



LEADERSHIP DEVELOPMENT IN ETHIOPIA'S PUBLIC UNIVERSITIES: POLICY, PRACTICES, AND CHALLENGES

(Ph.D. Dissertation)

By Girma Mekuria

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By Girma Mekuria

Supervisors: Internal, Ayalew Shibeshi (Associate Prof.)

External, Ben Kei Daniel (Associate Prof.)

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Chairperson, Department	Signature
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Internal Advisor	Signature
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External Advisor	Signature
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External Examiner	Signature
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Internal Examiner	Signature

CERTIFICATION STATEMENT

I hereby endorse that this dissertation constitutes my own product, that is where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Name: Girma Mekuria

Signature: -----

Date: -----

This dissertation has been submitted for the examination with my approval as a University advisor.

Internal Advisor: Ayalew Shibeshi (Associate Prof.)

Signature: -----

Date-----

External Advisor: Ben Kei Daniel (Associate Prof.)

Signature-----

Date-----

DEDICATION

This dissertation is dedicated to my late father, Ato Mekuria Worku, for his instilling in me the values of education, hard work, and persistence to set high goals and the confidence to achieve the challenging goals.

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ABSTRACTS

The leadership development requires an integrated model to expand leadership competencies in learning organization; whereas the integrated model of academic leadership development is less documented in Ethiopia's public university context. Hence, the main purpose statement of this study is to understand the academic leadership development policy, practices, and challenges in Ethiopia's public universities. The objectives of this study, therefore, is to examine the status of academic leadership development practices, to investigate leadership behaviors that attribute to improve leadership outcome, to investigate the leadership development, methodological forms that envisage useful leadership behaviors, and to examine the challenges that foresee the development of academic leadership outcome. Further, the focus of the study is to understand whether the legislative policy standard criteria support the academic leadership development phases in Ethiopia's public universities. The researcher employed equal weight, concurrent mixed method design to guide the research process through the philosophical underpinnings of pragmatism; a random sampling technique to select six public universities; and stratified random sampling technique to draw 450 academic leaders from band1, band2, and band6 for the quantitative inquiry. Further, he employed purposive and snowball sampling techniques to select 18 senior academic officers for qualitative inquiry. The author used modified multifactor leadership questionnaire, principal instructional management rating scale, and self-developed challenge and leadership development methodological form items to construct the research questionnaire. Among 450 questionnaires distributed to academic leaders, 401 (89%) were properly filled and returned. Besides, partially open-ended interview protocol administered to 18 senior academic officers. Finally, the author employed IBM-SPSS-20 to record, organize, and analyze the quantitative data. Besides, he manually analyzed the qualitatively gathered data. As results, the author verified the status of academic leadership development practices is partially effective (transformational = 2.7, transactional = 2.3, laissez-faire = 1.8, and instructional = 2.4 mean scores). Except the instructional leadership ($t = 2.6$, $df = 399$, $P=0.01$), the perceived transformational ($t = 1.7$, $df=399$, $P=0.09$), transaction ($t = 0.9$, $df = 399$, $P=0.39$), and laissez-

faire ($t = 1.9$, $df = 399$, $P=0.06$) leadership behaviors could not make a significant difference between faculty members and academic officers. Besides, the stepwise regression results justified that the combination of transformational, instructional, and laissez-faire leadership behaviors best explain the development of academic leadership outcome ($R^2 = 0.63$). The methodological best practices in leadership development are better to explain instructional leadership behaviors ($R^2 = 0.39$) than to explain full range leadership behaviors ($R^2 = 0.15$). Challenging the status quo, self-updating, and questioning systematic discriminations account to improve leadership outcome ($R^2 = 0.13$). In contrast, the role mix conflicts, lack of novelty, lack of clear goal, lack of commitments, the emerging invisible rules domination over legal rules, and the growing conflicts of personal interest against the collective interest are the sources of challenges that require immediate alteration. Transforming the emerging challenges into developmental challenges are gaining through deriving the expansion processes of setting goals, aligning the academic task and competencies, and subsuming individual interest in collectives' interest towards institutional goal. In sum, the legislative policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of academic leadership development partially support the ongoing academic leadership development practices in Ethiopia's public university context.

Key Words: Leadership, leadership development, policy, practices, and challenges

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ABBREVIATIONS

ALD-Academic Leadership Development

AMU- Arba Minch University

BPR-Business Process Re-engineering

BSC-Business Score Card

CALD - Complete Academic Leadership Development

CCSSO-Council of Chief State School Officers

CEO-Chief Executive Officer

CLDMFs- Challenges & Leadership Development Methodological Forms

DAC-Direction, Alignment, and Commitment

DVs- Dependent Variable/s

FDRE- Federal Democratic Republic of Ethiopia

HaU- Haramaya University

HE – Higher Education

IALD - Integrated Academic Leadership Development

IVs – Independent Variable/s

ISLLC-Interstate School Leaders Licenses Consortium

LD-Leadership Development

LDMFs- Leadership Development Methodological Forms

MLI-Middle Leader Interviewee

MLQ-Multifactor Leadership Questionnaire

MoE-Ministry of Education

MoLSA- Ministry of Labor and Social Affairs

MoP- Ministry of Pen

NPBEA- National Policy Board for Educational Administration

NPF-Narrative Policy Framework

PHEIs-Public Higher Education Institutions

PIMRS-Principal Instructional Management Rating Scale

RQ-Research Question

TLI-Top Leader Interviewee

CHAPTER ONE

1. INTRODUCTION

Chapter-one introduce the study. It includes the background of the study, statements of the problem, basic research questions, the significance of the study, the summarized framework used, delimitation of the study, limitation of the study, and operational definition of words and phrases. The background section explains the rationale to undertake the study. Further, it provides the contextual lenses of leadership development to brief readers the research arena. The background section further directs the route towards the statement of the problem and the way to investigate answers to the problems. In this concern, the researcher defined the research problems and the designed quantitative and central qualitative research questions. As well, he described the importance and the framework of the study briefly. Ultimately, the researcher briefly described the delimitation and limitations of the study as well as the operational definitions of words and phrases to inform readers about the present research arena.

1.1. Background of the Study

In late years, research into leadership development in organizations, including the higher education appears to gain competitive advantage and high rate of return to organizations (Avolio & Gardner, 2005; Day, 2001; Bolden, 2005). The desired competitive advantage of leadership development that leads to the high rate of return can gain through directing the leadership roles of the overall members towards the institutional goal (Yukl, 2010). Shifting the patterns of leadership behaviors such as members' acting, feeling, beliefs, and attitudes towards institutional goals are the consequences of work related leadership development processes. In the literature,

there are leadership development plans as well as explicitly defined leadership development policy measures to understand the shifting forms of leadership behaviors through formal and/or non-formal learning programs. On the other hand, the informal learning types that helps to know the self-learning options of leadership behaviors has less been emphasized in the study area. In a contemporary learning organization, however, the form of learning usually uses the framework of the contemporary transformational leadership development model; the state of the art leadership development practices; along with the leadership development policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of leadership development in the literature.

Although the authors noted that leadership development in higher education is theoretically weak (Dopson, Ferlie, McGivern, Fischer et al., 2016), other authors have given a priority to the framework of transformation leadership theories toward the study of effective leadership development in a university context (Barbuto, Story, Fritz, & Schinstock, 2009; Braun, Nazlic, Weisweiler, Pawlowska et al., 2009). Equally well, the state of the art leadership development vital activity includes coaching, mentoring, 360-degree feedback, action learning, and leadership exchange. The scholars noticed the mentioned methodological leadership development forms are useful to expand the processes of leadership development competencies in profit and non-profit organizations including universities (Carter, Ulrich, & Goldsmith, 2005; Giber, Lam, Goldsmith, and Bourke, 2009). Similarly, the policy dimensions of leadership development have used to choose the relevant leadership styles for the university managerial leadership conditions (Bolden, 2005; Middlehurst, 2004; McNay, 1995). As well, scholars applied the transformational leadership development model to improve the behaviors of both staff members and learners through formal training (Barbuto et al., 2009). In this regard, scholars employed the MLQ tool to

study the change in leadership behaviors. Besides, the state of the art leadership development practices has used the multifactor feedback, action learning, coaching, mentoring, or sharing experiences to improve leadership behaviors (Giber et al., 2009; McCauley, Van Velsor, & Ruderman, 2010). In the previous studies; all the same, the subset of LDMFs that predict the advancement of academic leadership behaviors have not yet studied in Ethiopia's public university settings.

Equally applicable, McNay (1995) contributed the policy model of leadership training to define leadership styles in higher education settings. In leadership development survey, however, the role of instructional leadership and the role of standardizing leadership development policy have less been emphasized in the preparation of academic leadership in public universities in Ethiopia. In addition, challenges have been noted by scholars the development force in the current literature (Giber et al., 2009); whereas the contribution of challenge in ALD has less been researched in Ethiopian public university setting. For these reasons, the present research integrates the legislative policy standard criteria ratified to recruit, select, develop, and retain academic leaders, along with the relevant theoretical foundation, the LDMFs, and the challenges of leadership development to establish the conceptual framework for the present study.

Moreover, change management techniques along with its growth and transformational plans (GTP-1, 2010-2015; GTP-2 & 2016-2020) have introduced in Ethiopian public universities since 2009. In this concern, the scholars suggested that change management implementation process requires transformational leaders (Bhat, 2007; Kotter, 2007). In contrast, the other scholars commented on the appropriateness of transformation leadership views alone towards improving the leadership of learning organizations (Marks and Printy, 2003; Stewart, 2006). For these scholars, complementing the transformational and instructional leadership models is important to

lead the learning organizations effectively. In this concern, the researcher has integrated the refined concepts of the transformational leadership development model (Bass & Avolio, 1999; Sosik & Jung, 2010), instructional leadership development model (Hallinger and Wang, 2015), the LDMFs, and the sources of challenges in leadership development (Bolden, 2005; Bush & Grover, 2004; Day, 2001) to constitute the framework for the quantitative part of the present study. In addition, the standardized legislative policy ratified as standard criteria to recruit, select, develop, and retain academic leaders employed to construct a conceptual framework for the qualitative part of the present study (FDRE, 2009).

