Table b) *Ranks of the Wilcoxon Signed Ranks Test on the six qualities for leading change*

Ranks

		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	167[a]	195.57	32659.50
	Positive Ranks	205[b]	179.11	36718.50
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) -	Negative Ranks	175[d]	197.23	34514.50

SMEAN(Aleaderqualityforchangemang3)	Positive Ranks	197[e]	176.97	34863.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	161[g]	199.60	32135.50
	Positive Ranks	211[h]	176.50	37242.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	139[j]	190.10	26424.00
	Positive Ranks	233[k]	184.35	42954.00
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemangt6)	Negative Ranks	140[m]	187.38	26233.00
	Positive Ranks	232[n]	185.97	43145.00
	Ties	0[o]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	175[p]	188.43	32974.50
	Positive Ranks	197[q]	184.79	36403.50
	Ties	0[r]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	144[s]	205.46	29586.50
	Positive Ranks	228[t]	174.52	39791.50
	Ties	0[u]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	167[v]	185.80	31028.50
	Positive Ranks	205[w]	187.07	38349.50
	Ties	0[x]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	107[y]	145.73	15593.00
	Positive Ranks	265[z]	202.96	53785.00
	Ties	0[aa]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	131[ab]	185.80	24339.50
	Positive Ranks	241[ac]	186.88	45038.50
	Ties	0[ad]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	100[ae]	163.95	16395.50
	Positive Ranks	272[af]	194.79	52982.50
	Ties	0[ag]		

Total	372		

a. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemang4)

b. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemang4)

c. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemang4)

d. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang3)

e. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang3)

f. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang3)

g. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemaneg1)

h. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemaneg1)

i. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemaneg1)

j. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemang5)

k. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemang5)

l. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemang5)

m. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemangt6)

n. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemangt6)

o. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemangt6)

p. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang4)

q. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang4)

r. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang4)

s. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemang4)

t. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemang4)

u. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemang4)

v. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemang3)

w. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemang3)

x. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemang3)

y. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemaneg1)

z. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemaneg1)

aa. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemaneg1)

ab. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemaneg1)

ac. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemaneg1)

ad. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemaneg1)

ae. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemang5)

af. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemang5)

ag. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemang5)

Note. The sequences of the constructs are as in the order in the measure (See Table 17 in the main text)

Table c) *Paired Comparisons for Significant Friedman using Wilcoxon Signed Ranks Test for each Construct of a Leader Quality for Management of Change with the Rest of the Constructs*

Wilcoxon Signed Ranks Test: for the contrast between construct or a leader quality 1 (Trustworthiness) with the reset 5 constructs

Ranks				
		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang2)	Negative Ranks	265[a]	202.96	53785.00
	Positive Ranks	107[b]	145.73	15593.00
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	175[d]	197.23	34514.50
	Positive Ranks	197[e]	176.97	34863.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	175[g]	188.43	32974.50
	Positive Ranks	197[h]	184.79	36403.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	211[j]	176.50	37242.50
	Positive Ranks	161[k]	199.60	32135.50
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemangt6)	Negative Ranks	241[m]	186.88	45038.50
	Positive Ranks	131[n]	185.80	24339.50
	Ties	0[o]		
	Total	372		
a. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang2)				
b. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang2)				
c. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang2)				
d. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang3)				

e. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang3)
f. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang3)
g. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang4)
h. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang4)
i. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang4)
j. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemang5)
k. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemang5)
l. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemang5)
m. SMEAN(Aleaderqualityforchangemaneg1) < SMEAN(Aleaderqualityforchangemangt6)
n. SMEAN(Aleaderqualityforchangemaneg1) > SMEAN(Aleaderqualityforchangemangt6)
o. SMEAN(Aleaderqualityforchangemaneg1) = SMEAN(Aleaderqualityforchangemangt6)

Note. Positive ranks: indicates the no. of participants, who ranked a particular construct with the highest ranking (with the higher rank to the construct) than the ranking for the comparable construct. In the context of the present study, the higher no. of participants in the positive ranks indicates that a particular construct is the least important quality than its comparable construct. Negative ranks: is the reverse scenario.

