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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**LEADERSHIP ROLES IN MANAGING EDUCATION IN CRISIS AT ADDIS ABABA
UNIVERSITY DURING COVID-19 PANDEMIC**

BY

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August 2021

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ACRONYMS/ABBREVIATIONS

AAU- Addis Ababa University

Covid-19- Novel Coronavirus Disease 2019

SPSS: Statistical Package for Social Sciences

AU: African Union

UN: United Nation

TVET: Technical and Vocational Education and Training

Abstract

The purpose of this study was aimed to assess the leadership role in managing education in crisis at AAU during covid-19 pandemic. A mixed research method of study was employed to reveal the leadership role in managing education in crisis at AAU during covid-19 pandemic. The sample population involved AAU academic staff members and students who were selected using stratified simple random and purposive sampling techniques. In this study, both primary and secondary sources of data were used. The primary sources were the AAU academic staff members and students. Secondary sources such as books, journals, and reports prepared by AAU were considered. As far as, data collection instruments (questionnaire, document analysis, and interview) were adapted. The questionnaire was pilot-tested and modified. The questionnaire was distributed and completed by 384 staff members and students of AAU making a sample size of 384. Out of these, 327 (85%) are filled in and collected back. The data gathered were analyzed using such statistical tools as percentage, mean, frequency, cross tabulation, standard deviation and t-test. The result of the study showed that the role of leaders in managing education during covid-19 was good but still needs further action to bring quality education. The result of the study also portrayed that the university sets strategies to manage education, but as results of teacher's negative perception on e-learning and students' technological capability, infrastructure problems AAU strategy was not executed properly and the execution was not satisfactory. Therefore, it may be concluded that leaders failed in managing education, causing deterioration of quality of education. Hence, it was recommended that leader in a crisis better be collaborative and also look to be sensibly hierarchical. There are times when university leaders need to wait and take advice from government, system-level leaders and first responders. Within the university, a well-formed crisis management team brings a cross section of perspectives to a problem, and reduces the risk of missing certain voices. As the result of negative perception of teachers on e-learning and capability problems, it is also suggested that the AAU leaders in collaboration with other stake holders required providing adequate training to its academic staffs and students on using of technology to facilitate teaching learning process.

Key words: crisis, crisis management, and managing education in crisis

CHAPTER ONE

1. Introduction

This chapter presents the general framework of the study that encompasses background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

As Bush (2003) argues that educational management should be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism', 'a stress on procedures at the expense of educational purpose and values. As Yukl (2010) leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. Some definitions are more useful than others, but there is no "correct" definition'. Three dimensions of leadership may be identified as a basis for developing a working definition: leadership involves a process of influence 'exerted by one person in a group or organization. Yukl's use of 'person' or 'group' serves to emphasize that leadership may be exercised by teams as well as individuals. Leadership should be grounded in firm personal and professional values. Wasserberg (2000), claims that 'the primary role of any leader is the unification of people around key values. The emphasis on 'people' shows the central importance of staff and other stakeholders if schools and colleges are to be successful learning environments for children and students.

As Bozgeyik (2008) defines crisis management "is a specialty requiring process which attempts to predict the events that might interrupt significant future relations", "a process where managers try to meet their own objectives with a reasonable cost in states of danger", "organization managers' attempt to attain balance with minimum cost". With respect to that, it is necessary to

detect the problem when crisis is encountered, to identify the problem within the framework of the planned objective, to identify the most practical opportunities, to check the usefulness of resolution to shape the final resolution and to monitor the stages such as the implementation of resolution. Crisis management can be defined as the process where the indicators of crisis are obtained and assessed for the risk of a potential crisis and where necessary measures are taken and applied in order to experience minimum loss in a state of crisis. In this sense, crisis management requires fast and efficient decision taking and immediate correction of the deviations. It is significant in crisis management that the organization acts fast and efficiently against any state threatening the existence and harming the activities of organization (Akdemir, 1997).

As Bush (2005) indicates that there is convincing evidence that successful leaders focus most strongly on motivating and developing people rather than establishing and maintaining systems and structures. The latter is important but should always be a second-order priority. In education, as in many other settings, people are most likely to show commitment if they are valued by those who have responsibility for them. This applies to teachers just as much as to the children and students. It also applies to the many support staff who work in schools and colleges. An inclusive approach, involving all categories of staff, is most likely to produce the teamwork which is also a feature of successful organizations. It is an oft-stated axiom that leaders should develop a specific vision for the school and communicate it to all staff and stakeholders. Less attention is generally given to the process of vision development.

The concept of role is more dynamic and exists at the interface of formal duties and responsibilities, the expectations of the role set and the status accorded to the role by the players.’ A distinction can be made between ‘role-taking’, accepting the role as it is presented, and ‘role-making’, actively reconstructing it (Turner 1969; Hall, 1997).

Crises are inevitable since time immemorial and crises’ management is necessary for human life to survive and thrive. According to Zamoum and Gorpe (2018): “What constitutes a crisis is not easily agreed upon however, despite lack of clarity, there are specific conditions of crises in the crisis literature. Crisis involves a period of discontinuity, a situation where the core values of the

organization/system are under threat, and this requires critical decision making. There is a destabilizing effect of the organization and its stakeholders and escalation of one or more issues, errors or procedures are expected in this period”. Crises can be caused by disasters, emergencies, and pandemics, among other maladies.

Covid-19, a disease caused by a novel coronavirus was first reported in Wuhan, China, in December 2019 and in Ethiopia in March 2020, the Covid-19 pandemic has brought to light some unknown talents among the stakeholders at different levels. In our country, the government declared state of emergency to prevent the spread of covid-19. As the result of this, schools and universities across Ethiopia closed on 16 March to help to contain Covid-19. In response to this, all institutions of learning were closed to prevent the spread of coronavirus in March 2020, many universities have continued learning through online, distance and E-learning platforms, and some have even conducted virtual graduations. This is admirable despite numerous limitations of internet accessibilities and other shortcomings. Therefore, the study focuses on the leadership role in managing education during crisis at AAU during covid-19 in order to identify the main problems and to suggest possible solution to the existing problems (የኮቪድ-19 ዘመን የተማሪዎች መልሶ ቅበላ ማስፈጸሚያ እቅድ (2013ዓ.ም) ፣ አዲስ አበባ ዩኒቨርሲቲ፣ኢትዮጵያ፣).

1.2. Statement of the Problem

Crisis management are the actions of managers who came into power in problematic times that come up due to faulty production, lack of raw materials, lack of quality, marketing etc. (Gultekin, 2002). In other words, crisis management requires systematic decision making and establishment of the team to apply these decisions and the ability to make new decisions to achieve the results of practice as soon as possible (Tuz, 1996). On the other hand, defines crisis management as “a series of internal link or supervision regarding crises that might pose danger for the main processes, workers and managers and external environment of organizations”.

Crisis management is the whole of activities applied in a planned, systematic and rational way in order to eliminate the state defined as a crisis. Its systematicity enables initiation of the step-by-step decision-making process and formation of the team to apply these decisions and taking new decisions according to the results of the practice. Three types of process management are generally used to overcome crisis in organizations: Pre-crisis, crisis and post crisis management.

In pre-crisis process, the management aims to perceive the indicators of crisis and transform crisis conditions into an achievement. Crisis management, which is the type of management during the state of crisis, is the stage where a potential state of crisis is predicted and necessary precautions are taken in order to avoid crisis. When the state of crisis is over, post-crisis process starts. At this point, leader managers shall find appropriate solutions that are adapted to changes and bring new dimensions to their activities and strategies. (Bayazit et. al., 2003) the significant point in crisis management is not trying to find a way out of crisis or solving crisis but avoiding it even before it emerges or turning the state of crisis into an achievement for the organization. In most cases of crisis, pre-conditions triggering crisis are already present. One of the main properties of modern management policy is to presume any potential problem and to prevent crisis. Furthermore; it is also important to take rational managerial precautions in times of crisis that came up due to external and unpredictable natural, political, economic and technical and environmental reasons and to apply these precautions successfully.

Peker and Ayturk, (2000) states the elements of crisis management as the following. “Forming crisis management team; working with professional consultants, setting up crisis management plan, knowing about work laws; providing coaching and consultancy, adoption of disciplined actions. The easiest way to overcome a crisis is to try to solve the problem with team work of the managers. Thus; crisis management teams shall be formed in every organization. Crisis management team shall not be crowded and shall consist of specialist persons to apply to in states of crisis. These teams work to discuss the potential risks the organization might face and how to deal with these. Muat and Mısırlı, (2005) team work will create a tendency among staff to work in cooperation against the state of crisis. Strategies needed for crisis management are identified by the crisis management team; this team consists of people brought up dedicatedly against the risks of crisis. It is necessary to set up an urgent information center of extraordinary crisis control center in order to manage the team from a single center.

Crisis environments require immediate decision making and implementation. Consequently; crisis management requires leaders with a vision. In modern world, leader management includes foresight for the future, identification of realistic vision and objectives for the future of organization, and motivating people to for the realization of these. Foresighted leaders who have vision are able to assess the potential of their staff well and persuade them that they can do better

than they did **Sisman, M., and Turan,S.(2002)**.Thus; leader managers who have vision get into motion as soon as they perceive the indicators of crisis and guide the staff and the team accordingly. The most significant burden regarding crisis management is the fact that some manager can rather stick to regulations. As they wish to see all their actions and operations stated in laws, they cannot take immediate decisions in unexpected events. This affects the management of organization adversely. Consequently; leader managers shall be able to take immediate decisions when needed. According to can (1992), crisis management is the process where the organization seeks to take and apply necessary precautions to overcome the state of crisis with minimum loss. This process has five stages: Perceiving crisis signals; as the signals of crisis indicate the existence and violence of the upcoming crisis, managers shall be sensitive to these signals. Preparedness for crisis and protection; the organization shall use the signals of crisis it has received via early warning systems and get prepared and take necessary precautions against crisis. Taking crisis under control; though early warning, avoidance and protection mechanisms might work efficiently in some cases, it might not be able to overcome crisis completely. Shifting to normal state; it is necessary to make the organization stable again once the crisis has been taken under control and overcome. Learning and assessment stage; it includes the revision of decisions and precautions taken and practices applied during crisis and taking lessons from the state of crisis. As Nigatu Abebe (2014), explored that the challenges AU faced in the crisis were issues related with lack of capacity to conduct its operation, lack of cooperation from the Malians themselves and tension with UN over handling some political developments on the ground.

The novel coronavirus and the disease Covid-19 is one of the most unpredictable global public health crises in recent times. Academic leaders across the United States have responded by moving their educational and associated activities online; as a sense of immediacy swept the nation. The decision to pivot to remote learning was made swiftly, particularly by those institutions operating a shared leadership model, benefitting from a greater degree of agility, innovation, and collaboration. The current article highlights three of the leadership best practices for navigating unpredictable adaptive challenges such as that posed by the coronavirus pandemic. Firstly, by utilizing a type of servant leadership, that emphasizes empowerment, involvement, and collaboration, academic leaders with emotional intelligence and emotional

stability should place the interests of others above their own. Secondly, academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in crisis resolution and thirdly, leaders should communicate clearly and frequently to all stakeholders through a variety of communication channels. Looking forward, the rise of the flexible “allostatic leader” with the adaptive capacity to learn and evolve in crisis, to emerge better able to address future crises, is described (Antonio, A and Graham, P.2020:39, Journal of Leadership Studies Volume 14 Number 1:2020).

However, a rapid response from leadership was essential for effective crisis management, and it sent a clear message to all stakeholders that leadership understood that the coronavirus represented a significant problem, and that they were taking it seriously, and were taking steps to address it (Garcia, 2006). The rapidity of the transition to remote learning response comes counter to the perception that changes in academia occur only at glacial speed! The rapid response of some academic institutions to the present crisis was facilitated by the existence of authentic systems of shared leadership enabling local decision making (Kezar & Holcombe, 2017). Institutions operating a shared leadership model have benefitted from a greater degree of agility, innovation, and collaboration and now benefit from superior peer-support in a crisis than is possible in institutions clinging to an outdated and inflexible hierarchical leadership paradigm; the leader/follower binary model of leadership (Kezar & Holcombe, 2017). These traditional models of autocratic leadership are adequate when faced with technical problems, but faced with the complexities and uncertainties of the coronavirus pandemic that necessitates dealing with problems in real time; they are inadequate, putting these institutions at a strategic disadvantage. The transition from an authoritarian leader/follower leadership paradigm to a new shared leadership model on campuses cannot happen overnight. However, in response to a crisis, supportive vertical or hierarchical leaders may implement a type of distributed leadership in which different individuals, at different levels, cross organizational boundaries to exert creative influence in times of change (Holcombe & Kezar, 2017).

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the Covid-19 pandemic. Though scientists tried to get vaccine and drug to prevent covid-19 pandemic, but no one is dead sure when it will be fruitful. Due to

Covid-19, the closed schools, universities, and other organizations adversely affected. Thus, the above problems collectively increase student's dropout and detartrated the quality of education. Leading an academic institution in a crisis is stressful, given that the role and the influence of the leader are magnified in times of change. Negesse Teferedegn (2007)has indicated that the implementation of the program in the colleges was marked by the existence of inadequate number of qualified academic staffs, inefficient handling of educational resources and lack of financial, material, human, and physical resources. Therefore, the purpose of the study is to assess the leadership role in managing education in crisis at AAU during covid-19 pandemic. In the course of the study, an attempt was made to answer the following basic research questions:

- 1) What was the role of leaders in managing education during covid-19?
- 2) Does the university set a strategy to manage education during covid-19 pandemic?
- 3) What were the major challenges encountered in the process of managing education in the university during covid-19 pandemic?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study is: To assess the leadership roles in managing education in crisis in AAU during covid-19 pandemic.

1.3.2. Specific Objectives

The specific objectives of the study are:

- 1) To examine the role of leaders in managing education during crisis.
- 2) To assess set strategy to manage education during covid-19 pandemic which is set by the university.
- 3) To assess the major challenges and to recommend remedies to mitigate the problem.

1.4. Significance of the Study

The study of leadership role in managing education in crisis: the case of AAU during covid-19 pandemic will be having an important for several reasons. First, an initial goal of the research will be to provide information on roles of leadership how to managing education that may identify strengths and opportunities in crisis situations, leading to improved leadership practices and institutional capacity building. Second, the research will be specifically, exploring the factors that influence educational leadership success during covid-19 pandemic. The research will also significant most importantly, a focus on the best practices in these education institutions may also provide a platform on which to begin to build a solid future for other universities. Moreover, the study will also endeavor to add to the body of educational research on higher education institutions that serve educational leadership in general.

1.5. Delimitation of the Study

This study was conducted to investigate leadership role in managing education in crisis at AAU during covid-19 pandemic. Currently, in Ethiopia, there are more than 45 government universities. To make the study feasible and manageable, it was undertaken in AAU. Thus, the study was limited to the AAU main campus. The reasons for selecting AAU were because of huge number of employees and student's enrollment. As result of this, it may have significant effect on expansion of covid-19 pandemic and had a negative impact on managing of education.