The integrated concepts are useful to measure the ongoing status and to understand the future prospect of ALD for the present study area. In this frame, the combination of transformational and instructional leadership models has been noticed complementary (Steward, 2006) and important to measure the status of ALD practices with respect to the transformational, transactional, laissez-faire, and instructional leadership behavior components. This is because the transformational, transactional, and laissez-faire leadership development model has missed the concepts that help to lead instructional programs (Hallinger, 2003; Marks & Printy, 2003). On the other hand, the instructional leadership development model has deserted the essential concept that helps a leader to transform followers into leaders. For this concern, the present author combined the two theoretical models to investigate the subsets of leadership behaviors that best explain the development of academic leadership outcome in the study area.

In addition, there are LDMFs usually used as strategy, tactics, or methodology to the development of leadership behaviors in the organization (Bolden, 2005; Bolden & Kirk, 2009; Day, 2001). Among the LDMFs, some of them those frequently noticed in the literature have used to examine the link between the methodological leadership development forms and the

academic leadership behaviors in Ethiopia's public university context. Furthermore, the researcher examined the link between sources of challenges and leadership outcome to investigate the sources of challenges that best explain members' extra efforts, effectiveness, and satisfaction in the present study. In traditional views, the sources of challenges are usually considered to be obstacles of leadership development practices; whereas the sources of challenges have been noticed to be the developmental forces which create the conditions where the leaders must evolve in order to be effective (Carter, Ulrich, & Goldsmith, 2005; Kouzes & Posner, 2013; McCauley et al., 2010). In Ethiopian public universities, however, the attribution of challenge in leadership development has not yet identified. Thus, the present study has shown the link between the sources of developmental challenges and the leadership outcome in Ethiopia's public university context.

Furthermore, the investigated quantitative results were not enough to describe the patterns of the ALD practices in the present study area. In this sense, the researcher employed the qualitative inquiry to triangulate the quantitative inquiry (Bush & Grover, 2004; Day, 2001). In this regard, the author examined the academic leadership preparation policy standard criteria ratified to recruit, select, develop, and retain academic leaders and its implementation practices. Further, the author examined the sources of developmental challenges those accounts for the development of academic leadership outcome in the present study. For these reasons, the qualitative method used to examine whether the leadership development policy supports the ALD processes in the study area. As an outcome, the qualitative investigations have found out the interruption between the leadership development policy standard criteria ratified to recruit, select, develop, and retain the academic leaders, as well as, the trends frequently employed criteria to recruit, select, develop, and retain academic officers in the study area. In addition, the qualitative inquiry

explored the academic LDMFs as well as the possible roots of challenges usually account to improve ALD to the members' concern and satisfaction in public universities in Ethiopia. Finally, the researcher examined the quantitative results and the qualitative findings separately; but both the quantitative results and the qualitative findings were mixed in the discussion parts of the present study. In sum, the researcher used the mixed results to understand the ongoing status and the future prospect of ALD through standardizing policy options, facilitating the state of the art practices, and converting challenges into development forces in Ethiopia's public universities.

With this wisdom, author employed the combination of the full range leadership model (Bass & Avolio, 1991; Sosik & Jung, 2010) and the full-scale instructional leadership model (Hallinger, 2008; Hallinger & Wang, 2015) to constitute the complete ALD model. Besides, the methodological approaches of leadership development (Bolden, 2005; Bush & Grover, 2004; Day, 2001) attributed to explain important leadership behaviors. Likewise, some sources of developmental challenges (Kouzes & Posner, 2013; McCauley et al., 2010) also accounted to explain the development of leadership outcome. Equally important, the legislative policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of leadership development (FDRE, 2009) inform the legitimate gap in the ALD practices in Ethiopia's public university context. Since leadership development is a context-based process, the researcher further highlighted the contextual lenses of leadership development, the state of the art practices, policy dimensions, and research evolutions trends in the university terrain.

Conceptual Context of Leadership Development: The concepts of leadership development and management development identified as different; but interrelated concepts and their respective development have a unique emphasis (Day, 2001; McCauley et al., 2010; Yukl, 2010). Management development is primarily concerned with members' capacity building in

managerial functions such as planning, organizing, leading, and controlling. These management functions help to acquire the specific types of knowledge, skills, and abilities to enhance management tasks, duties, and responsibilities (Robbins & Coulter, 2003; Yukl, 2010). However, the leadership development is concerned to involve the whole members of the organization to evolve them in leadership roles and processes (Day, 2001; McCauley et al., 2010). In this regard, leadership roles refer to those that come with and without formal authority; whereas management roles focus on formal authority in a managerial position (Avolio & Gardner, 2005; Day, 2001). In the same way, the leadership processes are those that generally enable groups of people to work together in meaningful ways; conversely, the focus of management processes is on management function's activities based on organization-specific. In this sense, the authors defined leadership development as the process of involving all members of the organization to evolve them in leadership roles and processes (Day, 2001; McCauley et al., 2010).

Likewise, there is a distinction between leader development and manager development in which leader development typically emphasizes on capacitating individual based knowledge, skills, and abilities associated with formal leadership roles (Day, 2001; McCauley et al., 2010); whilst manager development typically emphasizes capacity building of individual managers' knowledge, skills, and abilities with respect to management function and organization-specific (Robbins & Coulter, 2003). Besides, there is also confusion between leader development and leadership development. Conceptually, the focus of the leader development is on developing individual's competency in leadership roles; while the focus of leadership development is taking in more relational views of leadership as a process of involving everyone within the institutions to evolve them in leadership roles and processes (McCauley et al., 2010). In a more clear way, McCauley et al. (2010) defined as leader development is the process of setting directions,

creating alignments, and gaining commitments; while leadership development is the expanding processes of setting directions, creating alignments, and gaining commitments in collectives.

In this sense, either the focus of development may arrive on prescribed or emerged individual leader development approach. As well, the authors classified the focus of development either prescribed approach or emerged approach collective leadership development. Regarding the conceptual context, the contrast models of leadership development options such as the prescribed and the emergent models have also attracted the attention of researchers (Day, 2001). According to Day (2001), the results of studies confirmed the trends of individual leader development practices have dominated the collective leadership development practices. Thus, recognizing the ongoing dominant leadership development notion was the motivation for the present study.

Practice Context of Leadership Development: In leadership development, research revealed that practitioners prefer practice than acquiring knowledge and skills (Carter et al., 2005; Day, 2001). In this regard, the authors noticed the multifactor feedback, coaching, mentoring, networking, job assignment, and action learning as the dominant LDMFs in the organizations. These methodological practices used to expand leadership development competencies within members in organizations, including the higher educations (Bolden, 2005; Bush & Grover, 2004; Carter et al., 2005; Day, 2001; Giber et al., 2009; Groves, 2007; Leskiw & Singh, 2007; McCauley et al., 2010; Pearce, 2007; Rice, 2012). As well, even practitioners in the short-term training, development activities, and self-help developments to expand leadership competency in the organization fundamentally utilize these methodological leadership development practices. For instance, MLQ tool has also known as the 360-degree appraisal (multifactor feedback) either to develop or to measure the leadership effectiveness in the organization (Carter et al., 2005; Day, 2001; Giber et al., 2009). In this regard, the motivation for the present study was to

investigate the subset of LDMFs that best explains useful leadership behaviors in Ethiopia's public university context.

Policy Context of Leadership Development: The humanistic approach of leadership development usually uses empowerment through power sharing. Moreover, the quality of the initial phases of leadership development depends on the quality of standard criteria endorsed to recruit and select members in the organization. The quality of members further determines the quality of the overall leadership development phases (Leskiw & Singh, 2007). In this sense, the empowerment approach of leadership development and the phases of leadership development require legal guideline to reduce subjective decision and personal biases. However, there is limited effort done on the importance of standardizing the higher education policy dimensions to build common patterns of leadership development towards the mission of universities in the study area. Nevertheless, as an example of standard policy dimensions of leadership preparation, Interstate School Leaders Licenses Consortium (ISLLC) that has been originally endorsed in 1996 and further refined in 2008 (CCSSO, 2008) and in 2015 (NPBED, 2015) can be taken as an example of the policy standard that influence the leadership development efforts.

In accordance with such types of the policy dimension of leadership development, the concern of the researcher is to understand if the legislative policy standard criteria endorsed to recruit, select, develop, and retain the academic leaders support to expand academic leadership competencies in the public universities in Ethiopia. Although the historical evolution of higher education in Ethiopia dated back with respect to church education (Girma, 1967), the Haile Selassie I University charter No 284/1961 (Mo¹P, 1961) had employed during the establishment

¹ MoP- Ministry of Pen, was the name gave to that time ministry of education in Ethiopia

of the Haile Selassie I University as a pioneer secular public university in Ethiopia. This charter holds the mission of the university, indicates the executive power divisions, and restricts the power of the academic governing bodies. In this sense, the country has had the higher education, legislative policy dimensions of academic governor since 1961. As well, there are legislative policy dimensions of leadership development that set standard criteria ratified to recruit, select, and develop generally academic leaders and particularly academic officers since 1961 in the history of Ethiopia's public universities.

The present study has examined whether the legislative policy standard criteria support the academic leadership preparation as of its initial stage to understand the past and present phenomena, in which the purpose is to advance the future prospect academic leadership preparation in Ethiopia's public university context. For this reason, the researcher selected academic officers from the dean up to the president as interview participants to gather in-depth data about the participants' recruiting, selecting, developing, and retaining policy, practices, and challenges in the present study area. In this sense, the participant's development story, personal experiences, and tacit knowledge were gathered and interpreted to understand if the legislative policy standard criteria support to expand ALD competencies in the PHEIs context.

Research Context of Leadership Development: Research context is important to examine the previous studies to understand the current and the future conditions of leadership development competencies in the organization. In this regard, the research context of leadership development concepts grew up from the works of Burke and Day's (1986) and Collins (2002) those who focus on individual knowledge, skills, and experience development up to the focus of the entire members' development in leadership roles and processes in organization (Bolden, 2005; Bush & Grover, 2004; Day, 2001; McCauley et al., 2010). In Ethiopian PHEIs context; however, the

leadership development studies are scarce; but there are studies related to issues in higher education development, leadership effectiveness, academic governance, reform, and policy values (Amare, 2005; Girma, 2014; Mekasha, 2005; Saint, 2004; Teshome, 2005). Regarding leadership development study in higher education, the authors reported the sub-Sahara African higher education leadership (SAHEL) as an important funded study in the area (Hoba et al., 2013). In the SAHEL study, the researchers selected the seven Ethiopian universities in which the total sample universities were thirty-three in that study arena.