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang2)	SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang3)	SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang4)	SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemang5)	SMEAN(Aleaderqualityforchangemaneg1) - SMEAN(Aleaderqualityforchangemangt6)
Z	-9.258[b]	-.085[c]	-.831[c]	-1.238[b]	-5.019[b]
Asymp. Sig. (2-tailed)	.000	.933	.406	.216	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Wilcoxon Signed Ranks Test: for the contrast between construct 2 (Coaching skills) with the reset 5 constructs

Ranks				
		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	107[a]	145.73	15593.00
	Positive Ranks	265[b]	202.96	53785.00
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	90[d]	155.37	13983.50
	Positive Ranks	282[e]	196.43	55394.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	96[g]	139.84	13424.50
	Positive Ranks	276[h]	202.73	55953.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	100[j]	163.96	16395.50
	Positive Ranks	272[k]	194.79	52982.50
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemangt6)	Negative Ranks	140[m]	187.38	26233.00
	Positive Ranks	232[n]	185.97	43145.00
	Ties	0[o]		
	Total	372		

a. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemaneg1)

b. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemaneg1)

c. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemaneg1)

d. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemang3)

e. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemang3)

f. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemang3)

g. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemang4)

h. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemang4)

i. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemang4)

j. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemang5)

k. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemang5)

l. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemang5)

m. SMEAN(Aleaderqualityforchangemang2) < SMEAN(Aleaderqualityforchangemangt6)

n. SMEAN(Aleaderqualityforchangemang2) > SMEAN(Aleaderqualityforchangemangt6)

o. SMEAN(Aleaderqualityforchangemang2) = SMEAN(Aleaderqualityforchangemangt6)

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemaneg1)	SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang3)	SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang4)	SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemang5)	SMEAN(Aleaderqualityforchangemang2) - SMEAN(Aleaderqualityforchangemangt6)
Z	-9.258[b]	-10.047[b]	-10.312[b]	-8.887[b]	-4.101[b]
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Wilcoxon Signed Ranks Test: for the contrast between construct 3 (Ability to motivate people) with the reset 5 constructs

Ranks

		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	197[a]	176.97	34863.50
	Positive Ranks	175[b]	197.23	34514.50
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang2)	Negative Ranks	282[d]	196.43	55394.50
	Positive Ranks	90[e]	155.37	13983.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	167[g]	195.57	32659.50
	Positive Ranks	205[h]	179.11	36718.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	205[j]	187.07	38349.50
	Positive Ranks	167[k]	185.80	31028.50
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemang3) -	Negative Ranks	240[m]	189.79	45550.50
	Positive Ranks	132[n]	180.51	23827.50

SMEAN(Aleaderqualityforchan gemangt6)	Ties	0[o]		
	Total	372		

a. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemaneg1)

b. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemaneg1)

c. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemaneg1)

d. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemang2)

e. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemang2)

f. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemang2)

g. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemang4)

h. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemang4)

i. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemang4)

j. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemang5)

k. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemang5)

l. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemang5)

m. SMEAN(Aleaderqualityforchangemang3) < SMEAN(Aleaderqualityforchangemangt6)

n. SMEAN(Aleaderqualityforchangemang3) > SMEAN(Aleaderqualityforchangemangt6)

o. SMEAN(Aleaderqualityforchangemang3) = SMEAN(Aleaderqualityforchangemangt6)

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemaneg1)	SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang2)	SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang4)	SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemang5)	SMEAN(Aleaderqualityforchangemang3) - SMEAN(Aleaderqualityforchangemangt6)
Z	-.085[b]	-10.047[b]	-.993[c]	-1.783[b]	-5.269[b]
Asymp. Sig. (2-tailed)	.933	.000	.321	.075	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Wilcoxon Signed Ranks Test: for the contrast between construct 4 (Good communication skills) with the reset 5 constructs

Ranks				
		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	197[a]	184.79	36403.50
	Positive Ranks	175[b]	188.43	32974.50
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang2)	Negative Ranks	276[d]	202.73	55953.50
	Positive Ranks	96[e]	139.84	13424.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	205[g]	179.11	36718.50
	Positive Ranks	167[h]	195.57	32659.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	228[j]	174.52	39791.50
	Positive Ranks	144[k]	205.46	29586.50
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemangt6)	Negative Ranks	243[m]	190.59	46313.00
	Positive Ranks	129[n]	178.80	23065.00
	Ties	0[o]		
	Total	372		

a. SMEAN(Aleaderqualityforchangemang4) < SMEAN(Aleaderqualityforchangemaneg1)

b. SMEAN(Aleaderqualityforchangemang4) > SMEAN(Aleaderqualityforchangemaneg1)