The subject of the study was also be delimited to role of leadership in managing education during crisis, crisis management, managing education during crisis. Because during covid-19 the more affected area is education. Hence, to continuous-teaching learning process and to assure the quality of education, leadership plays a prominent role. For this reason, the researcher had selected these subjects by using purposive sampling technique.

1.6. Limitations of the study

In the process of the study, some limitations were encountered. For instance, covid-19 was the major deterrent factor to use different data collection instruments. Besides this, some time had been raised as a few of the respondents caused delays in filling in and returning the

questionnaires. However, an attempt was made to overcome the problems by compensating the cost time applying extra effort and time to complete the research project. As a result, the limitation might have no major significant influence on the results of the study.

1.7. Definition of Key Terms

- **Covid-19 Pandemic:** also known as the coronavirus pandemic is an ongoing global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus (From Wikipedia, the free encyclopedia).
- **Crisis:** Sudden or sever changes in behavior or emotions that causes distress and concern...(that) if unchecked and unreversed, pose threats of physical, emotional, or social harm (Urbaitis, 1983:3).
- **Crisis Management:** could be defined as “special measures taken to solve problems caused by a crisis” (Devlin 2007)
- **Education:** Education is defined as activities which aim at developing skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activities (Wilson, 2009:5).
- **Leadership:** is a process whereby an individual influences a group of individuals to achieve a common goal (North House,2016:5).

1.8. Organization of the Study

The study had been organized into five chapters. The first chapter focuses on introduction of the study, which included background to the study, statement of the problems, research questions, objectives, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. Chapter two deals with the related literature review and conceptual framework on leadership role in managing education as exist crisis perspectives. Chapter three, which deals with research design and methodology of the study. Chapter four will focus on data presentation, analysis and interpretation. The last chapter address summary, conclusion of the study and provides feasible recommendations for future intervention.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Leadership

Accordingly, North House (2010:5) Leadership has been defined and conceptualized in many ways. The component common to nearly all classifications is that leadership is an influence process that assists groups of individuals toward goal attainment. Specifically, leadership is defined as a process whereby an individual influences a group of individuals to achieve a common goal. Because both leaders and followers are part of the leadership process, it is important to address issues that confront followers as well as issues that confront leaders. Leaders and followers should be understood in relation to each other.

2.2. Leadership Skills

Effective leaders, like effective teachers, adjust and draw on a range of skills and approaches depending on the context. A typical school day requires leaders to move from authority figure to teammate, to coach, to therapist, navigating through a range of roles as each demand arises. An ability to shift and adjust leadership approaches based on what is needed is key to being effective as a leader. Leading through change requires a broad range of capabilities including non-behavioral, non-practice-related components of leadership which influence the nature of leadership behavior and practices. Two overall messages stand out in the research into effective leadership in times of uncertainty having the right tools for the task and the importance of context. Effective school leaders understand and respond appropriately to the different contextual demands that they face. Day, Gu and Sammons (2016) note that while practices of transformational and instructional leadership are often dichotomized successful leaders combine practices in different ways across different phases of their school's development.

As Yukl (2010:496) has noted that technical, conceptual, and interpersonal skills are needed for most leadership roles and functions. Cognitive skills are necessary to analyze problems, develop creative solutions, identify patterns and trends, differentiate between relevant and irrelevant

information, understand complex relationships, and develop effective mental models. Interpersonal skills are needed to influence people, develop cooperative relationships, establish and maintain networks, understand individuals, facilitate teamwork, and resolve conflicts constructively. Technical skills are needed to understand activities, operational processes, products and services, technology, and legal/contractual requirements. The relative importance of different skills varies greatly from situation to situation, but some specific skills are probably useful in all leadership positions. Personality traits seem less important than skills for effective leadership. Nevertheless, individual needs, core values, and temperament are clearly relevant to effective leadership. Traits affect a person's willingness and ability to assume leadership responsibilities and tolerate the stress and relentless pressures of the job. Traits also help to determine a leader's desire to accumulate power, influence people, develop relevant skills, and learn from feedback. Some traits and skills seem especially relevant to the accumulation and use of power. Leaders with a personalized power orientation seek to accumulate more power, and they exercise it in a manipulative, impulsive, domineering manner intended to aggrandize them and gain personal loyalty from subordinates.

In contrast, leaders with a socialized power orientation and a high level of cognitive moral development use their influence to build commitment to idealized goals, and they seek to empower subordinates by sharing information and using more consultation, delegation, and development of subordinate skills and confidence. Leaders with an internal control orientation, high need for power, and high self-confidence make more influence attempts. Self-confidence, persuasive ability, expertise, and political insight facilitate the effectiveness of the influence attempts. Some traits and skills appear to be especially relevant for effective task-oriented leadership. People with high self-confidence, internal control orientation, and achievement orientation are more likely to take the initiative to identify and resolve task-related problems. Cognitive and technical skills are needed for planning projects, coordinating complex relationships, directing unit activities, and analyzing operational problems. Cognitive and interpersonal skills are needed to conduct effective problem-solving meetings. Some traits and skills appear to be especially relevant for effective relationship-oriented leadership. Communications skills (listening and presentation), emotional maturity, and emotional intelligence facilitate development of cooperative relationships and make influence attempts more effective. Personal integrity is essential for maintaining mutual trust and credibility. A leader with a socialized power orientation is more likely to support, develop, and empower

subordinates. An appreciation for individual and cultural differences can help a leader influence people in diverse groups and facilitate cooperation and teamwork. Some traits and skills appear to be especially relevant for effective change-oriented leadership. A strong achievement orientation can be a source of motivation to strive for excellence and pursue innovative improvements. Strong cognitive skills and relevant technical knowledge help a leader to recognize threats and opportunities in the external environment and formulate an appropriate strategy based on the organization's core competencies. A socialized power orientation, strong integrity, and a high level of moral development are found in leaders whose primary concern is the welfare of followers and the organization, not their own career advancement or personal gain. Social and emotional intelligence help a leader determine who needs to be influenced to support change and how to do it. Communication skills help a leader articulate an appealing vision and persuade people of the need for change. (Yukl, 2010) cites the willingness and ability to learn and adapt are important requirements for effective leadership in today's uncertain and turbulent world. Effective leaders are flexible enough to adjust their behavior as conditions change, and they find ways to balance competing values and resolve role conflicts. Relevant skills and knowledge can be acquired through a combination of formal training, developmental activities, and self-learning activities. However, a person's motivation and personality also influence the desire to learn new skills, the willingness to take risks in trying new approaches, and the readiness to accept feedback about deficiencies. Thus, the effectiveness of a leadership development program will depend in part on the personality traits of the individual participants.

2.3. Leadership Role in Managing Organization

Gal (1985) cited in Bernard and Riggio (2006) stated that commitment can be a very powerful motivation, more so than a paycheck, especially when military activities involve high risk, extreme demands, and severe stress. Obedience and compliance with orders and commands becomes the key to organizational functioning. Obedience and commitment can be considered as the two modes of military compliance. Obedience is initiated by fear and punishment during the early phases of socialization into military life (highly transactional; coupled with increasing substitutions of rewards of recognition, badges, promotion, etc.). It is enhanced by threat and sanction and instilled through endless drills and orders. Obedience is gradually replaced by internalized patterns of behavior that become autonomous. Even when the legitimacy of an

organizational goal is questionable, if behavior is motivated by obedience, well-indoctrinated soldiers will continue to comply even though orders are debatable. Military obedience succeeds in shielding soldiers from conflicts emerging from concerns about the legitimacy of missions. Thus, fear and external power predominantly generate military discipline and its obedient behavior. Obedience is essential for good performance, efficiency, and mission completion as well; without it, the whole military structure would collapse. However, obedience can be a double-edged sword, especially, when it becomes blind. Under certain circumstances most individuals can be pushed to the point of fully obedient behavior despite their doubts or distress. Acting in obedience to a perceived legitimized authority, individuals can lose all sense of responsibility for their most destructive acts.

Strategic leadership involves some responsibilities that are usually more important for top executives than for lower-level leaders in an organization. Two of these responsibilities are monitoring the organization's external environment and formulating competitive strategy. The guidelines are based on prior theory, research, and practitioner insights Yukl (2010:394).

One of the most important activities of executives is to monitor the external environment and identify threats and opportunities for the organization. Most leaders need to be sensitive to a wide range of events and trends that are likely to affect their organization (Ginter & Duncan, 1990). It is essential to learn about the concerns of customers and clients, the availability of suppliers and vendors, the actions of competitors, market trends, economic conditions, government policies, and technological developments. The information may be gathered in a variety of ways (reading government reports and industry publications, attending professional and trade meetings, talking to customers and suppliers, examining the products and reports of competitors, conducting market research). External monitoring also called "environmental scanning" provides the information needed for strategic planning and crisis management. Bourgeois (1985) cited in Yukl (2010) studied 20 non-diversified companies and found that profitability was greater when executives had an accurate perception of the amount of industry volatility in markets and technology.

The amount of change and turbulence in the environment will determine how much external monitoring is necessary. More external monitoring is needed when the organization is highly

dependent on outsiders (clients, customers, suppliers, subcontractors, joint venture partners), when the environment is rapidly changing, and when the organization faces severe competition or serious threats from outside enemies (Ginter & Duncan, 1990). Monitoring of the external environment is usually considered more important for upper-level managers than for lower-level managers (Kraut, Pedigo, McKenna, & Dunnette, 1989; Pavett & Lau, 1983). However, the difficulties involved in scanning and interpreting information about environmental changes make this responsibility one that should be shared by managers in an organization. One study found that most middle and upper-level managers did some external monitoring, regardless of their area of functional specialization, and this monitoring was usually not limited to the environmental sector that corresponded to their area of specialization (Aguilar, 1967; Hambrick, 1981b; Kefalas & Schoderbek, 1973).

Accordingly, Yukl (2010:498) a primary responsibility of the leader in dynamic theories of leadership such as path-goal theory (House & Mitchell, 1974) and the high-high leadership theory (Blake & Mouton, 1982; Misumi & Peterson, 1985) is to assign tasks to subordinates who have relevant skills and to design jobs with an appropriate level of role specialization. Many teams have complex, nonroutine tasks for which performance can be enhanced by role differentiation and assignments that take into account the differences in member skills. In such groups, organizing, planning, and scheduling of activities are an important leadership function. Group-level theories of leadership such as the multiple-linkage model (Yukl, 1994) emphasize this type of task-oriented leader behavior. Decisions about organizing and structuring the operations of an organization are the responsibility of top management, and they are an important aspect of strategic leadership. The appropriate structural forms depend in part on the corporate strategy and the nature of the environment. Too much specialization or an inappropriate form of it can adversely impact financial performance. In some cases, there are trade-offs inherent in the choice of structural forms (e.g., between efficiency and flexibility), and it is the responsibility of top management to find an appropriate balance for these competing objectives. Decisions about structural forms and differentiation of activities for the organization have implications for leadership in teams and subunits (Mintzberg, 1979; Lawrence & Lorsch, 1969). The implications include the extent to which leadership will be shared or distributed, the extent to which key decisions will be decentralized, and the types of skills and behaviors needed

by subunit leaders. The decision to use cross-functional project teams creates a need for team leaders who are able to facilitate cooperation among people with different perspectives, interests, and loyalties. The decision to use self-managed operating teams creates the need for individuals who are able to provide shared leadership for these teams, and the need for external leaders to support and coordinate these teams changes the responsibilities of middle managers.

2.4. The Concept of Crisis

One of the earliest books on crisis management defines a crisis as the following: "a serious threat to the basic structures or the fundamental values and norms of a system, which under time pressure and highly uncertain circumstances necessitates making vital decisions (Michael T. Charles, & Paul T. Hart, 1989).

Another somewhat similar definition is offered by Urbaitis (1983:3):

“sudden or sever changes in behavior or emotions that causes distress and concern...(that) if unchecked and unreversed, pose threats of physical, emotional, or social harm.”

Etymologically speaking, the word crisis comes from the Greek language. In ancient Greece the word crisis (κρίσις) meant “judgment” or “decision,” i.e., the decisive moment that determines the further positive or negative development of a thing or a situation. The essence of crisis is that one must decide, but that no decision has yet been made. In present times, crisis primarily signifies discrimination or the ability to discriminate, choice, judgment, decision, but also exit, conflict resolution, clarification. The modern concept of crisis comes from medical literature, in which it designates a dangerous state of an organism’s health, from which it cannot recover (A. Kremenchug, Kris management, Industrial organization, Zürich, 1981:3). A crisis as the following:

"A serious threat to the basic structures or the fundamental values and norms of a system, which under time pressure and highly uncertain circumstances necessitates making vital decisions. A crisis as an immediate threat to your organization in which events are unfolding rapidly, accurate information is scarce, and the pressure to respond is high. It is the exact moment when strategic decision-making is the most critical. Unfortunately, it is also the moment when you recognize that the very processes you rely on day-to-day

are simply not engineered to navigate the treacherous and fast-moving waters. “

Coombs (2011) defines crisis as a significant threat to operations that can have negative consequences if not handled properly. Regester (1995) defines a crisis as “an event that causes the organization to become the subject of widespread potentially unfavorable attention from the media and other external groups such as shareholders, politicians, trade unionists and environmental pressure groups who for one reason or another, have a vested interest in the actions of the organization. A crisis is an event which has the potential to fundamentally change an organization. It is a concrete threat to the well-being, credibility, reputation, and possibly even the existence, of a business (Waryjas, 1999). A crisis is an event that disrupts normal operations of a company or organization and, if badly managed, can ruin hard-won reputations in just days and even, in some cases, destroy companies (Tench&Yeomans, 2009). A crisis is defined as a difficult or dangerous situation that requires immediate and decisive action. Crises are not the normal recurring challenges that schools experience on a day-to-day basis. Rather, crises are usually ‘confronting, intrusive and painful experiences’ (Smith & Riley 2012:53), at least for some members of the school community. Crises of one form or another will inevitably occur in all schools, no matter how well the school is led.

2.5. Crisis Management

Colleges and universities recognize that a strong reputation leads to high quality faculty, the recruitment of a dynamic student body, supportive and active alumni, a competitive edge in research and grants, as well as the support of local communities and government authorities. When preparing for crises, on many campuses there is an expectation that there will be little to no warning at the advent shots are fired, a tornado touches down. While it is critical to prepare for these events, this focus on what is really “emergency management” has given colleges and universities a false sense that they have a “crisis management” capability in place when, in fact, they do not.

According to various crisis management experts, the term “crisis management” could be defined as “special measures taken to solve problems caused by a crisis” (Devlin 2007). In accordance with the above definition and in real sense of facts, crisis management is a serious effort to lessen

the harmful outcomes of a severe crisis event using limited resources under extreme time constraints. In most cases, crisis management focuses more in damage control. The essence of crisis management is cultivating the potential successes lurk among the pitfalls through careful planning, decisive execution, and good luck. The key to the survival of any organization in a time of crisis is its ability to manage the crisis effectively by planning, preparing, training and taking decisive action designed to protect the organization's image.