The authors noticed that about 90% of the sample units have attended leadership training and only 20% of the universities have had an institutional leadership training policy (Hoba et al., 2013). In this report, the authors found out only one university (private) (14.3%) that has leadership training policy among the seven sampled universities from Ethiopia. On the other hand, these authors have failed to consider the legitimate standard criteria endorsed to recruit, select, develop, and retain academic leaders as policy dimensions of leadership development in their study. Besides, the majority of the participants who were involved in the sample units to study the higher education leadership development status, challenges, and opportunities were the senior academic leaders. In addition, the authors designed interview questions in the “Yes or No” item type; or else, more of close-ended questions, lacked a theoretical framework, and administered to the CEOs team members. In the university context, such focus to gather data from the senior academic officers may lose the collective contribution of the lower and middle academic officers’ view. This is, because such integrated contributions from the faculty members up to the senior academic officers help to build the academic network to expand the processes of ALD competencies. In this regard, the present study involves academic staffs from classroom instructors up to the president positions in Ethiopia’s PHEIs.

In Ethiopia, secular PHEIs has been established dated back to the 1950th during the establishment of the Addis Ababa University College (AAUC) (1950), Alemaya college of agriculture (1951), and Gonder public health college (1954) (MoE, 2001). Just as its emergence, research informs that expatriate professors had governed the Ethiopian PHEIs until the king appointed the highly skilled compatriots to the higher academic management positions (Amare, 2005). The trends of academic governance notions have been once again utilized the expatriate CEOs since 2009 in the two of the public universities in Ethiopia (Girma, 2014). In the current situation, however, there is no evidence whether expatriate senior academic leaders are better than the national senior academic leaders in transforming the PHEIs in Ethiopia. Moreover, the expatriate CEOs (professors in engineering) have appointed when Ethiopia introduced BPR as change management techniques to transform its civil service organizations including the PHEIs.

Conversely, scholars suggested developing transformational leaders to lead the transformational change in the organization (Bhat, 2007; Kotter, 2007; Yukl, 2010). Transformational leaders are those leaders who transform their followers into becoming leaders themselves (Bass & Avolio, 1995). The concept of transformational leader development practices usually noticed as the best choice to lead change in profit or non-profit organizations (Kotter, 2007; Bhat, 2007). Nevertheless, scholars commented on the transformational leadership theory that yields transformational leader for its focus on leader development rather than leadership development (Bolden, 2005; Bolden & Kirk, 2009; Day, 2001). The founder of the theory also commented on the transformational leadership theories for its deficiency of ethics and authenticity in practices (Avolio & Gardner, 2005; Bass & Steidlmeier, 1999). For these scholars, authentic transformational leadership theories may better support the leadership development conceptions than the pseudo-type transformational leadership notion. Pseudo-

transformational leadership conceptions may arrive at deception management in which usually organizations have benefited in politics, military, or business in short time intervals (Yukl, 2010). In education, however, there has not room for deception management. This is because educational settings are the area where the idea is interacting transparently based on the worldviews. Moreover, to use the transformational leadership development notion in learning institutions, its theoretical framework has missed the learning aspects of leadership style.

In doing so, there are the contemporary theoretical frameworks used either to build up effective leadership development patterns or to measure the status of leadership development practices while managing change in learning organizations (Hallinger, 2003; Leithwood, 1992, 1993; Leithwood & Jantzi, 1999). Among the theoretical frameworks, examining whether the complement of full range leadership development (Bass, 2000; Bass, 1997) and full-scale instructional leadership conceptions (Hallinger, 2003, 2008) are acceptable to measure the status of ALD was the concern of the present study. In this regard, the researcher employed the complemented full range leadership and full-scale instructional leadership concepts to produce the ‘complete ALD model’ in Ethiopian PHEIs context. The newly proposed model from the full range leadership and full-scale instructional leadership theories has the MLQ and PIMRS standard tools respectively. The combination of the tools employed to collect data toward research questions in the present study. Accordingly, the motivation of the researcher is to use the contextually modified and conceptually complemented tools (MLQ and PIMRS) to examine the status of ALD practices. This is because scholars suggested that the leadership development practices measured in terms of change in behaviors, beliefs, and attitudes (McCauley et al., 2010; Yukl, 2010). The items in the combined two tools further used to investigate the leadership behaviors that likely envisage the development of academic leadership outcome in the study

area. Besides, along with the self-develop CLDMFs items, the author has examined the LDMFs that likely explain useful leadership behaviors. Further, the author has also conducted the sources of developmental challenges that likely account for the improvement of academic leadership outcome. Furthermore, the author has employed the qualitative inquiry to examine if the policy dimensions of leadership development support the ALD phases in Ethiopia's PHIs context.

1.2 Statement of the Problem

Setting up effective ALD policy standards, best practices, and developmental challenges are the prerequisite to create high quality ALD system in learning organization. Further, the preparation of high quality ALD usually employs the standardized leadership development policy, contemporary leadership development models, the state of the art leadership development practices, and the means to learn from developmental challenges in university context. In the previous studies; even so, the combination of leadership preparation standard policy criteria, contemporary leadership development theories, the state of the art leadership development practices, and developmental challenges those coherently contributes to evolve the entire academic leaders in leadership roles and processes have less researched in Ethiopian public university setting. More specifically, the appropriate theoretical framework that promotes to measure the status of ALD practices, as well as, the subsets of leadership behaviors that predict the development of academic leadership outcome has less examined in the study area. In addition, the subset of LDMFs that predict useful academic leadership behaviors, as well as, the sources of developmental challenges that account to improve academic leadership outcome have not so far conducted in Ethiopian public university setting. Furthermore, there are standard criteria endorsed to recruit, select, develop, and retain academic leaders, including expatriates (FDRE, 1994, 2009; MoE, 2008, 2017; MoP, 1961); however, the contribution of the standard

criteria ratified to attract, select, develop, and retain the highly skilled academic leaders are less known in Ethiopia's public universities. In summation, there are leaders' development programs as well as leadership development standards for the elementary and secondary schools in Ethiopia (MoE, 2015). On the other hand, explicitly defined leadership development plans as well as the leadership development policy standards are barely at the desire stage. In this facet, the author thoroughly defined the statements of the problems based on the observed departure in ALD policy standardizations, the state of the art ALD practices, and sources of challenge in ALD phases in Ethiopian public university setting.

Problem of Leadership Development Policy: The initial stage of ALD begins at the recruiting and selecting phases to identify appropriate potential candidate of academic leaders in public higher education institutions (PHEIs). In this stance, scholars have noticed that the quality of the recruiting and the selecting phases determine the quality of leadership development in organizations (Leskiw & Singh, 2007). In this aspect, standardizing the ALD policy dimensions help to logically supporting its managerial leadership preparation processes. As well, the quality of managerial leadership preparation helps to enhance the capacity development that support to lead the human, academic work, and structural dimensions of change in the learning organization. Among the three change dimensions, changing the human behaviors, beliefs, or attitudes are difficult to regulate by laws; but creating a lawful learning environment can adjust the autonomous of the academic working conditions for the academic personnel. In this sense, the degree of utility of academic freedom, social justice, quality education, and equity education can help to understand the role of policy values to the development of academic leadership in the public universities. In this study area; however, scholars have not yet researched to know whether the ongoing legislative policy standard criteria endorsed to recruit, select, develop, and

retain academic leaders' support the expansion processes of ALD competencies in Ethiopia's PHEIs context. In Ethiopia's PHEIs, there were and there are legislative policy dimensions of academic governance since 1961 (MoP, 1961) to the present (FDRE, 2009). However, the standardized leadership development policy that supports the expansion processes of academic leadership competencies have not yet identified in the previous studies.

Nevertheless, there are studies regarding the higher education policy development, governance, visions, challenges, and trends in which their reports fundamentally notify about the problems of policy values and academic governance (Amare, 2005; Ashcroft and Rayner, 2011; Mulu, 2012; Saint, 2004). The problems of policy values usually influence the quality of academic leadership preparation in the history of public universities in Ethiopia. In this regard, foreign scholars who have examined the trends of academic governance evolutions have noticed that the governance system surrounded by political pressure and exert tension on Ethiopian public universities (Ashcroft and Rayner, 2011; Saint, 2004). Furthermore, the nationwide scholars also concluded that higher education, academic governance has been noticed better during the emperor regime (1950-1974) compared to the Dergue regime (1974 -1991) as well as during the existing regime (Amare, 2005; Mulu, 2012). On the other hand, Teshome (2005) that time deputy minister for higher education (HE) favored the existing regime's HE policy values compared to the past regimes' HE policy values in Ethiopia. In the overall trends of HE academic governance, the evidence that enhances the quality processes of academic leadership preparation has not yet identified in PHEIs in Ethiopia.

Moderately, the academic leaders perceived as if the quality of academic governors coming to dwindling compared to the former regimes. The consequence of the traditional academic governance system has interpreted based on its influence of policy values such as institutional

autonomy, academic freedom, and social justices. This is due to the fact that traditional leadership is usually indicated in its arbitrary exercise of coercive power bonded to the notion of loyalty, favoritism, and politics (Nikezić, Purić, & Purić, 2012; Yukl, 2010). In this sense, the system provides options for the researcher to examine some of the qualitative and quantitative indicators of loyalty, favoritism, and politics within the three recent regimes in the present study. The findings logically inform to stakeholders about the legitimate trends of academic leadership progress in Ethiopia's public university context.

During the emperor's regime, Haile Selassie I University (HSIU) was originally established in the name of the Addis Ababa University College (AAUC) in support of the Canadian Jesuit Dr. Lucien Matte in 1950 (Amare, 2005; Wuhibegezer, 2013). Later, in 1961 AAUC renamed to the HSIU during its inauguration in its Charter No 284/1961) (MoP, 1961). Just at the inauguration time of HSIU, expatriate faculty members had appointed up to the top academic leadership positions. As evidence, Dr. Harold W. Bentley (American associate professor) had appointed to the academic vice president position. Similarly, Dr. Kenneth M. Montgomery (Canadian) had also appointed to the vice-president for administration and business development position. Moreover, the university temporarily appointed Dr. Harold W. Bentley to the position of CEO until Kassa Woldemariam (who has had marriage relation with one of the emperor's family) was appointed in 1962 as the first Ethiopian CEO for its pioneer secular university, HSIU (Amare, 2005). In this university, commencing the 1950 to the mid-1970th, the influences of the central government on the internal affairs of the universities was limited and characterized with a relatively cooperative venture of autonomy, academic freedom, and collegial management (Amare, 2005; Mulu, 2012). On the other hand, HSIU found out dependent on a Western copy in its staffing, curriculum, duration, timing, philosophy, and ideology (Amare, 2005).