c. SMEAN(Aleaderqualityforchangemang4) = SMEAN(Aleaderqualityforchangemaneg1)

d. SMEAN(Aleaderqualityforchangemang4) < SMEAN(Aleaderqualityforchangemang2)

e. SMEAN(Aleaderqualityforchangemang4) > SMEAN(Aleaderqualityforchangemang2)

f. SMEAN(Aleaderqualityforchangemang4) = SMEAN(Aleaderqualityforchangemang2)

g. SMEAN(Aleaderqualityforchangemang4) < SMEAN(Aleaderqualityforchangemang3)

h. SMEAN(Aleaderqualityforchangemang4) > SMEAN(Aleaderqualityforchangemang3)

i. SMEAN(Aleaderqualityforchangemang4) = SMEAN(Aleaderqualityforchangemang3)

j. SMEAN(Aleaderqualityforchangemang4) < SMEAN(Aleaderqualityforchangemang5)

k. SMEAN(Aleaderqualityforchangemang4) > SMEAN(Aleaderqualityforchangemang5)

l. SMEAN(Aleaderqualityforchangemang4) = SMEAN(Aleaderqualityforchangemang5)

m. SMEAN(Aleaderqualityforchangemang4) < SMEAN(Aleaderqualityforchangemangt6)

n. SMEAN(Aleaderqualityforchangemang4) > SMEAN(Aleaderqualityforchangemangt6)

o. SMEAN(Aleaderqualityforchangemang4) = SMEAN(Aleaderqualityforchangemangt6)

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemaneg1)	SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang2)	SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang3)	SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemang5)	SMEAN(Aleaderqualityforchangemang4) - SMEAN(Aleaderqualityforchangemangt6)
Z	-.831[b]	-10.312[b]	-.993[b]	-2.481[b]	-5.631[b]
Asymp. Sig. (2-tailed)	.406	.000	.321	.013	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Wilcoxon Signed Ranks Test: for the contrast between construct 5 (Team-working skills) with the reset 5 constructs

Ranks

		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	161[a]	199.60	32135.50
	Positive Ranks	211[b]	176.50	37242.50
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang2)	Negative Ranks	272[d]	194.79	52982.50
	Positive Ranks	100[e]	163.96	16395.50
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	167[g]	185.80	31028.50
	Positive Ranks	205[h]	187.07	38349.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	144[j]	205.46	29586.50
	Positive Ranks	228[k]	174.52	39791.50
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemangt6)	Negative Ranks	233[m]	184.35	42954.00
	Positive Ranks	139[n]	190.10	26424.00
	Ties	0[o]		
	Total	372		

a. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemaneg1)

b. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemaneg1)
c. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemaneg1)
d. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemang2)
e. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemang2)
f. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemang2)
g. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemang3)
h. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemang3)
i. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemang3)
j. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemang4)
k. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemang4)
l. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemang4)
m. SMEAN(Aleaderqualityforchangemang5) < SMEAN(Aleaderqualityforchangemangt6)
n. SMEAN(Aleaderqualityforchangemang5) > SMEAN(Aleaderqualityforchangemangt6)
o. SMEAN(Aleaderqualityforchangemang5) = SMEAN(Aleaderqualityforchangemangt6)

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemaneg1)	SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang2)	SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang3)	SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemang4)	SMEAN(Aleaderqualityforchangemang5) - SMEAN(Aleaderqualityforchangemangt6)
Z	-1.238[b]	-8.887[c]	-1.783[b]	-2.481[b]	-4.017[c]
Asymp. Sig. (2-tailed)	.216	.000	.075	.013	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

Wilcoxon Signed Ranks Test: for the contrast between construct 6 (Creativity) with the reset 5 constructs

Ranks				
		N	Mean Rank	Sum of Ranks
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemaneg1)	Negative Ranks	131[a]	185.80	24339.50
	Positive Ranks	241[b]	186.88	45038.50
	Ties	0[c]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang2)	Negative Ranks	232[d]	185.97	43145.00
	Positive Ranks	140[e]	187.38	26233.00
	Ties	0[f]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang3)	Negative Ranks	132[g]	180.51	23827.50
	Positive Ranks	240[h]	189.79	45550.50
	Ties	0[i]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang4)	Negative Ranks	129[j]	178.80	23065.00
	Positive Ranks	243[k]	190.59	46313.00
	Ties	0[l]		
	Total	372		
SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang5)	Negative Ranks	139[m]	190.10	26424.00
	Positive Ranks	233[n]	184.35	42954.00
	Ties	0[o]		
	Total	372		

a. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemaneg1)

b. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemaneg1)

c. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemaneg1)

d. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemang2)

e. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemang2)

f. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemang2)

g. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemang3)

h. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemang3)

i. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemang3)

j. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemang4)

k. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemang4)

l. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemang4)

m. SMEAN(Aleaderqualityforchangemangt6) < SMEAN(Aleaderqualityforchangemang5)

n. SMEAN(Aleaderqualityforchangemangt6) > SMEAN(Aleaderqualityforchangemang5)

o. SMEAN(Aleaderqualityforchangemangt6) = SMEAN(Aleaderqualityforchangemang5)

Test Statistics[a]

	SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemaneg1)	SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang2)	SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang3)	SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang4)	SMEAN(Aleaderqualityforchangemangt6) - SMEAN(Aleaderqualityforchangemang5)
Z	-5.019[b]	-4.101[c]	-5.269[b]	-5.631[b]	-4.017[b]
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

Appendix N: The Researcher's Memo Related to the Challenges Encountered in the Course of the Research

Case 1

A misleading case of academic leadership at the higher education institution

The case was at one of the research sites at an organizational academic unit (Institute). The main office of the appointed academic leader was all the time closed in his absence or presence. He posted a specified but very limited time outline for consultation even with his respective faculty members. I was very surprised when I observed the situation there: the time outline posted (only for 2-3hrs morning or afternoon per day of the three days of a week). He did not seem to deal with customers' issues even have an urgency nature beyond the specified time outline. In the meantime, the researcher observed that the respective faculty members were come up with issues, which require the leader's concern. But, they were told by his secretary and messenger as they could not access him. Surprisingly, one of them was confronted with the secretary as he has the authority to access. However, she reminded him of the time outline he could do so. This approach seems to contradict the principle of social system management, especially in the context of professional work-groups like the university. This kind of workforce is believed to have the competency to accomplish tasks in collaboration with their respective leaders. Thus, a collegial and consultative leadership approach would seem to have applicability, in general. In principle, managers are expected to devote nearly 85% of their time for communication with people. They are appointed to serve whom they represented. The following statement may help to clarify the whole intention: appointees at leadership positions are with the purpose for serving whom they represented for; not to bust being an authority of the position. However, the case did not seem like this.

Case 2

The structure of academic leadership at Universities: misconceptions and significance

It is obvious that universities as social systems they are required to have academic leaders across the hierarchy to assume the management roles of academic and related affairs. Accordingly, in the Ethiopian case, universities have been structured their academic management system as required. Basing my actual observation, I realized that there were newly established job titles in the management system related to the academic wing such as "Academic program Officer (APO)" in some of the Organizational Academic Units (OAUs) like institutes. As far as my knowledge, personnel appointed at this management position are required to assume the role of coordination in regards to academic affairs of their respective academic program. With this assumption, I tried to involve those selected position holders in my present research. But, in some cases, I encountered the confrontation that they were not considered themselves as academic leaders. This notice was written immediately after I encountered a confrontation with one of the appointees of this leadership position. When I asked him as a potential sample participant to complete the academic leaders' questionnaire form and accordingly, asking cooperation, he replied as if he was not an appropriate target group for that purpose. And, he refers me to other/faculty members/ to cooperate with me in completing the questionnaire. He further indicated me that academic leaders refer to deans and thus, why not I should rather gave

to them. I wonder about the purpose they were assigned with the banner of the job title. What roles they would accomplish if they were failing to do the roles specified in the questionnaire? Needless to indicate is that there are faculty members under a given academic program. Thus, an APO is required at least to motivate, coordinate faculty members, facilitate the situation for them like arranging a class time, oversee academic programs in terms of their relevance, for the necessary revision, etc. Here, whether awareness of the respective appointees in regards to the corresponding responsibilities of the position they hold or the relevance of such kind of academic management positions will be questionable. The creation of a variety of academic management positions does not be taken-for-granted. Simply extending and enlarging the academic management structure would contribute for nothing, could not contribute to the successful and smooth operation of the academic business process. Accordingly, the implication and significance of the academic structure is worth to study.

Note. The memos were based on the researcher's observation during the data collection, particularly while administering the academic leaders' questionnaire form.