2.6. Leadership Role in Managing Education during Crisis

As Yukl (2010:146) many members of an organization have the dual roles of leader and follower. A middle manager is the leader of an organizational unit, but also a follower of a higher-level manager. How to integrate these two diverse roles is an interesting question with important implications for leadership effectiveness. To be effective in both roles simultaneously, it is necessary to find a way to integrate them. Inevitable role conflicts and dilemmas make integration of the two roles difficult. The "leader in the middle" is expected to represent the interests of superiors to subordinates, and to represent the interests of subordinates to superiors. Leaders are expected to initiate and guide change, but they are also expected to encourage and support "bottom-up" changes suggested by followers. A leader is held responsible for everything that happens in his or her team or work unit, but encouraged to empower followers to act on their own in resolving problems. Leaders are also expected to develop followers, which may involve gradually turning over most leadership responsibilities to one or two subordinates designated as likely successors. Issues of how to balance competing interests and resolve role conflicts deserve more attention than they have received in the leadership literature.

2.7. Crisis Leadership Strategies to Manage Education

Leadership in a crisis should be collaborative but should also look to be sensibly hierarchical. There are times when school leaders need to wait and take advice from government, system-level leaders and first responders. Within the school, a well-formed crisis management team brings a cross-section of perspectives to a problem, and reduces the risk of missing certain voices. Some in the school community have specific expertise and leadership responsibilities because of their role. Staff with professional qualifications beyond education such as the school counsellor,

psychologist, nurse or chaplain, and information and resource specialists in the school's library have additional skills to contribute in such situations. Information technology staff become heroes when remote schooling scenarios come into play, and cleaners and facilities staff bear the brunt of restoring sites post-disaster. Supporting the supporters is a key element of a school's emergency management and recovery plan (Whitla, 2003).

Uncertainty requires leaders to adapt quickly to a rapidly changing situation, and to draw on different skills and types of leadership. When faced with uncertainty, school leaders need to deal with the immediate, while remaining focused on the future, to achieve the best possible teaching and learning environment, and outcomes for students. Some activities differentiate effective leaders from the rest of the crowd when faced with adversity. What is required is a proactive, inclusive and transparent approach that does not downplay information or delay a response (Kerrissey and Edmonson 2020). To sum up, as a critical incident is occurring there is often little or no time for school leaders to seek out the evidence on best approaches to addressing specific situations. The three stages of triage, transition and transform provide a useful frame work for assisting school leaders to understand the particular challenges they may face during each phase of a crisis and offers opportunities for reflection. It is also critical to consider the health and wellbeing of both self and others at each phase of a crisis. Leading through uncertainty requires leadership that is flexible and can adapt to changing circumstances. It also requires collaboration, team work and the mobilization of a diverse range of from the broader school community to collectively meet challenges. Extraordinary times present many challenges, but they also afford opportunities for learning and growth.

2.7.1. Lead from the Front

During periods of crisis, people look for a strong leader. They don't look to committees or to teams; they look for a confident, visibly engaged leader to pull them through" (Harvard business essentials: Crisis management, 2004). Unfortunately, leaders that are hit by crisis often withdraw behind the protective curtain of their peers and lawyers or blame their subordinates and the media (Pinsdorf, 2004). Analysis of crisis situations shows how common and costly this mistake is (Pinsdorf, 2004). The leader must be many things at many times and during a crisis, at an irreducible minimum, the leader must be visible, poised, courageous, committed, and attentive. If

an individual's job during a crisis is to lead, then he/she must assume the role and do it well (Harvard business essentials: Crisis management, 2004). The leader must understand the importance of people seeing him face the challenges head on, walking the walk and talking the talk as it were (Witt, 2002). The leader must create opportunities for visibility and use the power of his role as a leader to provide assurance, direction, and inspiration.

2.7.2. Visibility & Image

Those leaders understood that people needed concrete evidence that their leaders were concerned about their distress and were working to make things better (Harvard business essentials: Crisis management, 2004). However, a visible leader must present the right image. "A crisis can quickly expose a leader's hidden strengths as well as his core weaknesses" (Klann, 2003: 1). Fortunately, "crisis frequently brings out courage, honor, selflessness, loyalty" (Klann, 2003: 8) and many other positive behaviors in leaders. "During a crisis, a leader's first mechanism to contain distress must be to contain himself. If a leader remains poised and indicates through his calm demeanor that the situation is serious but that there is no cause for panic, he reduces the possibility of one" (Heifetz, 1994: 140).

2.7.3. Demonstrate Courage

Courage is not the absence of fear, but the ability to act in its presence (Collins, 2003). Whether a leader is the departmental director or a corporate CEO, if the resources are being threatened, it is imperative that he demonstrates courage and accept responsibility for dealing with the situation (Witt, 2002). John Kennedy reminded us that courage is the willingness to speak "truth to power." "Demonstrating courage is one action that is indispensable if a leader expects to mobilize people" (Bazerman & Watkins, 2004: 215) to prevent, mitigate, or learn from a crisis. Many great leaders throughout history made their reputations through their courageous actions before, during, and after crisis; often in the face of significant uncertainty and resistance (Bazerman & Watkins). A demonstration of courage is central to crisis leadership because it signals the leader's "willingness to act against one's own and other's short-term interests to avoid heavy long-term costs" (Bazerman & Watkins, 2004: 12). Additionally, it puts members on notice of the need for action.

2.7.4. Show Commitment

A leader must show that he/she is committed to see the task through to successful completion. A leader that demonstrates the ability to accept the harsh reality brought on by the crisis, yet continues to persevere, demonstrates a personal investment in the team and their mission. Perseverance sends a clear message about the leader's commitment and creates an opportunity for the team to rally to achieve a common goal. Similarly, if a leader signals a lack of personal investment in the team and mission, "he/she presents an invitation to the people who are uncommitted" (Heifetz & Linsky, 2002: 51) to dismiss his perspectives and push his agenda aside.

2.7.5. Maintain Perspective

Leaders must ensure they don't lose sight of their ultimate goal. Regardless of where a leader is in the lifecycle of a crisis, it is imperative that he/she maintain perspective. "Occasionally, leaders get so caught up in the action and energy that they lose their perspective, their wisdom" (Heifetz & Linsky, 2002:165). Heifetz describes this stepping away or need to get perspective as "getting off the dance floor and going to the balcony" (Heifetz & Linsky, 2002: 51).

2.7.6. Focus on the Core Purpose

Know and understand the core purpose: An organization that has a relevant, acknowledged purpose can survive even the worst crisis. On the contrary, an organization which has no clear purpose, or a valueless purpose such as simply raising capital as in the Enron scandal, will eventually fail. Successful leaders know they must understand their organization's core purpose and then ensure that their people appreciate and support it. Both the leader and the people of an organization must believe in something higher than themselves. In planning for crisis, identifying the organization's core purpose is essential for it will provide a foundation for every action and decision. Instill value and align with reality an organization's purpose must align its values and its reality. If a company's leaders or personnel are acting contrary to the business' core purpose, values, or environmental reality; crisis, in some form, is sure to develop. The leader must define what the future should look like, align structures and processes, and inspire people to make it

happen despite obstacles (Mitroff, 2004). In this case, leadership is influencing the organization to face its problems (Heifetz, 1994). According to Heifetz (1994), “tackling tough problems – problems that often require an evolution of values – is the end of leadership; getting the work done is the essence”. The leader must confront and close the gaps between his organization’s values, its behaviors and its realities. This may require the organization to endure a period of significant, adaptive change. In this situation, “it becomes critically important that the leader communicates, in every way possible, the reason to sacrifice” (Heifetz & Linsky, 2002: 94).

2.8. Ways to Mitigate the Impact of Covid-19 Pandemic on Higher Education

The many potential costs of the crisis are not inevitable; they can be countered effectively by a swift and aggressive public policy response, and many governments have already begun work to mitigate them. The Covid-19 Pandemic: Shocks to Education and Policy Responses (2020:19-37) pointed out the major interventions that hold promise for keeping children learning and, in the longer run, in school can be classified in three overlapping categories:-coping policies, while schools are closed; policies for managing continuity, as schools reopen; and Policies for improving and accelerating learning, which should begin now and continue after the system stabilizes and schools are reopened permanently.

Coping policies is designed to help education systems cope with the immediate impacts of school closures. Their aim is to help protect students during school closures, prevent learning losses, and put education systems in the service of the country’s immediate efforts to contain the pandemic.

Drawing on tertiary education, there are opportunities for tertiary education to be an important part of the coping efforts, as well as the subsequent phases of response. One pressing need is for universities to support school systems in the rollout of digital/on-line learning. They can also carry out focused applied research and promote local innovation in response to Covid-19. More generally, universities may have the connections necessary to quickly disseminate and leverage knowledge from around the world on how to tackle the crisis a role that is especially important in such a fast-moving crisis. Tertiary institutions can also train youth for Covid-19 related work. Systems should provide targeted online training to students in technical and vocational education and training (TVET) and higher education for high-demand roles in pandemic coping and

recovery. While many jobs have been destroyed by the pandemic, or at least put on long-term hold, societies have many pressing Covid-19 response needs that are creating new opportunities. To meet these demands, colleges and universities should provide accelerated training of nurses, lab technicians, and other health professionals. In other sectors, they can provide short-run training in skills for accelerated digital transformation at a time when so many industries demand those skills.

A policy for managing continuity is the second phase. Managing continuity which means ensuring that schools can reopen successfully and student learning can recover. Even as they grapple with the immediate challenges of the coping phase, systems must begin planning for the reopening of schools. Even with the best of coping strategies, some learning loss will take place and learning inequality will widen. Therefore, on top of the logistical challenges of ensuring health and safety, reopening will entail the challenge of closing these wider learning gaps in a context where even before Covid-19, schools were struggling with these very issues. A further complication is that the reopening of schools is not likely to be a straightforward one-time process. There may be repeated surges of the pandemic, rather than a one-time peak followed by successful control. As a result, schools may reopen in a staggered way, with cycles of reclosing, or may reopen by level or grade, and most likely with fewer students. This reality implies that the managing continuity phase will have to involve considerable flexibility and learning from experience. Once schools begin to reopen, the priority becomes reintegrating students into school settings safely and in ways that allow learning to pick up again, especially for those who suffered the biggest learning losses. To manage reopening's, schools will need to be logistically prepared, the teaching workforce ready, and financing available. And they will need to have plans specifically for supporting learning recovery of the most disadvantaged students. Some of these policies would have made sense even before the Covid-19 crisis. professional development that is more practical and targeted at meeting specific classroom needs of teachers. However, in the postcrisis environment, tight fiscal constraints will make it even more important to spend resources efficiently. Systems should resist the temptation to return to business as usual, even as they strive to return to normalcy. One way to organize these policies is along the five pillars of a successful education system: students who are in school and prepared to learn, Teachers who are

valued and supported, classrooms that are equipped for learning, Safe and inclusive schools, and Well-managed education systems(Ibid).

The third and the last but not the least phase consists of policies for improvement and acceleration of learning. Coping and even continuity with the pre-Covid-19 period is not enough. The world was already living a learning crisis and experiencing high levels of inequality of opportunity. Even with swiftly implemented education policy effort, learning, schooling, and equity will all likely suffer. Therefore, efforts should be geared to make up for the lost time to prevent permanent losses in the human capital of children and young people currently in school age. But beyond this, countries should also seize the opportunity provided by the crisis response and innovations to build their systems stronger than before. The school after this pandemic will be different. Many actors' parents, teachers, mass media, government, and others will have changed their views and perceptions about their role in the education process. Many equity gaps will have been made more starkly evident, and the urgent need to act on them will be clearer. Improve and scale up effective Covid-19 response policies. One major priority is to sustain, adapt, and improve Covid-19 response initiatives that have worked. Some of the measures taken in the coming months will be purely emergency-response measures conversion of schools to medical or health outreach. But many other policies, created out of necessity during the first two phases, will represent real improvements in how the system functions. It is essential to learn from these successes and integrate them into regular processes so they can be sustained. Some of the most promising areas to apply this approach are: Effective uses of technology in remote-learning systems: The school closures will necessarily drive a lot of innovation in the use of learning technology, as discussed. Once schools have reopened, systems can shift from emergency remote-learning systems to more sustained models that blend remote learning and other uses of technology with teacher-led instruction. Systems should have a sense of what is working so far, in terms of technology; the most effective methods can be integrated with classroom teaching to drive learning and keep students engaged. Early-warning systems to prevent dropout: Ideally, systems will have worked to identify and track at-risk students during the period of school closures and then reenrollment. Given the impossibility of gathering data on key predictors of dropout (such as grades or attendance) during the closure period, this will be challenging. But the task should become much easier once schools have reopened, for two

reasons. First, administrative data will now be available to help in tracking, and teachers will be more able to observe students and gauge whether they are at risk. Second, once most students are back in school and once economies stabilize, fewer of them may be vulnerable to dropping out, so that the systems can focus on the minority who are most at risk. The key will be to continue focusing attention on this issue after reenrollment is completed. Teaching at the right level: As the previous section describes, the maintaining continuity period will require much more effective pedagogy to help students recover their lost learning quickly. Countries will have learned how important it is to use assessments in the classroom to guide differentiation and instruction at the right level for students. And faced with tight constraints on school time due to the shortened year, teachers and schools will have learned the value of focusing on teaching the core foundational skills effectively, rather than diffusing their efforts across a wide range of skills and topics in the curriculum that can't possibly be covered in the time available. These lessons should not be lost; instead, they should be integrated into standard practice in the post closure period (Ibid).

The Covid-19 Pandemic: Shocks to Education and Policy Responses (2020:19-370) cited Even before the Covid-19 pandemic, the world was living a learning crisis. And the crisis was not equally distributed: the most disadvantaged have the worst access to schooling, highest dropout rates, and the largest learning deficits. The Covid-19 pandemic has already had profound impacts on education by closing schools almost everywhere on the planet, in the largest simultaneous shock to all education systems in our lifetimes. The damage will become even more severe as the health emergency translates into a deep global recession. The school closings shock will lead to learning loss, increased dropouts, and higher inequality; the economic shock will exacerbate the damage, by depressing education demand and supply as it harms households; and together, they will exact long-run costs on human capital accumulation, development prospects and welfare.

But there is an opportunity provided by the crisis response and innovations to build educational systems stronger and more equitable than before, in the phase of improving and accelerating. The school after this pandemic will be different. Many actors' parents, teachers, mass media, the government, and others will have changed their views and perceptions about their role in the education process. There will be a better understanding of the digital divide: both the differences in access to hardware, connectivity, and the right software, but also the huge shortfall of teachers

with the digital skills. Many equity gaps will have been made more evident, and the urgent need to act on them will be clearer. And the innovations in the coping and managing continuity periods will have shown what is possible, when countries focus on the most effective and equitable approaches to close learning gaps for all children. Societies thus have a real opportunity to “build back better” and use the most effective crisis-recovery strategies as the basis for long-term improvements. They should seize the opportunity.