Although the emerged secular higher education leadership positions had filled by expatriate professors until 1962, the academic leadership position at the CEO level in HSIU had substituted by the highly skilled compatriots with the goodwill of the Emperor Haile Selassie First (MoP, 1961). This might be the evidence in which the recruiting, selecting, and appointing process of the CEOs had stipulated by the governance on the choice based on the individual leader characteristics that had loyalty to and favored by the governing bodies. Despite the ideology of the governors and the degree of interference with internal institutional affairs, the appointments of the CEOs seem to follow the traditional approach. As shown, the appointment focus appears on individual intimacy rather than the emerging collective leadership development. In this sense, the observed trends in appointing academic governance might have continued the same.

During the ‘Dergue’ regime, the PHEIs leadership system had guided by the ideology of socialism. In the history of PHEIs in Ethiopia, the Dergue regime was noticed the worst in losing the highly skilled academics for several reasons, in which massacred and out migrated were reported the sever (Saint, 2004). According to Saint (2004), the traditions of relative autonomy, academic freedom, and collegial governance and management seem to substitute with a system of ‘heterodox’ academic leadership approach. The consequences escalated the higher rate of brain drain, atrophied intellectual life, and isolation of the Ethiopian higher education from western higher education (Saint, 2004). Despite the conceptual confusion, the mentioned ideology of socialism induced throughout the entire public organizations including the PHEIs in Ethiopia. In this condition, the recruiting, selecting, and appointing steps of the candidate top academic leaders may not be free from socialist oriented political influences. In this sense, the political affiliation could have influenced the recruiting, selecting, and appointing practices of that time appropriate candidate to the position of CEO team members. The appointees might also

be loyal to the political system as that of the imperial regime in Ethiopia. In this regime too, the trends of recruiting, selecting, and appointing the CEO and subordinate CEOs had shared the aforementioned traditional approach in Ethiopian public university that time context.

Although the military governor system (Dergue) had been overthrown and that time transitional governor took the state government position, no evidence identified, which justified the Ethiopian PHEIs leadership system was free from the notion of loyalty, favoritism, and political influence. The existence of loyalty, favoritism, and political influence on the development of academic leadership is the signal of the traditional approach academic leadership preparation system in line with the research report (Nikezić et al., 2012). In this sense, the aforementioned trend of the traditional approach of leadership preparation may employ in the existing regime too. In this regime, the effort has done to produce legislative higher education policy dimensions to indicate the priority area and the vision of the higher education sub-sector. On the other hand, the studies in its sub-sector have noticed the prior regimes were better in protecting the academic policy values compared to the existing regime (Amare, 2005; Mulu, 2012; Saint, 2004).

Despite the fact that the existing regime critiqued for its direct and indirect involvement in academic governance, the document that titled the “future directions of higher education in Ethiopia” has been prepared in 1997 by the MoE as a result of the Nazareth conference (1995) and Debrezeit conference (1996) (Teshome, 2005). The outcomes of this document further directed the priority area and vision of the HEIs in the country and helped as inputs to produce HE proclamation No 351/2003 (Teshome, 2005). This document noticed as the first major step towards recognizing the priority area for action and clearly defined the future prospect vision and mission of the HEIs in the country (Teshome, 2005). According to Teshome (2005), the then

deputy minister of higher education, noticed the document as a major step in building and strengthening the stakeholders on issues and strategies of the higher education reform. On the other hand, the 1961 charter (MoP, 1961) that has endorsed to establish Addis Ababa University seems better in distributing power and describing the subordinate CEOs roles than ongoing HE proclamation No 650/2009 (FDRE, 2009).

The policy makers might have endorsed the currently improved HE proclamation No 650/2009 as the guideline to transform Ethiopian PHEIs through BPR change management technique (FDRE, 2009). On the other hand, whether the notion of the newly ratified HE proclamation No 650/2009 addressed the notion of BPR, BSC, or Kaizen change management is questionable. Furthermore, while the BPR has been attempted to be implemented in Ethiopian public institutions, the judiciaries have used the older rules and regulations (civil code, criminal code, or business law) in which the notion has a contradictory views with the BPR project implementation procedures (Tesfaye, 2009). The story of this change management implementation attempts has indicated the contextual gap in building the sense of direction. This is because BPR is a radical change management technique and its implementation should necessarily focus to transform radically the entire work dimensions, human dimensions, and structural dimensions to improve its performance goals (Bhat, 2007; Dessler, 2001). In this sense, whether the ongoing policy dimensions of leadership development support to lead the change management implementation is the focus that requires a response in the present study.

In Ethiopia, even the newly enacted HE proclamation No 650/2009, article 52 (1) vested the authority of appointing the CEOs on the education minister; whereas the former proclamation No 351/2003 article 39 (1) has vested in the governing body upon the recommendation of the governing board of each one of the universities (FDRE, 2003, 2009). Long ago, during the

emperor regime, the king had taken also the right to appoint every one of the top academic managers for the HSIU in Ethiopia (MoP, 1961). Although the recruiting, selecting, and appointing the candidate CEOs still seem appended on the interest of the governing body for several reasons (Mulu, 2012), the appointments of subordinate CEOs procedures have been decreed to be appointed based on merit² (FDRE, 2009). Moreover, currently, the appointment of the CEOs team regulated to be merit competition (MoE, 2017). However, the practicality of the merit options seems unclear, particularly for the positions of senior academic officers and requires in-depth investigation in Ethiopian public university context.

As the indication, there are important studies that show the influences of political pressure on the academic management in the education sector in Ethiopia. In this regard, scholars have noticed, “Ethiopia is once again at the crossroad” (Tekeste, 2006, p. 52). His conclusion on the general education systems seem in line with the reports of foreign and compatriot researchers who noticed about the challenges and opportunities of higher education reform in the Ethiopian context (Ashcroft and Rayner, 2011; Mekasha, 2005; Saint, 2004). These scholars commonly argued that the political tension in the academic governance system influences from the recruiting up to the appraising stages in public universities in Ethiopia. The notion of political influence in academic governance in Ethiopian PHEIs has also supported in the compatriot work (Mulu, 2012). A case in point is the higher education proclamation No 650/2009, article 44 (1) (c & d) that have been vested the authority of appointing CEOs and subordinate CEOs of public universities in the state minister of MoE and the governing board of the universities respectively. Such hierarchical network-building trend through governance interest may have the structure

² Merit is the process to choose appropriate candidate through open competition from all sources of the society without political affiliation, favoritism, or else, without any forms of discriminations.

downwards from academic directors through the deans; up to the department chairpersons. Thus, examining its consequences is the intention of the present study.

More important, the HE proclamation No 650/2009 article 43 (1) has been articulated as the governance and advisory bodies consist of several teams that may represent the entire academic community in public universities in Ethiopia. Ideally, the attempts seem to endorse the collective leadership development options in its PHEIs; but examining the extent of the decision making of these team members' acceptance by the academic community members are the intention of this study. Moreover, the gap between the policy standards and implementation practices as well as the frequently used trends about the recruiting, selecting, and appointing processes of academic governance logically reflects the quality of collective leadership development practices. Accordingly, understanding of the extent of the legislative standard criteria endorsed to recruit, select, develop, and retain academic leaders support the development of academic leadership is the research problem that needs response in the present study.

Problems of leadership development practices: scholars in the study area context have less researched the gap between the desired and ongoing experiences of the state of the art leadership development practices. The gap between the experienced and the desired state of the art ALD processes indicate the problem of ALD practices in the study area. In this regard, the transforming gap between the legitimate policy standard criteria and its implementation practices consider being a problem of practices. In addition to setting the policy landscape, scholars utilize the contemporary leadership theories such as full range leadership development to build academic leadership behaviors in the university context (Barbuto et al., 2009; Braun et al., 2009). The authors interpreted the development variation of the contemporary leadership practices in terms of the improvement of leadership behaviors in that condition. In this regard, investigating

the status of ALD practices, as well as, investigating the subset of leadership development elements that best predict useful academic leadership behaviors is the component of the research problem towards the state of the arts leadership development practices in the present study. In this focus, scholars reflected that an ALD study were theoretically weak even in the developed country's HEIs such as UK (Dopson, et al., 2016).

More importantly, the studies that focus on instructional leadership development aspects have not yet identified in Ethiopian HEIs context. Furthermore, the combination of the full-scale instructional leadership and full range leadership development has not yet investigated for one purpose in the same context. Consequently, the previously measured academic leadership effectiveness through expatriate CEOs' governance (Girma, 2014) as well as the state of the art ALD practices (GIZ, 2017; Hoba et al., 2013) seems conceptually incomplete to meet its purpose. Besides, scholars proposed the leadership development forms/methods/practices such as coaching, mentoring, action learning, and 360-degree feedback that helps them to expand leadership development competencies. In the previous studies regarding the complemented full range leadership development and full-scale instructional leadership development models, the subset of leadership development elements that predict useful academic leadership behaviors have not yet investigated in the study area. In this regard, the frameworks of the previous leadership development studies seem incomplete to understand the expansion of ALD competencies in Ethiopian public university terrain.

Moreover, the country has introduced the change management techniques such as BPR, BSC, and Kaizen to its civil service organizations that require transformational leaders who enable to transform followers into leaders (Bhat, 2007; Kotter, 2007). Divergently, the LDMFs that help to transform followers into leaders have not yet investigated in public universities in Ethiopia.

Taking the assumption that academic leaders hold both the followership and the leadership roles simultaneously, the part of the problem to be addressed in the present study, therefore, is to investigate the complete ALD model that account to improve the academic leader's extra effort, effectiveness, and satisfaction. Furthermore, complementing the transformational leadership development model and instructional leadership development model may not also be enough to understand the ALD practices in the university context. Further, there is a need to identify the subset of LDMFs that improve the useful academic leadership behaviors in Ethiopia's public university context. In this concern, what subset of LDMFs meaningfully improves academic leadership behaviors is the practical problem that requires response in the present study. Nevertheless, the expansion processes of ALD competencies cannot exist without challenges; but what sources of challenge cultivate the ALD has not yet known in the study area.