2.9. Challenges of Leadership in Managing Education during Crisis

The Covid-19 pandemic has already had profound impacts on education by closing schools at all levels almost everywhere; now, the damage will become even more severe as the health emergency translates into a deep global recession. In tertiary education, too, academic and research activities have basically come to a halt. As of April 8, universities and other tertiary education institutions are closed in 175 countries and communities, and over 220 million postsecondary students have had their studies ended or significantly disrupted due to Covid-19. Teaching quality will likely suffer. Various channels will reduce the availability and quality of teaching, even once schools have reopened. The pandemic itself may reduce supply of teachers, especially the most experienced ones, due to illness or death. The fiscal effects of the economic downturn may reduce teaching quality. Salary delays and cuts may reduce teachers’ motivation and ability to devote time to teaching.

2.10. Conceptual Framework

This study is conceptualized based on the variables that are used in the study and the relationship between focus areas in the study such as leadership, crisis role of leadership and managing education during crisis. In this conceptual framework, it is conceptual that organizational performance. Hence, role of leadership is independent variables (predictors) and managing education during crisis is dependent variables (criterion) of the study.

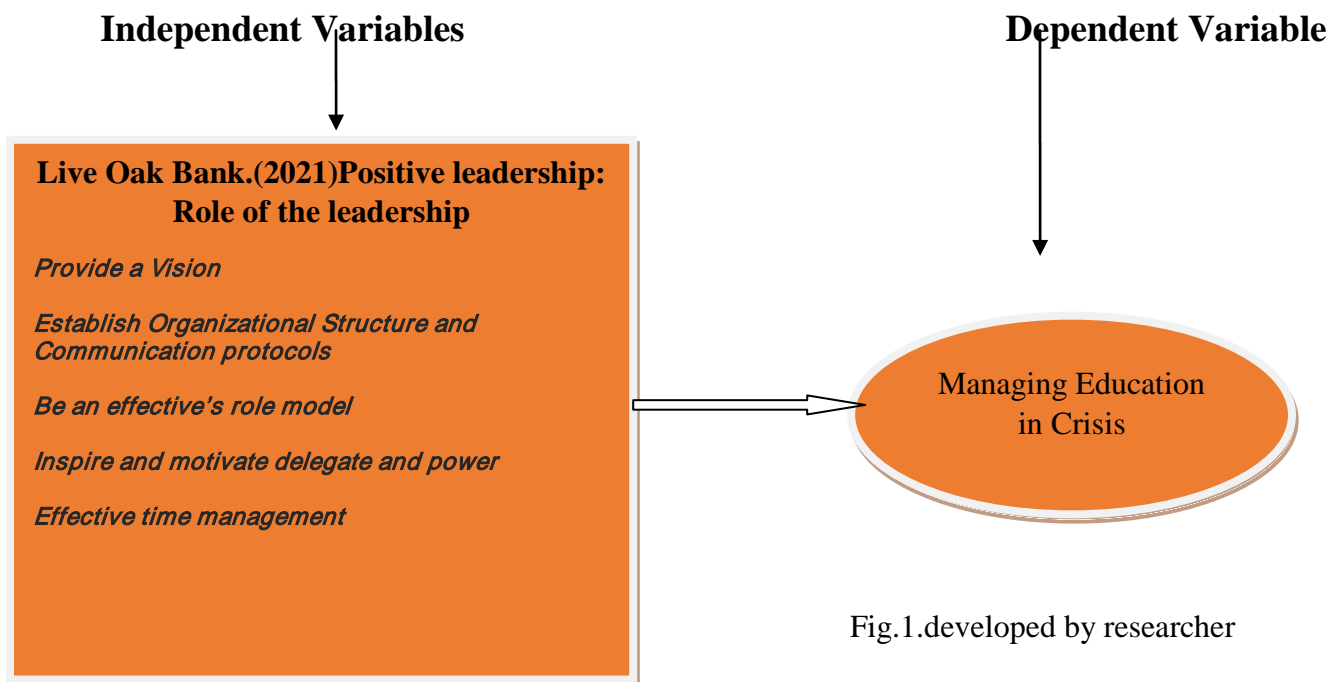


Fig.1.developed by researcher

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The study focuses on examining the leadership role in managing education in crisis at AAU during covid-19 pandemic. To achieve this objective, both quantitative and qualitative research (mixed research. method was applied. As (Creswell, 2014) pointed out, this approach helps to explore a research problem better. It is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. The reason for selecting this research design is that either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both quantitative and qualitative research can provide the best understanding. Due to limitation of time, quantitative data and qualitative data were collected and used concurrently. To this effect, the main data for the study was the quantitative data collection method through questionnaire or survey. Furthermore, qualitative data, which was collected through key informant interviews, was conducted to supplement data obtained through questionnaire or the survey. These two categories of data were further supplemented by document analysis or review of the related literature. Therefore, to triangulate the questionnaire responses by an interview the researcher is interested to use this method of the study.

3.2. Data Collection

3.2.1. Data Sources

In the study, both primary and secondary sources of data were used. The primary data source will be college deans; covid-19 preventive committee members, student's union president, selected

department heads, teachers, library officers and students, and an interview will be conducted with higher officials of the university. On the other hand, secondary sources of data were used which includes books, journals, and documents related to the problem under study.

3.2.2. Data Collection Techniques

To collect necessary data for the study, two instruments of data collection were used includes questionnaire and interview.

3.2.2.1. Questionnaire

As a method of data collection, the questionnaire is a very flexible tool that has the advantages of having a structured format, is easy and convenient for respondents, and is cheap and quick to administer to a large number of cases covering large geographical areas. There is also no personal influence of the researcher, and embarrassing questions can be asked with a fair chance of getting a true reply (Walliman, 2011).

A set of questionnaires was prepared in Amharic and English language. To avoid language barrier the Amharic version of the questionnaire was completed by academic staffs and students. A total of **384** copies questionnaires was distributed to AAU sidist kilo campus staff members. The questions were organized into four parts: The first part of the questionnaire pacts with background information about respondents. The second part of the questionnaire was prepared using a 5-point Likert type scale in which levels of agreement were indicated as follows: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). This part of the questionnaire aimed to assess about roles of leadership in managing education of AAU. The third parts of the questionnaire were also prepared using a 5-point Likert type scale as indicated like that of the above. This part of questionaries deals with the strategies set by the university to managing education in crisis during covid-19 pandemic. The last part of the questionaries deals with challenge of managing education in crisis during covid -19 pandemic. The questionnaire was prepared using a 5-point Likert type scale in which levels of agreement were indicated as follows: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

Before the actual administration of data gathering instruments, the instruments were pilot tested to ensure the validity and reliability of the instruments. To do this, the researcher carried out a pilot study in FBE Colleague which is non-sampled. In this university, the researcher distributed the questionnaire to 30 employees and students of the university. The reliability of instruments was analyzed by using reliability analysis at Cronbach's alpha 0.05 because reliability analysis can be used to measure the consistency of the questionnaire and produce consistent results. Hence, the researcher first analyzed all fifty items from the pilot study questionnaire response at alpha 0.05 and the result of the pilot test analysis was 0.860. As Taiwo (1995:11) points out reliability coefficient($r=0.80-1.00$) which interpret as high. Therefore, the result for this analysis is 0.890 which reveals high reliability.

Subsequently, based on the information obtained from the feedback of respondents each item was restated as required. After making necessary correction based on reliability analysis result that obtained from the pilot study, the researcher distributed the questionnaire for all sample staffs of AAU according to the schedule prepared.

3.2.2.2. Interview

The other data collection instrument in this study was an interview. An interview is more suitable for questions that require probing to obtain adequate information. Thus, the purpose of the interview was to collect more supplementary information, to triangulate the questionnaire response. The interview was conducted with 2(two) college deans, 1 covid-19 pandemic preventive committee member, 1(one) department heads because those are the concerned bodies. The interview questions mainly focus on set a strategy to manage education during covid-19 pandemic, role of leadership in managing Education during covid-19 pandemic, Regarding the use of technology in education, are there any particular technologies, kind of support do you offer to students, and the challenges of managing education in crisis during covid-19 pandemic. Thus, the purpose of the interview was to collect more supplementary information, so as to stabilize the questionnaire response. For the purpose of this, semi-structured interview will be prepared for the above stated respondents, because the interviewee is asked some very general questions and he/she may reply to these questions in any way he/she likes. In this type of interview, the interviewee is encouraged to express his/her ideas and feelings freely (Creswell,

2009). The interview was conducted in the Amharic language and recorded by mobile cell phone to reduce losses of audio information. The recorded data were translated into the English language.

3.3 population and Sampling

3.3.1. Target Population

According to Davis, (2000) population is defined as “the complete set of units of analysis that are under investigation, while element is the unit from which the necessary data is collected.” All the items under consideration in any field of inquiry constitute a population. Thus, the target populations for the study, AAU sidist killo campus who are employees and students in the university. Thus, the total population size of all age structured of the target group of the study were 9,533.

3.3.2. Sampling Techniques

Sampling is a technique of selecting a suitable sample for the purpose determining parameters of the whole population. Population is the list of elements from which the sample may be drawn (Walliman, 2011). Therefore, the researcher used both probability and a non-probability sampling technique, that is, both stratified simple random sampling and purposive sampling technique were be applied to determine the representation from the population of the study. When the population from which a sample is to be drawn does not constitute a homogeneous group, then stratified sampling technique is applied so as to obtain a representative sample. In this technique, the population is stratified into a number of nonoverlapping subpopulations or strata and sample items are selected from each stratum. When the items selected from each stratum is based on simple random sampling the entire procedure, first stratification and then simple random sampling. On the other hand, purposive sampling method involves purposive selection of particular units of the universe for constituting a sample which represents the universe. When population elements are selected for inclusion in the sample based on the ease of access. It involves selecting certain units based on a specific purpose rather than randomly (kothari,2004).

3.3.3. Sample Size

As noted by (Kothari, 2004), good sample design must be viable in the context of time and funds available for the research study. Stratified sampling: If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample. Accordingly, the study was employed simple stratified random sampling and purposive sampling technique to select the required sample. The target population for this study was the Academic staff members of AAU, covid-19 preventive committee members and students. The sample was selected by using stratified sampling and purposive sampling technique, which means the selection of the respondent is made in a way to get sufficient data regarding the research topic. Research generality is highly affected by sample size. Hence, determining the number of representative sample sizes is a pivotal concern of every researcher to a given population. The following sample size determination formula, by Yamane (1967) formula developed for sampling size, using 95% confidence level with 5% margin error, target population 9,533, the sample size was 384.

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

Where **n** is the sample size,

N: is the population size, and

e: is the sampling error = (0.05)

$$n = \frac{9,533}{1 + 9,533(0.05)^2} = 383.89 \sim 384$$

$$\frac{9,533}{1 + 9,533(0.05)^2}$$

Hence, the total sample size was 384

Table 3.1. Study Sample

No	Categories	Population			Sample			By means of
		M	F	T	M	F	T	
1	Department Head	52	6	58	2	-	2	Questionaries
2	Teacher	507	99	606	20	4	24	Questionaries
3	Technical Assistant	20	12	34	1	1	2	Questionaries
4	Student	5,769	3,066	8,835	232	124	356	Questionaries
	Total	6,348	3,183	9,533	255	129	384	
Note: -	Higher position: - President, Vice president, Scientific Director							
	Both regular and extension under graduate, post graduate and PhD Students							

Source: - AAU Human resource management directorate and registrar march, 2021

$$n1 = \frac{nN1}{N}$$

N

Were,

n= total number of samples

N= total number of populations

N1= total number of populations in each category

n1=number of samples each category

At last, the researcher had conducted an interview with 1(one) college deans, 1(one) covid-19 pandemic preventive committee members, 2 (two) department heads totally 4(four) as a

sample by using purposive sampling techniques, based on a specific purpose rather than randomly because they are the concerned body.

3.4. Reliability and Validity Test

Before the actual administration of data gathering instruments, the instruments were pilot tested to ensure the validity and reliability of the instruments. To do this, the researcher carried out a pilot study in FBE Collage which is a non-sampled. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It is associated with the degree to which an individual's response or their score on a survey would stay the same over time. Cronbach's alpha is a coefficient of reliability. Thus, the researcher tested the reliability of the items that were developed for respondents. Therefore, as shown in Table 3.2 below the reliability of the whole items is .849, which ensures that the whole items in the questionnaire are reliable and appear to produce internally consistent results. Hence, the researcher first analyzed all fifty-six items from the pilot study questionnaire response at alpha 0.05 and the result of the pilot test analysis was 0.849. As Taiwo (1995:11) points out reliability coefficient($r=0.80-1.00$) which interpret as high. Therefore, the result for this analysis is 0.849 which reveals high reliability.

Subsequently, based on the information obtained from the feedback of respondents each item was restated as required. After making necessary correction based on reliability analysis result that obtained from the pilot study, the researcher distributed the questionnaire for all sample AAU according to the schedule prepared.

Table 3.2 Reliability Test of the Items

Cronbach's Alpha	N of Items
.849	51

(Source: Own survey result, 2021)

3.5. Procedure of Data Collection

To gather necessary data for the study was done by using a questionnaire with the selected customers. Based on the reliability analysis of the instrument made in a pilot study, the researcher distributed a questionnaire for selected AAU staff members. Moreover, the researcher was present in the university to clarify the purpose of the questionnaire, to reduce possible errors that result from a misunderstanding of the respondents, and the respondents get informed about their responses uses only for academic purpose rather than for any other purpose.

3.6. Method of Data Analysis

To analyze the data after collecting via data gathering instrument, quantitative and qualitative methods of data analysis were applied. That is, for analysis of data which were gathered through close-ended questionnaire were analyzed quantitatively through using statistical package for social science (SPSS) version 23. The questions were designed as 5 item scales (strongly agree to strongly disagree). To analyze quantitative data, descriptive statistics such as frequencies, percentages, crosstabulation and means, were applied to present, describe and analyze the data. Thus, descriptive statistics summarizes the features of a distribution. It is a reflection of reality, and it shows the characteristics of the population. In line with this, the researcher used standard deviation and T-test. The standard deviation, used with interval and ratio data, is by far the most frequently used index of variability. Like the mean, its central tendency counterpart, the standard deviation is the most stable measure of variability and includes every score in its calculation (Gay,2012). The t-test it used to determine whether two groups of score are significantly different at selected probability level. So, to determine whether there is a significant perception different score between the Academic staffs and students the t-test was applied.

3.7 Ethical Consideration

All participation in this research was voluntary and participants of the study were given a full description of the study before deciding to participate. The survey is kept anonymous /nameless for the research. The study was conducted straightforwardly, and all the data analyzed was reported in the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data which are collected through questionnaires from selected AAU academic staffs and students. A total of 384 copies of the questionnaire were distributed to 28 academic staff members, and 356 students. Out of these respondents, 24(85.71%) academic staffs, and 303(85.11%) students filled in the questionnaires. The rate of return of questionnaire was 85%. Therefore, the data collected were then categorized and tabulated. Based on the responses obtained, analysis and interpretation of data are presented following each table.

To assess the role of leadership in managing education in crisis at AAU during covid-19 pandemic, respondents were requested to rate their agreement by using a five-part Likert scale strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The mean score of the data was valued as 0.5-1.49 as strongly disagree (shows great space to be filled), 1.5-2.49 as disagree (needs much and timely measures), 2.5-3.49 as neutral (needs some timely measures), 3.5-4.49 as agree (interesting with little follow-up), and from 4.5-5 as strongly agree (encouraging and maintainable). In line with this, the 2.5 and above mean score was set as an acceptable level for role of leadership in managing education. In addition, the weighted scores were further exposed to higher statistical analysis using a t- test of significant difference between two independent means at 0.05, level of significance.

The data which were collected through close-ended items were analyzed quantitatively and those obtained from open-ended items were analyzed qualitatively to provide the answer for the basic research question set for the study.

4.1 Demographic Characteristics of Respondents

In the first part of the questionnaire, respondents were asked to provide their general background information. The following tables present the demographic characteristics of respondents.

Table 4.1 indicates that the majority of academic staff respondents (70.83%) were male respondents and the remaining were female respondents. Besides to this, 64.22% of the respondents were male students while the remaining respondents were female. From this information, we may learn that female academic staffs and students were relatively small in number in AAU. As a result of this, the male and female academic staff members and students their involvement in this study was not equivalent.

Table 4. 1: Respondents by Sex, Age, Education and Work experience

S.N		Category	Academic Staffs		Students		Grand Total
			F	%	f	%	
1	Sex	Male	17	70.83	210	64.22	227
		Female	7	29.17	93	28.44	100
		Total	24	100	303	100	327
2	Age	18-29 years	7	29.17	159	52.48	166
		30-39 years	9	37.50	102	33.66	111
		40-49 years	5	20.83	42	13.86	47
		More than 50 years	3	12.50	-	-	3
		Total	24	100	303	100	327
3	Education	Degree	2	8.33	1	0.33	3
		MA/MSc	5	20.83	1	0.33	6
		PhD	17	70.83	-	-	17
		BSc/BA Student	-	-	122	40.26	122
		MA/MSc Student	-	-	140	46.20	140
		PhD Student	-	-	39	12.87	39
		Total	24	100	303	100	327
4	Work experience	0-5 years	3	12.50	147	48.51	150
		6-10 years	8	33.33	57	18.81	65
		11 and above years	13	54.17	99	32.67	112
		Total	24	100	303	100	327

(Source: Own survey result, 2021)

Concerning the age of respondents, the majority of the academic staffs 16(66.67%) were between 18-39 years ago. While the remaining,5(20.83%) and 3(12.50%) of them were between 40-49 and more than 50 years age groups respectively. On the other hand,261(86.14%) of the students were between 18-39 age groups. Whereas, 42(13.86) of the students were 40-49 age groups. This may reveal that most of the total respondents were physically matured enough to give reliable information. Moreover, they have ample time to serve their country. Thus, they might have access to upgrade their qualifications and serve a lot before retirement. Therefore, it is a good sample to give necessary information for the study.

As we can see from table 4.1, the majority of academic staff 17(70.83%) of them were PhD holders. On the other hand, 140(46.20%), and 122(40.26%) of them were master and first-degree students' holders, respectively. From this, we can conclude that majority of AAU staff members and students are first-degree holders. However, for this study, AAU staff and students educational background is good to understand the study questionnaire and to complete the questionnaire successfully.

Regarding respondents' years of service, the majority of academic staffs 13(54.17%) of them served 11 years and above. While the remaining 8(33.33%) and 3(12.50) of the respondents served 6-10 and 0-5 years, respectively. On the other hand, 147(48.51%) of the students' respondents were served 0-5 years. Whereas, the remaining 99(32.67%) and 57(18.81%) of the respondents were served 11 and above and 6-10 years respectively. This may show that most AAU academic members had adequate work experience to provide the necessary information for this study. From this information, it is possible to conclude that, majority of AAU academic staff members and students have good work experience and life experience to give the necessary information for the study.

4.2. Quantitative Result Description

This part presents the major findings of the study that are supported to address the research questions data presenting roles of leadership in managing Education in crisis at Addis Ababa University during Covid-19 pandemic. Specifically, roles of leadership, leadership role in

managing education during crisis, and its challenge. Thus, based on the response obtained from respondents' analysis, interpretations of data are presented as follows.

Table 4.2 Leadership Roles in managing education.

S.N	Items	Position	N	Mean	S. D	t-value	Sig
1	The leaders frequently take risks and initiate action, within the last one year	Academic staffs	24	3.67	0.963	2.027	.724
		Students	303	3.24	0.992		
2	The leaders are good at providing structure and organization to work	Academic staffs	24	3.67	0.702	1.823	0.006
		Students	303	3.32	0.91		
3	The leaders in frequently try to encourage and show support for others on their team	Academic staffs	24	3.5	0.659	1.044	0.088
		Students	303	3.31	0.87		
4	The leaders think more about what must be done now, than about what needs to be done in the future	Academic staffs	24	3.71	1.083	1.717	0.13
		Students	303	3.37	0.908		
5	The leaders provide more significant opportunities for collective learning	Academic staffs	24	3	1.383	-1.09	0.003
		Students	303	3.22	0.898		
6	The leaders frequently set and reassess their goals and strategies to achieve those goals	Academic staffs	24	3.13	1.329	-1.156	0.002
		Students	303	3.35	0.862		
7	The leaders are good at finding practical solutions to problems	Academic staffs	24	3.13	1.154	-0.74	0.042
		Students	303	3.28	0.972		
8	The leaders have a clear focus on what they need to do as an organization/team	Academic staffs	24	3.42	0.584	0.157	0.001
		Students	303	3.39	0.935		
9	The leaders are often behind schedule because they have so much to do	Academic staffs	24	3.29	0.999	0.299	0.952
		Students	303	3.23	1.009		
10	The leaders are at their best being in charge of a particular task or project	Academic staffs	24	3.58	0.974	1.09	0.826
		Students	303	3.36	0.982		
	Overall						

Key: Academic staffs includes, deans, department heads and lecturers, Students' includes both regular and extension undergraduate, post graduate and PhD students. 0.5-1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 neutral, 3.5-4.49 agree, 4.5-5 strongly agree

(Source: Own survey result,2021)

As depicted in the above table item1, respondents reported their agreement that AAU the leaders frequently take risks and initiate action, within the last one year. This was established by the mean values as 3.67(0.963) score. The respondents were rated as “Agree” (3.5-4.49) which indicates AAU leadership take risks and initiative action within the last one year that is encouraging yet needs attention and timely measure to be more effective. On the other hand, students rated their agreement which was established by the mean value as 3.24(0.992) score. The respondents were rated as “Neutral” (2.5-3.49) which implies that needs some timely measures. The T-test result revealed that there are no statistically significant difference perceptions between the two groups of respondents (sig value=0.724) at 0.05 level of significance. In general, this information reveals that the university leaders take risks and initiate actions.

As indicated in table 4.2, item 2, most of the academic staff respondents agreed that the leaders are good at providing structure and organization to work. The mean value of respondents 3.67(.702) which is < 4.49 rated as “agree” (interesting with little follow-up). Besides this, the mean value of the student’s response 3.32(0.910) which is <3.49 rated as “Neutral” which indicates that respondents are not sure that whether the leaders are good at providing structure and organization to work. The T-test result reveals that there is no statistically significant difference perception between the two groups of respondents (sig value=0.06) at 0.05 level of significance. According to this information, we may conclude that both groups they agreed that though that needs some timely measures leaders are good at providing structure and organization to work.

As pointed out in table 4.2, item3, the respondents were asked to rate the leaders in frequently try to encourage and show support for others on their team. the mean value of academic staffs 3.50(0.659) score. Hence, the feature was rated as “Agree” (3.5-4.49) which indicates encouragement and excitement. Besides, students rated as “Neutral” which was established by the mean value 3.31(0.870) score which implies that respondents were not sure that the leaders in frequently try to encourage and show support for others on their team. The T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (the sig value =0.088) at 0.05 level of significance. In general, this information

reveals that the leaders in frequently they tried to encourage and show support for others on their team.

As point out in table 4.2 item4, respondents were asked to rate their agreement that the leaders think more about what must be done now, than about what needs to be done in the future. The academic staff respondents rated their agreement which was established by the mean values that are indicated as 3.71(1.083) which is <4.49 indicates the respondents agreed that the leaders think more about what must be done now, than about what needs to be done in the future. Cognizant to this, the student respondents rated their agreement which was established by the mean values that are indicated as 3.37(0.908) which is <3.5 implies that respondents were not sure that the leaders think more about what must be done now, than about what needs to be done in the future. The T-test result revealed that there is no statistically significant perception difference between the two groups of respondents (the sig value= 0.130) at 0.05 level of significance. From these two groups of information, we may deduce that the leaders think more about what must be done now, than about what needs to be done in the future.

The result from table 4.2, item5, in the rating of the leaders provide more significant opportunities for collective learning, both academic staff and student respondents were asked to rate their agreement. The mean value of academic staffs and students 3.00(1.383) and 3.22(.898) which is <3.5 indicates that both groups of the respondents were doubtful. Conversely to this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.003) at 0.05 level of significance.

The data tabulated in table 4.2, item6, in the rating of the leaders frequently set and reassess their goals and strategies to achieve those goals, both academic staff and student respondents were asked to rate their agreement. The mean value of academic staffs and students 3.13(1.329) and 3.35(.862) scores respectively which is <3.5 indicates that both groups of the respondents were doubtful. Cognizant to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.002) at 0.05 level of significance.

As pointed out in table 4.2 item7, the respondents were asked to rate their agreement that the leaders are good at finding practical solutions to problems. The mean value of academic staffs and students 3.13(3.28) and 3.28(.972) scores respectively which is < 3.5 rated as “neutral” implies that the leaders are good at finding practical solutions to problems indicates that both groups of the respondents were doubtful.

On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.042) at 0.05 level of significance.

As it is depicted in table item8, the respondents were asked to rate their agreement that the leaders have a clear focus on what they need to do as an organization/team. The mean value of academic staffs and students 3.42(.584) and 3.28(.972) scores respectively which is < 3.5 rated as “neutral” implies that the leaders have a clear focus on what they need to do as an organization/team indicates that both groups of the respondents were doubtful.

Besides to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.001) at 0.05 level of significance.

As it is presented in table 4.2 item 9, the respondents were asked to rate their agreement that the leaders are often behind schedule because they have so much to do. The mean value of academic staffs and students 3.29(.999) and 3.23(1.009) scores respectively which is < 3.5 rated as “neutral” implies that the leaders are often behind schedule because they have so much to do indicates that both groups of the respondents were doubtful.

Besides to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.001) at 0.05 level of significance.

The data tabulated in table 4.2, item10, respondents were asked to rate their agreement that the leaders are at their best being in charge of a particular task or project. The academic staff respondents rated their agreement which was established by the mean values that are indicated as 3.58(.974) which is >3.50 indicates the respondents agreed that the leaders are at their best being in charge of a particular task or project.

On the other hand, the student respondents rated their agreement which was established by the mean values that are indicated as 3.36(.982) which is <3.5 implies that respondents were not sure that the leaders are at their best being in charge of a particular task or project. The T-test result revealed that there is no statistically significant perception difference between the two groups of respondents (the sig value= 0.826) at 0.05 level of significance. From these two groups of information, we may deduce that the leaders are at their best being in charge of a particular task or project.

S.N	Items	Position	N	Mean	S. D	t-value	Sig
11	In meetings, the leaders discuss educational goals with teachers/lecturers	Academic staffs	24	3.25	1.26	-1.09	0.006
		Students	303	3.46	0.871		
12	The leaders ensures that teachers/lecturers work according to the university educational goals	Academic staffs	24	3.29	1.459	-1.1	0.001
		Students	303	3.54	1.019		
13	The leaders give teachers/lecturers suggestions as to how they can improve their teaching	Academic staffs	24	2.96	1.268	-1.48	0.083
		Students	303	3.28	1.008		
14	The leader's compliments teachers for special effort or accomplishments	Academic staffs	24	2.92	1.381	-1.48	0
		Students	303	3.2	0.85		
15	The leaders define goals to be accomplished by the staff of this university	Academic staffs	24	3.54	0.977	0.683	0.985
		Students	303	3.41	0.933		
16	The leaders and teachers work on the university development plan.	Academic staffs	24	3.04	1.301	-1.72	0.004
		Students	303	3.4	0.95		
17	The leaders and teachers act to ensure that education quality issues are a collective responsibility	Academic staffs	24	2.96	1.268	-2.38	0.098
		Students	303	3.48	1.013		
	Overall						

Key: Academic staffs includes, deans, department heads and lecturers, Students' incudes both regular and extension undergraduate, post graduate and PhD students. 0.5-1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 neutral, 3.5-4.49 agree, 4.5-5 strongly agree

(Source: Own survey result,2021)

As it is tabulated in above table item 11, the respondents were asked to rate their agreement that in meetings, the leaders discuss educational goals with teachers/lecturers. The mean value of academic staffs and students 3.25(1.260) and 3.46(.871) scores respectively which is < 3.5 rated as “neutral” implies that in meetings, the leaders discuss educational goals with teachers/lecturers that both groups of the respondents were doubtful.

On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.006) at 0.05 level of significance.

As pointed out in the same table, item12, the respondents were asked to rate their agreement that the leaders ensures that teachers/lecturers work according to the university educational goals. The mean value of academic staffs 3.29(1.459) score. Hence, the feature was rated as “neutral” which is <3.5 needs timely measures and follow up. Besides, students rated as “agree” which was established by the mean value 3.54(1.019) score which implies that interesting with little follow-up. The T-test result revealed that there is statistically significant difference perception between the two groups of respondents (the sig value =0.001) at 0.05 level of significance.

As it is presented in table 4.2 item 13, the respondents were asked to rate their agreement that the leaders give teachers/lecturers suggestions as to how they can improve their teaching. The mean value of academic staffs and students 2.96(1.268) and 3.28(1.008) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful. Besides to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.083) at 0.05 level of significance.

As it is indicated in table 4.2 item 14, the respondents were asked to rate their agreement that the leader’s compliments teachers for special effort or accomplishments. The mean value of academic staffs and students 2.92(1.381) and 3.20(.850) scores respectively which is < 3.5 rated

as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

Conversely to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.000) at 0.05 level of significance.

The result from table 4.2 item 15, the respondents were asked to rate their agreement that the leaders define goals to be accomplished by the staff of this university. The mean value of academic staffs 3.54(.977) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Cognizant to this, the mean value of students 3.41(.933) scores which is <3.5 rated as “neutral” that implies it needs timely measures and follow ups.

On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.985) at 0.05 level of significance.