Problem of Challenges in Leadership Development: Expanding the processes of ALD competencies within the entire members to evolve them in leadership roles and processes cannot appear without challenge in the public universities. In this concern, scholars described that challenge is a development force that creates conditions where the leader must grow in order to be effective (Carter et al., 2005; Kouzes & Posner, 2013; McCauley et al., 2010; Yukl, 2010). In Ethiopian PHEIs context, however, the authors interpreted the potential sources of challenge in the previous studies as obstacles. As evidence, scholars noticed that the politically injected academic governance has imposed on Ethiopian public universities (Aschroft & Rayner, 2011; Mekasha, 2005; Saint, 2004). Likewise, the absence of professionally capable, motivated, and committed leaders has noticed as the core challenge that attributed ineffective leadership in public universities in Ethiopia (Mulu, 2012). On the other hand, the potential sources of challenge that account for the development of leadership outcome has not yet identified in the

previous studies in the study area. In this regard, the present study has designed to investigate the role of challenge in the expansion processes of the ALD in Ethiopia's public universities.

To sum up the overall research problems, there are legislative policy standard criteria ratified to recruit, select, develop, and retain academic leaders as well as a legitimate academic employment policy for Ethiopian PHEIs (FDRE, 1994, 2009; MoE, 2008, 2017). In this area, however, the studies that link the policy dimensions to the development of academic leadership has not yet conducted in Ethiopia's public university context. The full range leadership development has employed dominantly to evolve academic leaders in leadership roles without the prerequisite (Avolio & Gardner, 2005; Laguerre, 2010; Sosik & Jung, 2010; Walumba et al., 2008); however, the model has lacked the instructional aspect leadership behaviors. In this sense, the studies that coin the full-scale instructional leadership development and the full range leadership development models for one purpose has not yet studied in public university context. As well, the complemented leadership behaviors those predict the development of academic leadership outcome has not yet conducted in the study area. Moreover, there are also studies that show the leadership development vital activities in the context of higher education (Bolden et al., 2008; Freeman & Kochan, 2012; Hoba et al., 2013). On the other hand, the methodological leadership development elements that predict useful academic leadership behaviors are less known in Ethiopian public university context. In addition, there are studies that show challenges in academic governance of the public universities in Ethiopia (Ashcroft & Rayner, 2011; Mekasha, 2005; Saint, 2004). Conversely, the sources of challenge that contribute to the development of academic leadership outcome have not yet investigated in the study area context. The purpose of this study; therefore, is to understand the ALD policy, the state of the art ALD

practices, and challenges in ALD processes, which advance the understanding of the future prospect ALD phases in Ethiopian's public university context.

1.3 Research Questions

1.3.1 Quantitative Questions and Hypotheses

1. What is the status of academic leadership development practices in public universities in Ethiopia?
2. What leadership behaviors do predict the development of academic leadership outcome in public universities in Ethiopia?
3. What leadership development methodological forms³ best predict useful academic leadership behavior in public universities in Ethiopia?
4. What sources of challenge in leadership development predict the development of academic leadership outcome in public universities in Ethiopia?

The researcher transformed the quantitative research questions into null-hypotheses. Each one of the null-hypotheses also further dissected into several null-sub-hypotheses as follows.

Hypothesis1 There is no differences between faculty members and academic officers' perception about their immediate leaders' ongoing a) transformational b) transactional, c) laissez-faire, and d) instructional leadership behaviors in public universities in Ethiopia.

³ leadership development methodological forms employed in the present study to examine the state of the art practices are seminar, coaching, mentoring, counseling, action learning, consulting, sharing experiences, 360 degree appraisal, of-the-job training, and of-the-job course learning

Hypothesis2. None of the full range and full-scale leadership behavior⁴ components is useful to predict the development of academic leadership outcome in the model in public universities in Ethiopia.

Hypothesis3. None of the leadership development methodological forms is useful to predict each one of the academic leadership behaviors in the model in public universities in Ethiopia.

Hypothesis3.1 None of the leadership development methodological forms is useful to predict transformational leadership behaviors in the model in Ethiopia public universities.

Hypothesis3.2 None of the leadership development methodological forms is useful to predict transactional leadership behaviors in the model in public universities in Ethiopia.

Hypothesis3.3 None of the leadership development methodological forms is useful to predict laissez-faire behavior in the model in public universities in Ethiopia.

Hypothesis3.4 None of the leadership development methodological forms is useful to predict instructional leadership behaviors in public universities in Ethiopia.

Hypothesis4. None of the sources of challenge in leadership development expansion is useful to predict academic leadership outcome in the model in public universities in Ethiopia.

1.3.2 Qualitative Research Question and Sub Questions

The mentioned quantitative research questions were not sufficient to describe the academic leadership development processes for two reasons; 1) the process aspects of leadership development phases require qualitative inquiry; 2) The recruitment, selection, development, and

⁴ Leadership behaviors include transformational, transactional, laissez-faire, and instructional behaviors

retention phases of leadership development require qualitative interpretations. Thus, the researcher designed the following central research question and sub-questions.

5 To what extent do the legislative policy standards of leadership development phases support ongoing academic leadership development practices in public universities in Ethiopia?

5.1 What legislative policy options are in place pertaining to standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of academic leadership development in public universities in Ethiopia?

5.2 What developmental experiences are in place pertaining to standard criteria usually practices to guide the recruiting, selecting, developing, and retaining phases of academic leadership development in public universities in Ethiopia?

5.3 What developmental challenges are in place pertaining to academic leadership development processes in public universities in Ethiopia?

1.4 Significance of the Study

Leadership development is the young field for which little data is available in the literature (Collins, 2002). Therefore, this study intended to provide a quantum leap of new ideas that may explain how the legislative policy dimensions, the complemented contemporary theories, methodological leadership development forms, and challenges of leadership development drive the ALD processes in public universities in Ethiopia. In this sense, this study expects to benefit the following area of involvement.

Policy Implication: Partly, the focal point of this work is to expand the values of standardizing leadership development policy that helps to recruit, select, train, and hold the potential prospect of academic leadership in the higher education setting. Likewise, the study informs policy makers and strategic planners about the values of standardizing ALD policy in public universities. Besides, the study may help to standardize every aspect of academic leadership roles in PHEIs. In this regard, the study report ignites policymakers and planners to re-think about standardizing the ALD policy for the PHEIs towards the public interest. Moreover, academic leadership and management is the area of attention and action priority in Ethiopian education and training policy (FDRE, 1994).

Knowledge Implication: the purpose of this study is to advance the understanding of ALD through comprising the complemented full range and full-scale leadership models for one purpose; along with the leadership development forms, challenges, and policy standard in which the combined notions help with insight new ideas for the future prospect notion. In this regard, the study has produced the subset of leadership behaviors that account for the development of academic leadership outcome, the subset of LDMFs that best explains leadership behaviors, and the sources of challenge that contribute to the development of leadership outcome in the research area context. In this regard, the study contributes its share to the academic world.

Practice Implication: the conceptual framework constructed for this study as well as any faculty even for self-development activities in similar context can use the models verified in this study. Similarly, practitioners can easily apply the verified models as well as the conceptual framework to evaluate their own leadership development performance and to grow themselves through self-learning options.

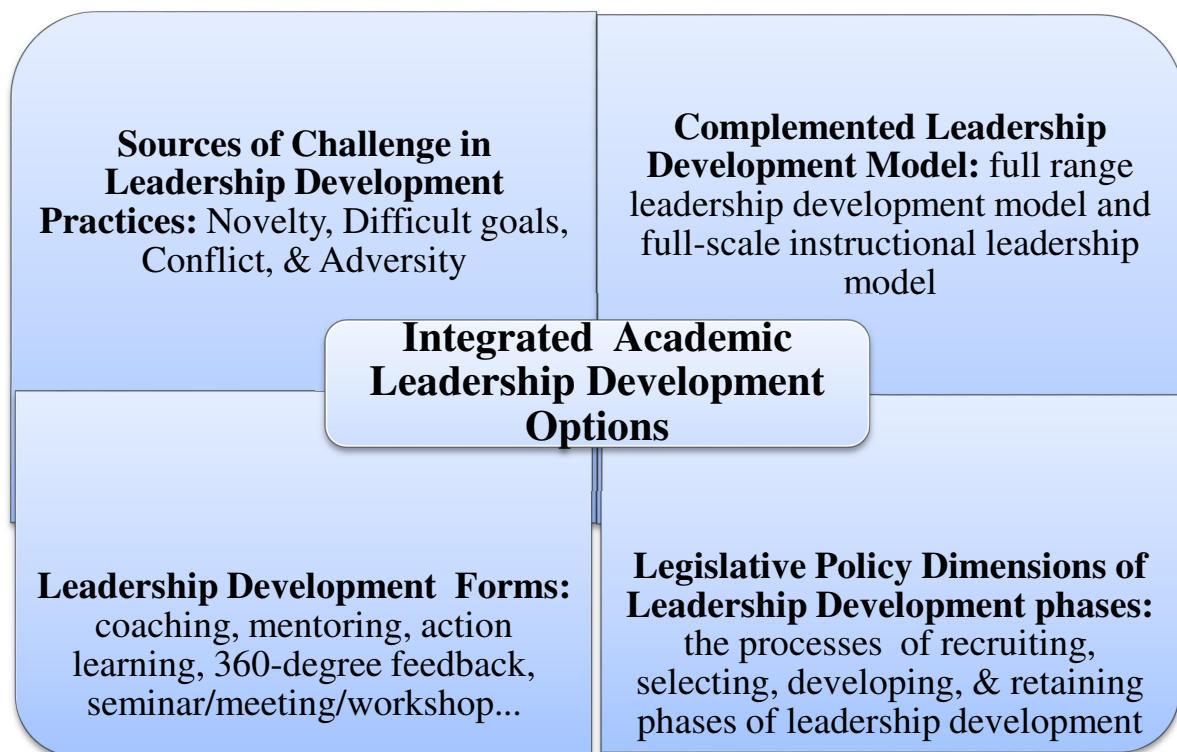
Future Research: leadership development is not only about expanding competency development through any form of learning, it is also more of about igniting. In this sense, the study may inform the future researchers to further study the missing gap of the leadership development conception for the learning organizations such as universities. Furthermore, this study is also important to initiate the future researcher towards an experimental approach. This approach helps to understand the role of igniting institutional members to expand leadership development competencies towards the development goal of the country. In sum, the output of this study could have a positive impact on the ALD expansion. Besides, the results inform the consequences of higher education policy values such as academic freedom, education quality, equity, and social justices to produce civilized citizens in the country. In this sense, the study is within the priority area of the development programs those working to attain the development goals of the country. Therefore, the study is significant.