As it is depicted in the same table item16, the respondents were asked to rate their agreement that the leaders and teachers work on the university development plan. The mean value of academic staffs and students 3.04(1.301) and 3.40(.950) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful. Conversely to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.004) at 0.05 level of significance.

As it is depicted in table item16, the respondents were asked to rate their agreement that the leaders and teachers work on the university development plan. The mean value of academic staffs and students 3.04(1.301) and 3.40(.950) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

Conversely to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the t-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.098) at 0.05 level of significance.

As pointed out in table 4.2 itemm17, the respondents were asked to rate their agreement that the leaders and teachers act to ensure that education quality issues are a collective responsibility. The mean value of academic staffs and students 2.96(1.268) and 3.48(1.013) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

In line with this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.098) at 0.05 level of significance.

Table 4.3 Strategies to Managing Education during Crisis

S.N	Items	Position	N	Mean	S. D	t-value	Sig
1	The ability of leaders to catch the signals of crisis was interesting	Academic staffs	24	3.63	0.924	2.067	0.929
		Students	303	3.2	0.962		
2	The university leader's preparation and protection against crisis was exciting	Academic staffs	24	3.79	0.884	3.017	0.101
		Students	303	3.17	0.986		
3	Leader's efficient decision taking throughout the crisis management process was respectable	Academic staffs	24	3.67	1.007	1.492	0.117
		Students	303	3.39	0.854		
4	The ability of leaders to use power throughout the crisis management process was very high	Academic staffs	24	3.5	0.722	1.695	0.132
		Students	303	3.17	0.917		
5	The ability of leaders to plan the crisis management process was encouraging	Academic staffs	24	3.58	0.776	0.927	0.042
		Students	303	3.4	0.947		
6	The ability to organize the crisis management process was motivating	Academic staffs	24	3.58	0.717	1.172	0.022
		Students	303	3.34	0.997		
7	The leaders communicating clearly and often with all stakeholders	Academic staffs	24	3.13	0.68	0.398	0.004
		Students	303	3.04	0.991		
8	The ability of leaders to ensure coordination throughout the crisis management process was virtuous	Academic staffs	24	3.33	0.868	1.579	0.638
		Students	303	3.05	0.846		
9	The ability of leaders to supervise the crisis management process was thought-provoking	Academic staffs	24	3.08	0.776	0.004	0.036
		Students	303	3.08	1.008		
10	The ability of leaders to shift to normal state was inspiring	Academic staffs	24	3.42	0.974	1.557	0.406
		Students	303	3.06	1.09		

Key: Academic staffs includes, deans, department heads and lecturers, Students' includes both regular and extension undergraduate, post graduate and PhD students. 0.5-1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 neutral, 3.5-4.49 agree), 4.5-5 strongly agree

(Source: Own survey result,2021)

As we can notice from table 4. 3 item1, the respondents were asked to rate their agreement that the ability of leaders to catch the signals of crisis was interesting. The mean value of academic staffs 3.63(.924) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. On the other hand, the mean value of students 3.20(.962) scores which is <3.5 rated as “neutral” that implies it needs timely measures and follow ups.

Cognizant to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.929) at 0.05 level of significance.

As we can observe from table 4.3 item2, the respondents were asked to rate their agreement that the university leader’s preparation and protection against crisis was exciting. The mean value of academic staffs 3.79(.884) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of students 3.17(.986) scores which is <3.5 rated as “neutral” that implies it needs timely measures and follow up and the respondents were doubtful.

Cognizant to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.101) at 0.05 level of significance.

As shown in table4.3 item3, the respondents were asked to rate their agreement that the university leader’s efficient decision taking throughout the crisis management process was respectable. The mean value of academic staffs 3.67(1.007) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of students 3.39(.854) scores which is <3.5 rated as “neutral” that implies it needs timely measures and follow up and the respondents were doubtful.

Conversely to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.117) at 0.05 level of significance.

As indicated in table 4.3 item4, the respondents were asked to rate their agreement that the ability of leaders to use power throughout the crisis management process was very high. The mean value of academic staffs 3.50(.722) scores which is equal to 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of students 3.17(.917) scores which is <3.5 rated as “neutral” that implies it needs timely measures and follow up and the respondents were doubtful. Conversely to this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.132) at 0.05 level of significance.

As depicted in table 4.3 item5, the respondents were asked to rate their agreement that the ability of leaders to plan the crisis management process was encouraging. The mean value of academic staffs 3.58(.776) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of students 3.40(.947) scores which is <3.5 rated as “neutral” that indicates it needs timely measures and follow up and the respondents were doubtful.

On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.142) at 0.05 level of significance.

As we can see from table 4.3 item6, the respondents were asked to rate their agreement that the ability of leaders to plan the crisis management process was encouraging. The mean value of academic staffs 3.58(.717) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of the students 3.34(.997) scores which is <3.5 rated as “neutral” that indicates it needs timely measures and follow up and the respondents were doubtful. On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.022) at 0.05 level of significance.

As presented in table 4.3 item7, the respondents were asked to rate their agreement that the leaders communicating clearly and often with all stakeholders. The mean value of academic staffs and students 3.13(.680) and 3.04(.991) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.004) at 0.05 level of significance.

As shown in table 4.3 item8, the respondents were asked to rate their agreement that the ability of leaders to ensure coordination throughout the crisis management process was virtuous. The mean value of academic staffs and students 3.33(.868) and 3.05(.846) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful. On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.004) at 0.05 level of significance.

As we can notice from table 4.3 item9, the respondents were asked to rate their agreement that the ability of leaders to supervise the crisis management process thought was provoking. The mean value of academic staffs and students 3.08(.776) and 3.08(1.008) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful. In line with this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.036) at 0.05 level of significance.

As indicated in the same table item10, the respondents were asked to rate their agreement that the ability of leaders to shift to normal state was inspiring. The mean value of academic staffs and

students 3.42(.974) and 3.06(1.090) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

In line with this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.406) at 0.05 level of significance.

S. N	Items	Position	N	Mean	S. D	t-value	Sig
11	The ability to learn and assess throughout the crisis management process was virtuous	Academic staffs	24	3.63	0.576	1.656	0.016
		Students	303	3.34	0.837		
12	The ability of leaders to cope and thrive on ambiguity was hopeful	Academic staffs	24	3.38	0.824	0.522	0.582
		Students	303	3.28	0.856		
13	An ability of leaders to respond flexibly quickly was upright	Academic staffs	24	3.42	0.929	1.526	0.876
		Students	303	3.11	0.964		
14	Increases the university’s capacity to respond intelligently to the many and complex challenges it faces	Academic staffs	24	3.79	0.721	2.926	0.023
		Students	303	3.21	0.95		
15	Leaders’ growth mindset approaches to solving problems was stimulating	Academic staffs	24	3.42	0.717	1.382	0.041
		Students	303	3.13	0.988		
16	Leaders draw on a toolkit of skills and approaches, which are reactive and proactive	Academic staffs	24	3.08	0.584	-0.18	0.01
		Students	303	3.12	0.844		
17	Leaders support the wellbeing of their school community (while maintaining their own health and wellbeing)	Academic staffs	24	3.63	0.77	0.365	0.071
		Students	303	3.54	1.057		
18	Leaders creating distance learning platform on demand opportunities for students	Academic staffs	24	3.67	0.816	1.684	0.003
		Students	303	3.25	1.197		
	Overall						

Key: Academic staffs includes, deans, department heads and lecturers, Students’ incudes both regular and extension undergraduate, post graduate and PhD students. 0.5-1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 neutral, 3.5-4.49 agree), 4.5-5 strongly agree

As depicted in the same table 4.3 item 11, the respondents were asked to rate their agreement that the ability to learn and assess throughout the crisis management process was virtuous. The mean value of academic staffs 3.63(.334) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of the students 3.34(.837) scores which is < 3.5 rated as “neutral” that indicates it needs timely measures and follow up and the respondents were doubtful. On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.016) at 0.05 level of significance.

As indicated in the same table item12, the respondents were asked to rate their agreement that the ability of leaders to cope and thrive on ambiguity was hopeful. The mean value of academic staffs and students 3.38(.824) and 3.28(.856) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the t-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.582) at 0.05 level of significance.

As we can see in table4.3 item13, the respondents were asked to rate their agreement that an ability of leaders to respond flexibly quickly was upright. The mean value of academic staffs and students 3.42(.929) and 3.11(.964) scores respectively which is < 3.5 rated as “neutral” indicates needs timely measures and follow up and both groups of the respondents were doubtful.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the t-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.876) at 0.05 level of significance.

Result from table 4.3 item14, the respondents were asked to rate their agreement that an ability of Increases the university's capacity to respond intelligently to the many and complex challenges it faces. The mean value of academic staffs 3.79(.721) scores which is > 3.5 rated as "agree" that indicates interesting with little follow-up. Besides, the mean value of the students 3.21(.950) scores which is < 3.5 rated as "neutral" that indicates it needs timely measures and follow up and the respondents were doubtful. On the other hand, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.023) at 0.05 level of significance.

As presented in table 4.3 item15, the respondents were asked to rate their agreement that Leaders' growth mindset approaches to solving problems was stimulating. The mean value of academic staffs 3.42(.717) scores which is > 3.5 rated as "agree" that indicates interesting with little follow-up. Besides, the mean value of the students 3.13(.988) scores which is < 3.5 rated as "neutral" that indicates it needs timely measures and follow up and the respondents were doubtful.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.041) at 0.05 level of significance.

As indicated in the same table item16, the respondents were asked to rate their agreement that Leaders draw on a toolkit of skills and approaches, which are reactive and proactive. The mean value of academic staffs and students 3.08(.584) and 3.12(.844) scores respectively which is < 3.5 rated as "neutral" indicates needs timely measures and follow up and both groups of the respondents were doubtful. Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.010) at 0.05 level of significance.

As we can see in table 4.3 item 17, the respondents were asked to rate their agreement that leaders support the wellbeing of their school community (while maintaining their own health and wellbeing). The mean value of academic staffs and students 3.63(.770) and 3.54(1.057) scores respectively which is > 3.5 rated as “agree” indicates interesting and needs little follow up.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is no statistically significant difference perception between the two groups of respondents (sig value=0.010) at 0.05 level of significance.

As shown in table 4.3 item18, the respondents were asked to rate their agreement that Leaders creating distance learning platform on demand opportunities for students. The mean value of academic staffs 3.67(.816) scores which is > 3.5 rated as “agree” that indicates interesting with little follow-up. Besides, the mean value of the students 3.25(1.197) scores which is < 3.5 rated as “neutral” that indicates it needs timely measures and follow up and the respondents were doubtful.

Besides, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents as result of this, the T-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.003) at 0.05 level of significance.

Table 4.4 Challenges of Managing Education in Crisis during covid-19 Pandemic

S.N	Items	Position	N	Mean	S. D	t-value	Sig
1	Lack of leader's commitment	Academic staffs	24	2.92	0.83	-1.28	0
		Students	303	3.24	1.208		
2	Lack of qualified teachers	Academic staffs	24	3.38	1.245	2.14	0.522
		Students	303	2.83	1.194		
3	A lack of laboratory technicians	Academic staffs	24	2.83	0.761	-0.47	0.014
		Students	303	2.94	1.073		
4	A lack of instructional support personnel.	Academic staffs	24	3.25	0.989	1.007	0.431
		Students	303	3.01	1.151		
5	lack of other support personnel	Academic staffs	24	3.29	0.955	0.814	0.17
		Students	303	3.09	1.189		
6	Shortage or inadequacy of instructional materials	Academic staffs	24	3.25	1.032	-0.45	0.312
		Students	303	3.36	1.162		
7	Lack of adequate finance	Academic staffs	24	3.17	0.702	-0.8	0.004
		Students	303	3.35	1.105		
8	Lack of capability of using technologies	Academic staffs	24	2.88	0.85	-1.79	0.019
		Students	303	3.31	1.164		
9	Lack of accessibility of technologies	Academic staffs	24	2.88	0.9	-2.27	0.059
		Students	303	3.42	1.142		
10	Shortage or inadequacy of other equipment	Academic staffs	24	3.17	1.049	-1.85	0.357
		Students	303	3.58	1.058		
11	Lack of ICT facilities in the university	Academic staffs	24	2.79	1.318	-1.98	0.493
		Students	303	3.34	1.302		
	Overall		327	3.149	1.062		

Key: Academic staffs includes, deans, department heads and lecturers, Students' includes both regular and extension undergraduate, post graduate and PhD students. 0.5-1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 neutral, 3.5-4.49 agree, 4.5-5 strongly agree

(Source: Own survey result,2021)

As we can notice from table 4.5, respondents were requested to rate the main factors that affecting to managing Education in crisis during covid-19 pandemic, Academic staff's respondents replied that lack of qualified teachers, lack of other support personnel, lack of

instructional support personnel, shortage or inadequacy of instructional materials, lack of adequate finance, shortage or inadequacy of other equipment, a lack of instructional support personnel, lack of leader's commitment, lack of capability of using technologies, lack of accessibility of technologies, a lack of laboratory technicians, and lack of ICT facilities in the university in which the mean value rating as 3.38 (1.245), 3.29 (.955), 3.01 (1.151), 3.25 (1.032), 3.17 (.702), 3.17 (1.049), 3.01(1.151), 2.92 (.830), 2.88 (.850), 2.88 (.900), 2.83 (.761), 2.79 (1.318) score respectively. Indeed, those factors were rated as "neutral" (2.5.3.49) which shows needs some timely measures. therefore, it needs continuous follow-up. On the other hand, students replied that shortage or inadequacy of other equipment, lack of accessibility of technologies, shortage or inadequacy of instructional materials, lack of ICT facilities in the university, lack of adequate finance, lack of capability of using technologies, lack of leader's commitment, shortage or inadequacy of other equipment lack of other support personnel, A lack of laboratory and technicians, lack of qualified teachers in which the mean value rating as 3.58 (1.058), 3.42 (1.142), 3.36 (1.162), 3.34 (1.302), 3.35 (1.105) 3.31 (1.164), 3.24 (1.208), 3.17 (1.049), 3.09 (1.189), 2.94(1.073), 2.83 (1.194) score respectively. In line with this, an independent t-test was employed to check if there was statistically significant difference between the perceptions of the two groups of respondents that lack of leader's commitment. As result of this, the t-test result revealed that there is statistically significant difference perception between the two groups of respondents (sig value=0.000) at 0.05 level of significance. While in the remaining factors no statistically significant difference between the perceptions of the two groups of respondents. Hence, from this information we may conclude that the above-mentioned factors were the major challenges of managing education in crisis during covid-19 Pandemic.

4.3. Qualitative Result Description

4.3.1 In- depth interview for those who were higher officials of AAU

To understand, the gaps perceived by the leadership interviews were held. Study participants provide significant inputs and based on intensive study, roles, strategies to manage education during crisis, and challenges were identified and analyzed. Specifically, the researcher conducted an interview with 4(four) higher officials i.e college deans, department heads and covid-19 combat committee members.