1.5 Framework of the Study

The researcher summarized the contemporary leadership development theoretical frameworks, the LDMFs, and the sources of challenges in leadership development to construct the conceptual and analytical frameworks. On the other hand, the Ethiopian HE leadership preparation legislative policy standard criteria that have been endorsed to recruit, select, develop, and retain the academic leaders at all hierarchical levels are used to construct the conceptual framework for the qualitative part of the present study. Accordingly, the author used the full range leadership development, full-scale instructional leadership development, leadership development vital activities, and sources of developmental challenges to construct the framework for the present study. The complement of the full range leadership development (Avolio & Bass, 1995; Sosik & Jung, 2010) and the full-scale instructional leadership model (Hallinger & Wang,

2015) has employed to examine where the factual status of ALD practices is currently residing at each of the academic leadership echelons. Further, the complemented concept has also used to investigate the subsets of leadership behaviors that best explain the development of academic leadership outcome in the study area.

Figure 1-1. Conceptual Framework of the Present Study



Regarding the leadership development vital activities, there are scholars who discovered some of the best methods, techniques, and strategies that may serve to extend leadership development behaviors, opinions, and attitudes from the empirical studies (Bolden, 2005, 2006; Bolden et al, 2008, 2009; Bush & Grover, 2004). The LDMFs, which frequently observed, in the literature have employed in the present study. These are elective leadership courses, work-based learning, action learning, mentoring, coaching, seminars, sharing experiences, and consultancy (Bolden, 2005; Bush & Grover, 2004; Day, 2001, 2008; Groves, 2007; Leskiw & Singh, 2007;

Murphy & Johnson, 2011; Pearce, 2007) used to investigate the combination of LDMFs that attribute to improve leadership behaviors. Further, the researcher used the summarized sources of challenges such as lack of novelty, setting difficult goals, conflict, and adverse act of people (McCauley et al., 2010) along with the challenging views of scholars those show new ways of thinking (Kouzes & Posner, 2013) are employed to examine the potential roots of challenges that predicts the evolution of academic leadership outcome.

In sum, the qualitative inquiry has used the narrative policy analysis (NPA) theoretical framework (Fowler, 2000; Ostrom, 2007; Sabatier, 2007) to examine if the legislative policy standard criteria that has been endorsed to recruit, select, develop, and retain the academic leaders in the country. Furthermore, the LDMFs those frequently observed in the survey area are used to examine what LDMFs best explains academic leaders' behavior, feelings, or attitudes. In addition, the challenges frequently appearing in the LD literature (Giber et al., 2009; Kouzes & Posner, 2013; McCauley et al., 2010) also used to examine the contribution of challenge as development forces to the development of leadership outcome.

1.6 Delimitation of the Study

In Ethiopia, there were 34 PHEIs labeled in the three generations and holding students in undergraduate programs (618370), in Master programs (30466), and in the Ph.D programs (3135) in the 2014/15 academic years (MoE, 2016). In the same year, there were also 25068 full-time faculty members in the 34 Ethiopian PHEIs. The average population computed per university was 737 faculty members. The whole faculty members who were responsible to educate the mentioned numbers of students in undergraduate and postgraduate programs along with research and other responsibilities related to the academic tasks was the entire population of

the present study. For this study, academic leaders (average 4422) in the six PHEIs delimited to be the target population of the study. Further, the stratification labeled to select two from each of the first generation universities (Arba Minch University and Haramaya University), second generation universities (Adama Science and Technology University and Debre Birhan University), and third generation universities (Addis Ababa Science and Technology University and Wachamo University) as the sample area of the study. The researcher employed equal size strata random sampling technique based on the views of Cochran (1977) and Gay et al. (2009) for an opinion and attitude survey studies when the list of members were not identified.

In Ethiopian public universities, the academic programs classified into six-bands. Using random sampling techniques, the sources of sample units are delimited into the three bands such as band-1 (engineering and technology), band-2 (natural and computational sciences), and band-6 (social sciences and humanities). In this sense, researcher randomly selected the sample units from the delimited three bands in the sample PHEIs in Ethiopia. To study the ALD practices, the researcher delimited the participants of the study to the academic leaders in the sampled PHEIs in Ethiopia. Although leadership development has been involved the whole members' leadership roles in the organization (Bolden, 2005; Day, 2001), the researcher delimited to those who have academic leadership roles from faculty members up to the CEOs in the universities. This is, because, the mentioned participants may have better information about the research issues than any other groups or individuals in the study area.

Likewise, the conceptual framework delineated to the transformational leadership development model (Avolio et al., 1999; Sosik & Jung, 2010), instructional leadership development model (Hallinger, 2008; Hallinger et al., 2013; Hallinger & Wang, 2015), methodological leadership development forms (Bolden, 2005; Bush & Grover, 2004; Carter et

al., 2005, Day, 2001; Giber et al., 2009), and potential sources of challenges (McCauley et al., 2010). In addition, the legislative policy standard criteria ratified to recruit, select, develop, and retain the potential academic leaders are also delineated to the conceptual framework in the present study. This is because the delimited contemporary theories are the theories in which the models have been formulated are found out in the front line to study either leader or leadership development (Avolio and Gardner, 2005; Avolio et al., 2009; Klenke, 2007; Laguerre, 2010). In addition, the authors of these theories are struggling to universalize the two leadership conceptions. This is because scholars widely used the tools developed from these leadership theories (MLQ & PIMRS) in several countries with the highest measures of the content validity and reliability values (Avolio & Gardner, 2005, Avolio et al., 1999; Avolio et al., 2009; Bass & Avolio, 1999; Hallinger, 2008; Walumbwa et al., 2008). As well, the present study delineated to investigate the ALD policy, practices, and challenges in Ethiopian public university context.

1.7 Limitation of the Study

Leadership development is a context-based process, not a one-time activity. The effectiveness of the objective measure of the leadership development progress in HEIs may recognize within long time intervals. Besides, the output of leadership development may depend on the quality of input mix that includes non-human resources too. Among the inputs, the quality of leadership development methods and the non-human resource that may endorse the quality of the leadership development process may or may not observe at one time survey study. In such condition, experimental method, longitudinal survey method, or multi-phase mixed method designs are useful to understand the real leadership development processes and its consequences than the concurrent mixed method design used in the present study. More important, the policy dimensions of leadership development studies usually employ leadership development programs.

Nevertheless, Ethiopia has not yet prepared its higher education leadership development program as well as explicitly defined leadership development policy for its public universities.

Accordingly, the program evaluation aspect of leadership development was not included in the present study. Along with this, the spontaneously emerged university students' demonstration made the policy makers busy to reverse the learning environment. The consequences further affected the researcher to gather up to date information from the higher education executive bodies (policy makers) through interviews as well as focus group discussion methods about the currently intended academic leadership preparation in public universities in Ethiopia. With this wisdom, the ongoing situation, time, and budget partially influenced the research outputs in the present study conditions in public universities in Ethiopia. Consequently, the stated limitations of this research were because of lack of time, lack of budgets, and situational factors appearing during data collection in public universities in Ethiopia.

1.8 Operational Definitions of Key Words and Phrases

Academic leadership development- is the expansion processes of academic leaders' knowledge, skills, and experiences in collectives from faculty members up to the president team members to evolve them in academic leadership roles and processes in university context.

Challenge- is a developmental force that resists when leaders act against policy values while expanding the processes of leadership development competencies towards institutional mission.

Leader Development- is the process of individual work related knowledge, skills, and ability development associated with formal academic leadership roles in the organization.

Leadership Development- is the expansion processes of building work based knowledge, skill, and experiences of academic leaders from faculty members up to the CEOs to engage them evolving in leadership roles and processes in the organization.

Leadership Development Practice – is the leadership development forms, methods, systems, styles, acts, beliefs, procedures, rules, policies, or programs utilized to expand the processes of leadership development competencies in collectives in the organization.

Leadership Development Policy Standards: the legitimate standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of academic leadership development in the higher education context.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The main contents of this review of the related literature include leadership development overviews, policy standards, contemporary concepts, methodological forms/practices, and challenges. In this chapter, the researcher noticed the overviews of leadership development concepts, historical evolution, approaches, and contextual natures to introduce first on what and how the state of the art leadership development practices have grown since its beginning until now. Further, the leadership development policy standard criteria, those applied to guide the recruiting, selecting, developing, and retaining phases of the academic leadership development have noticed in the university setting. Furthermore, the integrated contemporary theories of leadership development those are important for higher education, the LDMFs usually come out in the higher education terrain, and the sources of development challenges in leadership preparation have reviewed to recognize useful variables in the present study.

In this focus, the author synthesized the conception of academic leadership development policy, contemporary concepts, the state of the art practices, and challenges to build the analytical and conceptual framework for this work. Thus, the purpose of this review chapter is to explore what is experienced and what is unknown in the leadership development notion. Specifically, the objectives of this chapter is to conceptualize useful policy dimensions, theoretical foundations, methodological options, and challenges in academic leadership development; and to construct a theoretical as well as a conceptual framework applied in the field of academic leadership development policy, practices, and challenges in Ethiopian public university setting. Aiming to make the mentioned chapter objectives, the methodology of the

literature review is the narrative description approach. This approach usually employs in the educational research and helps to describe the concepts as much as possible from its origin (Gall, Borg, & Gall, 1996; Randolph, 2009). In addition, the phenomenological approach of reviewing also employs to get at the essence of researchers' empirical experiences with that phenomenological event in the study (Randolph, 2009). Next, chapter two starts with the overviews of leadership development in current literature.