During the interview, the interviewees were asked to discuss the role of leadership in managing Education during covid-19 pandemic at AAU.

One interviewee stated that:

“ensure the continuity of education while keeping the safety of the students. Restructuring existing systems while ensuring quality with a very limited resource. Leadership role was to plan for school reopening, prepare covid-19implement re-opening guideline and virtual /e-learning policy.”

And also, the interviewees were asked to describe what strategies was set by the university to manage education during covid-19 pandemic. One of the higher officials clearly states that:

“the university prepared re-opening guide line and online learning policy.”

Cognizant to this, the interviewees were asked to state a strategy to manage education during covid-19 pandemic which was set by the university. One of the covid-19 preventive committee member and higher-level officials has highlighted: During COVID-19, the entire learner support infrastructure at my institution has had to pivot from mostly face-to-face to completely digital. This has been true of every college and university. What we know is that students learning at distance, taking courses mediated by technology, require much greater levels of support than students in face-to-face settings. Combining the challenges of quickly pivoting to remote learning with the stresses of living under a global pandemic has caused the demand for learner support to grow exponentially. Beyond this, the university prepared guidelines and online learning platform and communicate to all academic staffs for execution of the strategy. Google class room, google meeting, zoom module, a combination of virtual and physical classes was designed. Maximizing learning outside the class room and physical classes were designed considering the covid-19 situation and adhering to standard.

On the other hand, interviewees were asked to state regarding the use of technology in education, are there any particular technologies you feel excited about. As most of the interviewees stated: after reopening of classes, a combination of virtual and physical classes was designed. Maximizing learning outside the classroom and physical classes were designed considering the covid-19 situation and adhering to standards.

And also, as teaching learning support office director clearly states that:

"So, the technologies that I'm excited about will be ones that make face-to-face learning better. In reality, we will see better use of existing technologies for hybrid (or blended) learning. Going forward, I expect that teachers will utilize digital platforms to offload much of what had previously occurred in physical classrooms. This means less lecturing and more time for discussing, mentoring and active learning. Will emerging technologies in mobile learning, adaptive learning platforms and augmented/virtual reality help in this goal? Sure. At least I hope so. But we need to keep in mind that technology is only a tool. We design our learning environments based on our goals sometimes articulated, often not) for learning. Technology can hinder as much as it can help educators collaborate with learners to reach those goals."

At last, the interviewees were asked to mention the major challenges of managing education in crisis during covid-19 pandemic at AAU. As most of the interviewees emphasized that:

Virtual/online learning was a new experience to the university as result of this, teachers and students were new to digital learning technologies so it was the major challenge to access and to capture. In line with this, lack of pedagogical content knowledge needed for teaching online, using platform and tools, practical and technical challenges to provide lessons from home for teaching students practical and technical challenges to attend classes from home was the prominent problems during covid-19 pandemic.

And other teaching learning support office director was also highlighted:

"infrastructure, teachers' attitude towards e-learning platform, teachers compatibility problem with technology, students' perception and student's income level to afford latest mobile or laptop and capability problem, were the major challenges to continue teaching-learning process during covid-19 pandemic."

In general, infrastructure, teacher's perception towards e-learning, students capability problem and students who come from families with abundant resources could more easily navigate the shift to remote learning than were students facing multiple economic, family and social challenges. Having access to reliable internet and a relatively quiet place to learn were serious challenges of AAU to manage education during covid-19 pandemic.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major areas covered by the study and to draw conclusions based on the major findings. In the end, possible recommendations were forwarded to leadership roles in managing education in crisis at Addis Ababa University during covid-19 pandemic.

5.1 Summary of the Major Findings

The main purpose of this study was to assess the leadership roles in managing education in crisis At Addis Ababa University during covid-19 pandemic. Specifically, it deals with roles of leadership, leadership roles in managing education during crisis and challenges of leadership in managing education during crisis. To achieve this objective, the following research questions were developed:

- 1) What was the role of leaders in managing education during covid-19?
- 2) Does the university set a strategy to manage education during covid-19 pandemic?
- 3) What were the major challenges encountered in the process of managing education in the university during covid-19 pandemic?

The study was conducted in AAU and it was selected purposively. AAU a was selected due to have huge population compared with other universities. A mixed research approach was applied. The sample population were AAU academic staffs and students who were selected using stratified simple random sampling techniques and deputy academic staffs, college deans and teaching learning process director totally 4(four) who were selected purposively. A total of 384 questionnaires were distributed. Out of these, 327(85%) are filled in and collected back. The data were collected using questionnaires, interviews, and document review. Thus, for analysis of data which were gathered through close-ended questionnaire were analyzed quantitatively through using statistical package for social science (SPSS) version 23, and the obtained results were analyzed with statistical tools such as percentage, frequency, crosstabulation, mean, standard

deviation, and t-test. Based on analysis and interpretation of data the following is a summary of findings of the study have been presented below in the form of answers given to the basic question:

1) The Role of Leaders in Managing Education During Covid-19

Most of the academic staffs and students replied positively the university leaders take risks and initiate actions, good at providing structure and organization to work, leaders in frequently they tried to encourage and show support for others on their team, leaders are good at finding practical solutions to problems, in somewhat but it needs further action.

While most respondent responded negatively that in meetings, the leaders discuss educational goals with teachers/lecturers, the leader's compliments teachers for special effort or accomplishments, the leaders and teachers work on the university development plan, and leaders and teachers act to ensure that education quality issues are a collective responsibility.

2) The AAU Set A Strategy to Manage Education During Covid-19 Pandemic

Most of the respondents reported that the ability of leaders to catch the signals of crisis was encouraging. As the respondents and interviewees confirmed that the university prepared guidelines and online learning platform and communicate to all academic staffs for execution of the strategy. Google class room, google meeting, zoom module, a combination of virtual and physical classes was designed. Maximizing learning outside the class room and physical classes were designed considering the covid-19 situation and adhering to standard. In line with this, as they assured that the university prepare the class room, students' dormitory, food service, sanitizers, soap, temperature measurement, and transport facilitations as per the ministry of health covid-19 preventive guide line.

3) The Major Challenges Encountered in The Process of Managing Education in AAU During Covid-19 Pandemic

It was reported by all the respondents that lack of qualified teachers, lack of other support personnel, lack of instructional support personnel, shortage or inadequacy of instructional

materials, lack of adequate finance, shortage or inadequacy of other equipment, a lack of instructional support personnel, lack of leader's commitment, lack of capability of using technologies, lack of accessibility of technologies, a lack of laboratory technicians, and lack of ICT facilities. This shows that still it needs to do further measures. infrastructure, teachers' attitude towards e-learning platform, teachers compatibility problem with technology, students' perception and student's income level to afford latest mobile or laptop and capability problem, were the major challenges to continue teaching-learning process during covid-19 pandemic.

5.2 Conclusions

Based on the findings of the study, the following conclusions are drawn:

This study expands the existing literature related to leadership role in managing education in crisis during covid-19 pandemic at AAU. The purpose of the study was to determine whether role of leadership would affect managing education in crisis. Management educators need to integrate crisis analysis into their existing courses and develop stand-alone courses in crisis management. Education in crisis management needs to be socially and historically contextualized. It should go beyond abstract and cognitive understanding; it must be embodied and experiential, engaging participants as whole persons and responsible members of communities. As results of teacher's negative perception on e-learning and students' technological capability, infrastructure problems. Thus, the skills required to lead through disaster must be continually honed to prepare for, respond to and learn from crisis. Therefore, it may be concluded leaders failed in managing education causing deterioration of quality of education.

5.3 Recommendations

Based on the major findings and conclusions drawn, the following recommendations are suggested.

- a) Leadership in a crisis better be collaborative and also look to be sensibly hierarchical. There are times when university leaders need to wait and take advice from government, system-level leaders and first responders. Within the university, a well-formed crisis

management team brings a cross section of perspectives to a problem, and reduces the risk of missing certain voices.

- b) Since, there is negative perception of teachers on e-learning and capability problems, it is suggested that the AAU leaders in collaboration with other stake holders required to provide adequate training to its academic staffs and students on using of technology to facilitate teaching learning process.
- c) It has been found that the education is largely affected by covid-19, so it is recommended to give special attention to management of education.
- d) Henceforth, AAU may face by possibility of lack of qualified teachers, lack of other support personnel, lack of instructional support personnel, shortage or inadequacy of instructional materials, lack of adequate finance, shortage or inadequacy of other equipment, a lack of instructional support personnel, lack of leader's commitment, lack of capability of using technologies, lack of accessibility of technologies, a lack of laboratory technicians, and lack of ICT facilities. Therefore, the university leaders suggested to take steps such as giving immediate response to minimize the problems.
- e) Hence, the role of leadership in managing education in crisis at AAU during covid-19 pandemic, is a very wide topic that needs to be researched in depth. And the findings of this study did not exhaust all technicalities roles of leadership in managing education during crisis. Therefore, other researchers better to conduct study in the same area.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaires to be filled by department heads, lecturers, administrative staffs and students of Addis Ababa University (AAU)

Dear Respondents

This questionnaire is designed to collect data on “The roles of leadership in managing education in crisis at Addis Ababa university during covid-19 pandemic”. The research result is to be used for academic purpose only and will be kept confidential. Thus, you are kindly requested to answer all questions patiently and genuinely.

Thank you in advance for your cooperation!!

General Direction:

- It is not necessary to write your name in the questionnaire.
- Please select your best choice for items requiring optional response by putting “✓” or “circle” on each box provided for questions with rating scale (choice).
- For questions that require your further opinion, please respond briefly and clearly.

Part One: Background Information

1. Sex a) Male b) Female

2. Age

- a) 18-29 years
- b) 30-39 years
- c) 40-49 years
- d) More than 50 years

3. Education Status

- a) Certificate and below c) Degree e) PhD & above
 b) Diploma d) MSc/MA
 f) BSc/BA student g) MSc/MA Student h) PhD Student

4. Work experience

- a) 0-5 years c) 11 and above years
 b) 6-10 years

5. Your position /status

- a) Dean Associate Dean b) department head c) Lecturer
 d) Administrative staff f) Student

Part Two: Items Related to Roles of Leadership

The following items are about roles of leadership in managing education during the time of crisis. Please, indicate your level of agreement by circling the numbers assigned for alternatives. The alternatives and their values are: Strongly Agree (SA) =5, Agree (A) =4, Undecided (UD) = 3, Disagree (DA) = 2, Strongly Disagree (SD) =1.

S.N	Roles of Leadership in Managing Education at AAU	Rank				
		SA	A	UD	DA	SD
1	The leaders frequently take risks and initiate action, within the last one year	5	4	3	2	1
2	The leaders are good at providing structure and organization to work	5	4	3	2	1
3	The leaders in frequently try to encourage and show support for others on their team	5	4	3	2	1
4	The leaders think more about what must be done now, than about what needs to be done in the	5	4	3	2	1

	future					
5	The leaders provide more significant opportunities for collective learning	5	4	3	2	1
6	The leaders frequently set and reassess their goals and strategies to achieve those goals	5	4	3	2	1
7	The leaders are good at finding practical solutions to problems	5	4	3	2	1
8	The leaders have a clear focus on what they need to do as an organization/team	5	4	3	2	1
9	The leaders are often behind schedule because they have so much to do	5	4	3	2	1
10	The leaders are at their best being in charge of a particular task or project	5	4	3	2	1
11	In meetings, the leaders discuss educational goals with teachers/lecturers	5	4	3	2	1
12	The leaders ensures that teachers/lecturers work according to the university educational goals	5	4	3	2	1
13	The leaders give teachers/lecturers suggestions as to how they can improve their teaching	5	4	3	2	1
14	The leader's compliments teachers for special effort or accomplishments	5	4	3	2	1
15	The leaders define goals to be accomplished by the staff of this university	5	4	3	2	1
16	The leaders and teachers work on the university development plan.	5	4	3	2	1
17	The leaders and teachers act to ensure that education quality issues are a collective responsibility	5	4	3	2	1

Part Three: Items Related to Strategies to Managing Education During Crisis

The following items are about the strategies set by the university to managing education in crisis during covid-19 pandemic. Please, indicate your level of agreement by circling the numbers assigned for alternatives. The alternatives and their values are: Strongly Agree (SA) =5, Agree (A) =4, Undecided (UD) = 3, Disagree (DA) = 2, Strongly Disagree (SD) =1.

S.N	The Attributes of University Leadership in Times of Crisis at AAU	Rank				
		SA	A	UD	DA	SD
1	The ability of leaders to catch the signals of crisis was interesting	5	4	3	2	1
2	The university leader's preparation and protection	5	4	3	2	1

	against crisis was exciting					
3	Leader's efficient decision taking throughout the crisis management process was respectable	5	4	3	2	1
4	The ability of leaders to use power throughout the crisis management process was very high	5	4	3	2	1
5	The ability of leaders to plan the crisis management process was encouraging	5	4	3	2	1
6	The ability to organize the crisis management process was motivating	5	4	3	2	1
7	The leaders communicating clearly and often with all stakeholders	5	4	3	2	1
8	The ability of leaders to ensure coordination throughout the crisis management process was virtuous	5	4	3	2	1
9	The ability of leaders to supervise the crisis management process was thought-provoking	5	4	3	2	1
10	The ability of leaders to shift to normal state was inspiring	5	4	3	2	1
11	The ability to learn and assess throughout the crisis management process was virtuous	5	4	3	2	1
12	The ability of leaders to cope and thrive on ambiguity was hopeful	5	4	3	2	1
13	An ability of leaders to respond flexibly quickly was upright	5	4	3	2	1
14	Increases the university's capacity to respond intelligently to the many and complex challenges it faces	5	4	3	2	1
15	Leaders' growth mindset approaches to solving problems was stimulating	5	4	3	2	1
16	Leaders draw on a toolkit of skills and approaches, which are reactive and proactive	5	4	3	2	1
17	Leaders support the wellbeing of their school community (while maintaining their own health and wellbeing)	5	4	3	2	1
18	Leaders creating distance learning platform on demand opportunities for students	5	4	3	2	1

19. Please, list other things that were set by the university that contribute to managing education during covid-19 pandemic?

Part Four: Items Related to Challenges of Managing Education in Crisis during covid-19 Pandemic

The following items are about the challenges of managing education in crisis during covid-19 pandemic. Please, indicate your level of agreement by circling the numbers assigned for alternatives. The alternatives and their values are: Strongly Agree (SA) =5, Agree (A)=4, Undecided (UD) = 3, Disagree (DA) = 2, Strongly Disagree (SD) =1.

S. N	Challenges of Managing Education During Covid-19 Pandemic at AAU	Rank				
		SA	A	UD	DA	SD
1	Lack of leader's commitment	5	4	3	2	1
2	Lack of qualified teachers	5	4	3	2	1
3	A lack of laboratory technicians	5	4	3	2	1
4	A lack of instructional support personnel.	5	4	3	2	1
5	lack of other support personnel	5	4	3	2	1
6	Shortage or inadequacy of instructional materials	5	4	3	2	1
7	Lack of adequate finance	5	4	3	2	1
8	Lack of capability of using technologies	5	4	3	2	1
9	Lack of accessibility of technologies	5	4	3	2	1
10	Shortage or inadequacy of other equipment	5	4	3	2	1
11	Lack of ICT facilities in the university	5	4	3	2	1

12. Do you think that there are other factors that contribute for managing education during covid-19 pandemic at AAU? Please, mention the major influencing factors?