2.1 Overviews of Leadership Development

Interest in effective leadership development has been coming to boost in both profitable and non-profitable organizations (Avolio et al., 2010; Avolio & Gardner, 2005; Avolio et al., 2009; Bolden, 2005, 2006; Day, 2001). On the other hand, the literature on leadership development and its impact has been noticed minuscule and most of the leadership development studies have less been noticed to be empirical (Collins, 2002). This sparse in empirical leadership development literature may be a case for the concepts still to stay on under the confusions and debates, particularly to make the distinction between the concepts of leader development and leadership development in context. In addition, the confusions further observed to discern between the importance of prescribed approach and emergent approach leader development; as well, between the prescribed approach and emergent approach leadership development notions (Bolden, 2005).

In Ethiopia, the public universities might also partake in the confusions and the debates regarding the concepts of leader development and leadership development while setting standard criteria applied in the recruiting, selecting, preparing, or retaining its academic leadership preparation. Besides, involving the entire academic leaders to evolve them in leadership roles and process seem confusing and can arouse the debatable issues within the academic community.

These confusions and debating issues can also be discovered while studying how its institutional policy dimensions of leadership have been conceived, enacted, and implemented in that time research area context. As well, surveying the contemporary leadership development conceptions provides understanding to differentiate between leader development and leadership development exercises as the conceptual context in the academic universe. In this sense, it is reasonable, to begin with defining and clarifying the overall concepts of leadership development in the organization's context.

2.1.1 Concepts of Leadership Development

The authors defined leadership development as the process to train the local leaders in problem-solving, decision-making, and group-process skills, which are essential to community improvement efforts (Ratcliff, 2002). In the same way, the authors also defined leadership development as a training and education intervention aimed at improving the competencies of managers and executives of an organization (Cummings & Worley, 2009). These definitions of leadership development fundamentally address that leadership development is about individual leaders' capacity building. In these definitions, the role of institutional members along with the context in the leadership development seems to ignore their contributions.

In this stance, if the followers are not committed and context is not providing favorable conditions to lead the change towards institutional goal; the importance of outstanding leaders can be questionable to improve organizational performance. This is, because, the Ratcliff (2002) and Cummings and Worley's (2009) definitions of leadership development seem to miss the importance of follower characteristics and situational characteristics that complement leaders' characteristics to construct the effective academic leadership development program in learning

organizations. This difference may still amplify the conceptual gap between leader development and leadership development in the organization.

There are also scholars who defined the concepts of leader development and leadership development in several forms and briefly described the distinction between the two concepts (Bolden, 2005; Bolden & Kirk, 2009; Day, 2001; Yukl, 2010). These scholars commonly argue that leader development focuses on developing individuals in leadership roles; whereas leadership development takes a relational view of leadership as a process involving everyone within the organization. According to Day (2001), leadership development defined as expanding the collective capacity of organizational members to engage effectively in leadership roles and processes. He further described that the leadership roles are those responsibilities that come with or without formal authority; whereas leadership processes are those that generally enable groups of people to work together in meaningful ways (Day, 2001). More importantly, Bolden and Kirk (2009) defined leadership development as integrally related to community development along with offering a means for the surfacing and negotiating of social values and purposes.

According to Bolden and Kirk (2009), leadership development is not just a means for developing leaders, but also for developing the social community in which leadership operation exercised in its culture. Bolden and Kirk's (2009) leadership development notion seems in line with Day's (2001) leadership development conceptions. For these scholars, everybody in the organization has the leadership role and interacts with the organizational leadership activity formally or informally. Moreover, the growing conception of leader development defined as the process of producing direction, alignment, and commitment; whereas leadership development is expanding the processes of producing direction, alignment, and commitment in collectives

(McCauley et al., 2010). This description clearly indicated that the networked expansion of the individual leader development competency further produces the leadership development options.

Consequently, the leadership development notion that involves all members of the organization may apply better in higher education where the academic status and experiences from the faculty members through the lower leadership echelon up to the senior leadership echelon are nearly the same. In this regard, the quality of individual leaders in lower leadership echelon may be better than leaders in higher leadership echelon. As well, the academic leadership quality of faculty members may also be better than the academic leadership quality of the academic officers in Ethiopian HE context. In this context, followers may hold skills that help to coach their immediate leader upwards; whereas the immediate leaders may either hold skills or lack skills to coach followers in certain conditions. The leader-follower interaction network in the certain situational landscape may or may not create effective leadership development systems. In public organizations, there is a need to focus on leaders' development to adjust the external and internal working environments; whereas the focus of leadership development helps to enable people to work together in a meaningful way within the context of the institution. Thus, the description of both leader development and leadership development notion are acceptable; but the priority has to give to the leadership development options to involve all members of the institutions to evolve them in leadership roles and processes.

2.1.2 Evolution of Leadership Development

Although the meta-analysis work of Burke and Day (1986) noticed the concept of leadership development for the first time, its activities appeared in the antiquity when people are starting working together meaningfully. In this field, Burke and Day (1986) conducted 70 studies

spanning about 30 years in which their focuses were to measure the role of training for managerial effectiveness. In their study, they found the primary focuses of the 30 years leadership development studies were knowledge and skill development of leaders rather than expanding the overall competencies with members of the organization. The meta-analysis, managerial leadership development study of Collins (2002) also integrated 103 studies published from 1982 up to 2001 with full range managerial leadership development interventions including feedback, developmental relationship, on job-experiences, and formal training. Collins's (2002) meta-analysis study has capitalized the notion of transformational leadership development to expand knowledge, skills, and experiences to study the future leadership development. Currently, there are institutions such as the center for creative leadership published a number of books, book chapters, and articles.

In this field, there are scholars such as Carter et al. (2005), Day (2001, 2007), Giber et al. (2000), McCauley et al. (2010), and Sosik and Jung (2010) in which their contributions used currently as a fresh leadership development idea. Likewise, there are also scholars with the nearly similar idea of leadership development and contributed to education sectors (Bolden, 2005; Bolden et al; 2008, 2009; Bush & Glover, 2004; Braun et al., 2009). The views of these scholars stretched up to linking the leader development into leadership development through expanding the relevant knowledge, skills, and experiences within the organizations. In this sense, the challenge that hinders the expansion processes of knowledge, skills, and experiences are the concern addressed in this study. Thus, examining the gap between the leader development and leadership development has addressed in the present study.

In this category, Day (2001) noticed the distinctions between the leadership development and the leader development in the organization. In his summary, Day (2001) noticed that leader

development emphasizes on the development of human capital (HC) type, on individual leadership model (personal power, knowledge, and trustworthiness), and on its competence base skills that focus on interpersonal, self-awareness, self-regulation, and self-motivation skills. Then after, leadership development has been emphasized on the development of social capital (SC) type, on relational leadership model (commitments, mutual respect, and trust), and on its competence base skills that focus on interpersonal, social awareness, and social skills (Day, 2001). The notion of SC noticed as important, even in leadership development in higher education through distributive leadership conceptions (Bolden et al., 2008, 2009). This SC notion of leadership development argues with the work of Brass and Krackhardt (1999) entitled “The social capital of the twenty-first-century leaders.” These scholars examined the leadership development views with respect to the social network notion. Nevertheless, the social network may or may not fully support the leadership development options in the PHEIs. This is, because, the center of the social network may necessarily be controlled by the skills of the leader. If the social network processing efforts among academic stakeholders collapse, then, the importance of social capital value may also collapse and loss its important to build the leadership development notion in the PHEIs. Thus, social capital may or may not guarantee for constructing the academic leadership development programs in the PHEIs.

On the other hand, the proponents of authentic leadership development verified that psychological capital (PC) is used to build an authentic leadership development (Avolio & Gardner, 2005). These scholars summarized the positive psychological capacity, such as confidence; optimism, hope, and resiliency are personal resources of the authentic leader. In this stance, both the social capital and psychological capital may contribute to leadership development. The notion of PC is a base for developing leadership behaviors and more crucial to

adjust either leadership behaviors or followership behaviors; whereas SC may build the social network within the organization. Besides, the HC notion is also important to develop individual knowledge, skills, and ability in which the combined intangible asset enhances the quality of leadership development option in the organization. For the 21-century leadership development in higher education, involving the notion of HC, SC, or PC may not be enough to construct leadership development options. For leadership development in the PHEIs, the concepts of intellectual capital (IC) may support better than the HC, SC, or PC conceptions alone. This is because the concepts of IC integrate the intangible aspects of SC, HC, and structural capital (StC) in the organization that best describes the functional roles and contributions of leading members in the context of HEIs.

Since the interest of the present study is leadership development in HEIs, instead of SC, HC, or PC; the intellectual capital (IC) notion may better describe the academic network among intellectuals within faculty members holding leadership roles (formal or informal) in the university. As the indication, IC integrates HC, SC, and (StC) (Jurczak, 2008; Roos, Pike & Fernstrom, 2005) in which StC further splits into technological capital (TC), organizational capital (OC), and business capital (BC). More specifically, the mentioned IC categorization includes HC (individual contributions), SC (group contributions), and StC (institutional intangible assets) may help to better advance the understanding of academic leadership development notions in Ethiopia's public university context. In this sense, the qualitative measures of IC of faculty members may nest in the quantitatively investigated theoretical model of academic leadership development in Ethiopia's public university context.

Accordingly, following the McCauley et al. (2010) views of leadership development, the process of expansions of setting directions towards institutional goal, creating alignment between

the academic roles and the members' competencies; and gaining members' commitment or willingness to achieve the institutional goal is the guiding concepts for the present study. With this wisdom, McCauley et al.'s (2010) view of leadership development is important, however, the form of leadership development that fits the academic governance role is still lacking clarity to utilize the concepts confidently in the higher learning organization.

2.1.3 Approach to Leadership Development

Effective leadership is the requirement to lead organizational change towards success (Bass, 2007; Bhat, 2007; Kotter, 2007; Yukl, 2010); whereas the form of leadership development is most likely supports to produce effective leadership development notion (Bush & Grover, 2004). In literature, scholars through the demand of the National College for School Leadership (NCSL) efforts have explored LDMFs from empirical studies. NCSL asked the university academics to review recent literature on leadership development to learn from several forms of leadership development options (Bolden, 2005). As a result, the reviewers have integrated the investigative concepts, principles, and level of leadership development of the recent empirical studies.