Thank you!!

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና የባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ሥራ አመራር ትምህርት ክፍል

ይህ መጠይቅ በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ክፍል ኃላፊዎች፣ መምህራን፣ የቴክኒካል ድጋፍ ሰጭ ሰራተኞችና ተማሪዎች የሚሞላ ነው።

ውድ የመጠይቁ ተሳታፊዎች፡-

ይህ መጠይቅ «በኮቪድ-19 ወረሽኝ ወቅት የአዲስ አበባ ዩኒቨርሲቲ አመራሮች ሚና» በሚል መረጃ ለመሰብሰብ ታቅዶ የተዘጋጀ የጽሁፍ መጠይቅ ነው። ከዚህ መጠይቅ የሚገኘው መረጃ ሚስጥራዊነቱ እንደተጠበቀ የሚያዝና ለምርምሩ ተግባር ብቻ የሚያገለግል መሆኑን አሳውቃለሁ። ስለዚህ ለቀረቡት ጥያቄዎች ሁሉ ትክክለኛ መረጃ እንዲሰጡ በአክብሮት እጠይቃለሁ።

ስለ ትብብርዎ በቅድሚያ አመሰግናለሁ።

አጠቃላይ መረጃ

- በመጠይቁ ውስጥ ስምዎን መጻፍ አስፈላጊ አይደለም።
- ከተሰጡት አማራጮች ውስጥ የተሰጠውን መመሪያ ተከትለው መልስዎን ይሰጡ፤
- ተጨማሪ አስተያየትዎን ለሚሹ ጥያቄዎች እባክዎን በአጭሩ እና በግልፅ ይመልሱ ።

ክፍል አንድ፡ አጠቃላይ መረጃ

1. ጾታ ሀ) ወንድ ለ) ሴት

2. ዕድሜ

ሀ) 18-29 ዓመት

ለ) 30-39 ዓመት

ሐ) 40-49 ዓመት

መ) 50 እና ከዚያ በላይ

3. የትምህርት ደረጃ

ሀ) ሰርተፍኬትና በታች ሐ) ዲግሪ ሠ) ፒችዲ

ለ) ዲፕሎማ መ) ማስተርስ

ረ) የመጀመሪያ ዲግሪ ተማሪ ሰ) የሁለተኛ ዲግሪ ተማሪ ሸ) የፒችዲ ተማሪ

4. የሥራ ልምድ

- ሀ) 0-5 ዓመት ሐ) 11 ዓመት እና ከዚያ በላይ
- ለ) 6-10 ዓመት

5. እየሰሩበት ያለው ኃላፊነት

- ሐ) ዲን ሐ) ተባባሪ ዲን ሐ) የትምህርት ክፍል ኃላፊ መ) ሌክቸረር ረ)
- ቴክኒካል አሲስታንት ሠ) ተማሪ

ክፍል ሁለት:- የአመራር ሚና

የሚከተሉት አመራሮች «በቀውስ ወቅት ጊዜ ትምህርትን በማስተዳደር ረገድ የአመራር ሚናዎችን» በተመለከተ የሚዳሰሱ ናቸው :: እባክዎን ለአመራሮች የተሰጡትን ቁጥሮች በማክበብ የስምምነትዎን ደረጃ ያሳዩ :: የቀረቡት አመራሮች በጣም እስማማለሁ (በ.እ) = 5 ፣ እስማማለሁ (እ) = 4 ፣ አልወሰንኩም (አ) = 3 ፣ አልስማማም (አል) = 2 ፣ በጣም አልስማማም (በ.አል) = 1 ናቸው ::

S.N	ትምህርትን በማስተዳደር ረገድ የአ.አ .ዩ መሪዎች ሚና	ደረጃ				
		በ.እ	እ	አ	አል	በ.አል
1	ባለፈው አንድ ዓመት ውስጥ መሪዎቹ በተደጋጋሚ አደጋዎችን በመጋፈጥ እርምጃ ይወስዱ ነበር	5	4	3	2	1
2	መሪዎቹ የሚሠሩበትን መዋቅርና አደረጃጀት በማቅረብ ረገድ ጥሩ ናቸው	5	4	3	2	1
3	መሪዎቹ በተደጋጋሚ በቡድናቸው ውስጥ ላሉት ለሌሎች ለማበረታታት እና ድጋፍ ለማሳየት ይሞክራሉ	5	4	3	2	1
4	መሪዎቹ ለወደፊቱ መደረግ ከሚገባው በላይ አሁን ምን መደረግ ስላለባቸው ጉዳዮች ያስባሉ	5	4	3	2	1
5	መሪዎቹ ለጋራ ትምህርት የበለጠ ጉልህ ዕድሎችን ይሰጣሉ	5	4	3	2	1
6	መሪዎቹ እነዚህን ግቦች ለማሳካት ግቦቻቸውን እና ስትራቴጂያቸውን ደጋግመው ያስቀምጣሉ እና እንደገና ይገመግማሉ	5	4	3	2	1
7	ለችግሮች ተግባራዊ መፍትሄ በማፈለግ ረገድ መሪዎቹ ጎበዝ ናቸው	5	4	3	2	1
8	መሪዎቹ እንደ ድርጅት / ቡድን ምን ማድረግ እንዳለባቸው ግልፅ ትኩረት አላቸው	5	4	3	2	1
9	መሪዎቹ ብዙ የሚሰሩባቸው ነገሮች ስለነበሯቸው ብዙ ጊዜ ከመደበኛው ጊዜ በታች እየሰሩ ይገኛሉ	5	4	3	2	1
10	መሪዎቹ ለአንድ የተወሰነ ሥራ ወይም ፕሮጀክት ኃላፊ ሆነው በተሾሙበት ሁኔታ ላይ ናቸው	5	4	3	2	1
11	በስብሰባዎች ውስጥ መሪዎቹ በትምህርታዊ ግቦች ላይ ከመምህራን ጋር ይወያያሉ	5	4	3	2	1

12	መሪዎቹ መምህራን በዩኒቨርሲቲው የትምህርት ግቦች መሠረት እንዲሰሩ ያረጋግጣሉ	5	4	3	2	1
13	መሪዎቹ መምህራን የማስተማር ዘዴያቸውን እንዴት እንደሚያሻሽሉ አስተያየቶችን ይሰጣሉ	5	4	3	2	1
14	መሪው ለልዩ ጥረት ወይም ስኬት መምህራንን ያመሰግናቸዋል	5	4	3	2	1
15	መሪዎቹ በዩኒቨርሲቲው ሰራተኞች የሚከናወኑ ግቦችን ለይተው ያስቀምጣሉ	5	4	3	2	1
16	መሪዎቹ እና መምህራኖቹ በዩኒቨርሲቲ ልማት እቅድ ላይ ይሰራሉ	5	4	3	2	1
17	መሪዎቹ እና መምህራኑ የትምህርት ጥራት ጉዳዮች የጋራ ኃላፊነት መሆናቸውን ለማረጋገጥ ይንቀሳቀሳሉ	5	4	3	2	1

ክፍል ሦስት:- በቀውስ ወቅት ትምህርትን የማስተዳደር ስትራቴጂ

የሚከተሉት አመራሮች «በቀውስ ወቅት ትምህርትን የማስተዳደር ስትራቴጂ» በተመለከተ የሚዳሰሱ ናቸው :: እባክዎን ለአማራጮች የተሰጡትን ቁጥሮች በማክበብ የስምምነትዎን ደረጃ ያሳዩ :: የቀረቡት አማራጮች በጣም እስማማለሁ (በ.እ) = 5 ፣ እስማማለሁ (እ) = 4 ፣ አልወሰንኩም (አ) = 3 ፣ አልስማማም (አል) = 2 ፣ በጣም አልስማማም (በ.አል) = 1 ናቸው ::

S.N	በቀውስ ወቅት የአዲስ አበባ ዩኒቨርሲቲ አመራሮች አስተዋጽኦ	Rank				
		በ.እ	እ	አ	አል	በ.አል
1	መሪዎች የችግር ምልክቶችን የመረዳት ችሎታ አስደሳች ነበር	5	4	3	2	1
2	የዩኒቨርሲቲው አመራሮች የቀውስ ዝግጅት እና መከላከሉ አስደሳች ነበር	5	4	3	2	1
3	በቀውስ ወቅት መሪው የወሰናቸው ወሳኔዎች በማኔጅመንት ሂደቱ በሙሉ ውጤታማና የተከበረ ነበር	5	4	3	2	1
4	በቀውስ ወቅት የመሪዎች ስልጣን የመጠቀም አቅማቸው በማኔጅመንት ሂደቱ በሙሉ በጣም ከፍተኛ ነበር	5	4	3	2	1
5	መሪዎች የቀውስ የመቆጣጠር ሂደትን የማቀድ አቅማቸው አበረታች ነበር	5	4	3	2	1
6	የመሪዎች የቀውስ የማስተዳደር ሂደቱን የማደራጀት ችሎታ አበረታች ነበር	5	4	3	2	1
7	መሪዎቹ ብዙውን ጊዜ በግልጽ እና ከሁሉም ባለድርሻ አካላት ጋር ይወያያሉ	5	4	3	2	1
8	በቀውስ ወቅት ሁሉ የመሪዎች ቅንጅትን የማረጋገጥ ችሎታ መልካም ነበር	5	4	3	2	1
9	የመሪዎች ቀውስ አያያዝ ሂደቱን የመቆጣጠር ችሎታ አነቃቂ ነበር	5	4	3	2	1
10	የመሪዎች ወደ መደበኛው ሁኔታ የመሸጋገሩ ችሎታ የሚያበረታታ ነበር	5	4	3	2	1
11	የመሪዎች የቀውስ ሂደቱን ሁሉ የመማር እና የመገምገም ችሎታ በጎ ነበር	5	4	3	2	1
12	የመሪዎች አሻሚ ሁኔታዎችን የመቋቋም ችሎታ ተስፋ ሰጪ ነበር	5	4	3	2	1
13	የመሪዎች በቅልጥፍና ምላሽ የመስጠት ችሎታ ጥሩ ነበር	5	4	3	2	1

14	መሪዎቹ ለሚገጥሟቸው በርካታ እና ውስብስብ ችግሮች የዩኒቨርሲቲውን በብልህነት ምላሽ የመስጠት አቅም ይጨምራል፤	5	4	3	2	1
15	ችግሮችን ለመፍታት የመሪዎች የእድገት አስተሳሰብ አቀራረቦች ቀስቃሽ ነበሩ	5	4	3	2	1
16	መሪዎች ምላሽ ሰጭ እና ቀልጣፋ የሆኑ ችሎታዎችን፣ የአቀራረብ ዘዴዎችን እና መሣሪያ ይጠቀማሉ	5	4	3	2	1
17	መሪዎች የትምህርት ቤታቸውን ማህበረሰብ ደህንነት (የራሳቸውን ጤና እና የደህንነት ሁኔታ በመጠበቅ) ይደግፋሉ	5	4	3	2	1
18	በተማሪዎች ፍላጎት መሰረት መሪዎች የአን ላይን(የርቀት ትምህርት) ፈጥረዋል	5	4	3	2	1

19. እባክዎን በኮቪድ-19 ወረርሽኝ ወቅት ትምህርትን ለማስተዳደር አስተዋፅዖ የሚያደርጉ በዩኒቨርሲቲው የተቀመጡትን ሌሎች ነገሮች ዘርዝሩ?

ክፍል አራት:- በኮቪድ-19 ወቅት ያጋጠሙ ችግሮች

የሚከተሉት አመራሮች «በኮቪድ-19 ወቅት ያጋጠሙ ችግሮች» በተመለከተ የሚዳስሱ ናቸው :: እባክዎን ለአማራጮች የተሰጡትን ቁጥሮች በማክበብ የስምምነትዎን ደረጃ ያሳዩ :: የቀረቡት አማራጮች በጣም እስማማለሁ (በ.እ) = 5 ፣ እስማማለሁ (አ) = 4 ፣ አልወሰንኩም (አ) = 3፣ አልስማማም (አል) =2፣ በጣም አልስማማም (በ.አል) =1 ናቸው ::

ተ.ቀ	አዲስ አበባ ዩኒቨርሲቲ በኮቪድ-19 ወቅት ያጋጠሙት ችግሮች	Rank				
		በ.እ	አ	አ	አል	በ.አል
1	የመሪነት ቁርጠኝነት ማነስ	5	4	3	2	1
2	ብቃት ያላቸው መምህራን እጥረት	5	4	3	2	1
3	የላብራቶሪ ቴክኒሻኖች እጥረት	5	4	3	2	1
4	የትምህርት ድጋፍ ሰጪ ሠራተኞች እጥረት	5	4	3	2	1
5	ሌሎች የድጋፍ ሰጪ ሠራተኞች እጥረት	5	4	3	2	1
6	የማስተማሪያ ቁሳቁሶች እጥረት ወይም አለመመጣጠን	5	4	3	2	1
7	በቂ ፋይናንስ እጥረት	5	4	3	2	1
8	ቴክኖሎጂዎችን የመጠቀም አቅም ማነስ	5	4	3	2	1
9	የቴክኖሎጂዎች ተደራሽነት እጥረት	5	4	3	2	1
10	የሌሎች መሳሪያዎች እጥረት ወይም ብቃት	5	4	3	2	1
11	የአይሲቲ መገልገያዎች እጥረት	5	4	3	2	1

12. በአ.አ.ዩ ውስጥ በ ኮቪድ - 19 ወረርሽኝ ወቅት ትምህርትን ለማስተዳደር አስተዋፅዖ የሚያደርጉ ሌሎች ምክንያቶች አሉ ብለው ያስባሉ? እባክዎን ዋና ዋና ተጽዕኖ ፈጣሪ ጉዳዮችን ይጥቀሱ?

አመሰግናለሁ!!

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interviews for Addis Ababa University higher officials, Deans, Department heads and Covid-19 preventive committee members

- 1) Have you developed the right set of planning scenarios to combat covid-19 at AAU?
- 2) What was the role of leadership in managing Education during covid-19 pandemic at AAU?
- 3) Does the university set a strategy to manage education during covid-19 pandemic?
- 4) Does the university have a flexible set of "response modules" to manage education during covid-19 pandemic?
- 5) Regarding the use of technology in education, are there any particular technologies you feel excited about?
- 6) Does the university design a hybrid class (a combination of virtual and physical class)? If so, how was it designed?
- 7) What kind of support do you offer to students (tech support, teacher's assistant, etc.)?
- 8) From a design perspective, what are the challenges of managing education in crisis during covid-19 pandemic at AAU? What do you think is necessary/important to overcome these problems?