Table 2-1. Leadership development matrix

Leadership Development	Individual Process	Collective Process
Prescribed Model	Prescribed-Individual	Prescribed-Collective
Emergent Model	Emergent-Individual	Emergent-Collective

As shown the leadership development matrix in Table 2.1, the framework for leadership development that contrast approaches depending on the attention given to the individual process category and group/collective process category in one side, and the prescribed model and

emergent model in the other side attracted the attention of leadership development researchers in the academic world (Bolden, 2005). As cited in Bolden (2005), learning and skill development agency (LSDA, 2003) contributed the stated leadership development models. The researcher described the models in the category of X-axis (individual-collective) and Y-axis (prescribed-emergent). The models presented in X-Y quadrants in the document that titled “Leading is learning, project work package.” If the stated framework arranged in the matrix form, then, the leadership development models easily understood as categorical types of leadership development models as depicted in the table. Thus, the researcher of the present study rearranged and represented the leadership development models as shown in the table to make the notion more understandable and to examine if the models are useful to the development of academic leadership in Ethiopian public university context.

2.1.4 Leadership Development in Context

The notion of leadership development in context has grown the attention of scholars in the field of leadership development studies (Bolden, 2006; Day, 2001). The South West third reports entitled “leadership development in context” coined several aspects of context, such as the individual and organizational context in one category and sector and occupational context in the other category (Bolden, 2006). The individual and organizational context, emphasized in the development of self-awareness, ethical, women, and enterprise leaders; leadership development for strategic change; customer focused leadership development; leadership development and performance management; and leadership development for social change. The category of sectors and occupations context descriptions include local government, police, military, schools, higher education, customer service organizations, professionals, cultural sectors, and non-profit

sectors (Bolden, 2006). The entire first category and some of the second category descriptions of the contextual notions such as the context of higher education, professions, and culture may help to understand the concepts of leadership development framework for this study.

On the other way, Day (2001) noted three contextual lenses of leadership development such as conceptual context, practice context, and research context. For the Day (2001), conceptual context focus on understanding the difference between leader development and leadership development; practice context focus on how the state of the art of development practices conducted in the context of ongoing organizational work; and research context focus on summarizing previous research that has implication for leadership development. The overall purpose of Day's (2001) research contextual description is to bridge the conceptual context and practice context into scientific leadership development conceptions. Both the contributions of Bolden (2006) and Day (2001) seem to address more of the micro context of leadership development in the organization. Since this study partly focuses on higher education policy of leadership and policy issues, both the macro and micro contexts are useful for the present study. This is because the macro and micro aspects of political, social, economic, and technological settings logically explain the leadership development situations in the study area

In this regard, studies in the UK have revealed that leadership in higher education strongly influenced by broader social and political context (Bolden et al., 2008). The social and political conditions may depend on the cultural setting and ideological stands of one country. In addition to the scholars' reflection in the context of UK universities, the macroeconomic and technological context may equally challenge in the leadership development practices of PHEIs in developing countries such as Ethiopia. Consequently, holding the Bolden (2006) and Day's (2001) contextual notion as vital points of leadership development conceptions, it is also

important to highlight how the social, political, economic, and technological context influence the leadership development practices in public universities in Ethiopia.

The framework of social context understood within the evolutions of the society. The historical evolution of the society within the past three centuries in the globe begun from the agricultural society to industrial society, the post-industrial society, the information society, knowledge society, and forming a wisdom society (Maitra, 2007). Because of the contributions of education, the societal evolution may begin from small village to zone or region through nation and nationality building may move to the development of globalized knowledge society. The development of knowledge societies up to wisdom society may not be possible without the contributions of HEIs. Accordingly, the social demand for higher education should not be a choice in Ethiopia; it should be the life need goal of the society in the country. This is, because, higher education expansion is the societal need to attain development goals of the country. As a result, higher education expansions logically managed through well-built leadership development processes that link societal demand for higher education with the labor market's ability generally in the globe and particularly within the country. In this honor, there is no evidence in Ethiopian context that shows the link between PHEIs expansions and the social demand for HEIs with respect to labor market conditions in the country.

Currently, thanks to the knowledge economy, the wider global context shirks into small points because of the timely spreading of technology throughout the world. Consequently, no country in the globe that build the economic enhance without developing their HEIs. The development of HEIs may come through expansions. The HEIs expansions alone may not guarantee to link its graduate to the labor market that may provide appropriate opportunities for fixed employment. Further, the intellectual asset as a knowledge economy should also consider

as an asset to secure the start-up capital such as opportunities for the loan because of its intangible asset values. Ongoing phenomena may not increase the number of self-employees who enhance the proportion of taxpayers. As the proportion of the taxpayers' increase, its contribution to the economic growth and development may also proportionally increase in the country's context. In view of that, what massive expansions of HEIs in Ethiopia are useful for economic development in the country without linking the university graduates towards the labor market condition of the world is the concern of the present study. Such requirement may not answer without in-depth investigation and without considering the importance of the economic context of higher education expansion. Such condition has acknowledged by the writers in the economics of education. According to Psacharopoulos and Patrinos (2004), politically it is easier to allocate more funds to new education and training program than to create jobs through demand support, incentives to use the right technologies, special reallocation of investments, and so on. This view may push us to focus on linking higher education expansions with labor market conditions in the country.

Sometimes the education system may fail to provide trainees with specific, marketable skills in which the employers want it. The economic context further induces insights that may create the battle between pedagogical aspects of academic leadership development views and economic aspects of academic leadership development views. The mentioned two academic leadership development practices are usually residing at the two extreme opposite sides to initiate the battle between economical views and pedagogical views. Such battle may emerge between the teacher who usually struggles towards education policy values such as quality, equity, and academic freedom and the untrained academic managers who usually struggle towards education cost reduction as told them from the superintendent. Such problems may alleviate through building up

adequate leadership development process that may bring the two extreme views to the center. Thus, the economic context may crucially determine the leadership development efforts in Ethiopia's public university context. Such controversial issues in leadership development may alleviate through adjusting the political context towards learning goals.

The political context of the overall education system in Ethiopia observed in its education and training policy (1994). Besides, political context of higher education in Ethiopia can be observed in its: education sector development programs (ESDP I-IV), higher education (HE) proclamations (No 351/2003 and No 650/ 2009), in its growth and transformation plan (GTP, 2010-15), and other laws and regulations related to the functional roles of HEIs of the country. This is, because the legal documents, statutes, and court decisions on controversial public issues are interpreted to be legislative policy (Fowler, 2000) in which its implications can be taken as political context. Furthermore the ongoing political impacts on norms and trends of academic leadership development are observed in the empirical studies focused on controversial public issues related to the policy values and governances in of Ethiopian public universities (Amare, 2005; Ashcroft, 2004; Ashcroft & Rayner, 2011; Mulu, 2012; Saint, 2004; Tekeste, 2006; Teshome, 2004, 2005; Wuhibegezer, 2013). Although these scholarly, empirical studies have better described the ongoing political context and its influence on education policy values, the study that links political context or policy context into academic leadership development practices are negligible in Ethiopia's public university context.

Further, the technological context may influence leadership development practice in the public universities. In the current knowledge society, the role of technology to transfer necessary information while engaging in the attempts of transforming the higher education from where there are to where they are desired to arrive. Technological context may also influence the

intellectual capital network development in which the consequence may further influence the practices of leadership development in that context. In the current knowledge economy world, effective leadership development may not attain its strategic objectives without adequate technological setting. As evidence, empirical findings verified that leadership development programs demand effective technological setting to make the communication successful (Leskiw & Singh, 2007; Murphy & Johnson, 2011).

In Ethiopian PHEIs context, BPR has introduced a change management technique since 2009. At the leading of the BPR project, ICT has used as the heart of the organization (Bhat, 2007). On the other hand, no evidence identified in which the technological setting in Ethiopia supports the BPR implementation attempts; as well, no official reports have noticed that show either the success or the failure of BPR implementation attempts particularly in Ethiopian PHEIs. In this context, the means of leadership development practices may determine the success of change in study area. To sum up, the overall nature of context, including political, social and cultural, economic, and technological context in Ethiopia may determine the quality of leadership development practices in its PHEIs. In this view, understanding the macro and micro types of the overall context in the country help to design on what and how effective academic leadership development context has been set in the study area. Next, the author reviewed the policy dimensions of leadership development in the HE context.

2.2 Leadership Development Policy in Higher Education

The intent of reviewing leadership development policy in higher education is to understand how the institutional policy standard criteria of leadership preparation support ongoing leadership development efforts in public universities in Ethiopia. In the Ethiopian context, the

higher education laws usually used as standard criteria to guide the recruiting, selecting, developing, and retaining phases of academic leadership development is used as legislative leadership development policy dimensions in line with the policy definition of Fowler (2000). Further, the higher education laws that guide to build teams or groups to further build a collective approach academic leadership also used as the legislative leadership development policy. In this focus, the overall theoretical lenses of policy analysis framework have helped to analyze how the legislative policy supports academic leadership development processes in Ethiopian public university setting.

2.2.1 The Policy Process

Policy critiques can be successful if the policy formulation and implementation situations interpreted clearly to the researcher and its consequences clearly understood to the public (Fowler, 2000). To do so, first, the components of policy process should be gone over. According to Fowler (2006), steps of policy process usually begun from situational analysis to identify public policy issues. Once readers' aware policy issues, policy agenda setting can follow. Next policy formulation, policy adoption, policy implementation, and policy evaluation can take place sequentially (Fowler, 2006). These steps of policy framework may help to examine if the process of higher education policy preparations have guided to the public interest.

In Ethiopian PHEIs, there are empirical evidence and government reports that have noticed the higher education development, mandate, problems of policy values, and change management implementation attempts that informs the ongoing trends and limitations of academic governances (Amare, 2005; Ashcroft, 2004; Ashcroft & Rayner, 2011; MoE, 2010; Mulu, 2012; Saint, 2004; Teshome, 2004, 2005; Tilaye, 2010; Wuhibegezer, 2013). In this area, no study

identifies that link the policy of leadership either with the leadership development practices or with the policy processes. Most of these studies commonly noticed about violations of academic freedom and social justices, deficiency of education quality and quality assurance, lack of fairness or equity, and issues of academic governance in public universities in Ethiopia.

In this regard, Teshome (2004) the then deputy minister of higher education in Ethiopia, reported as the interactive workshops, seminars, and conferences to formulate the higher education regulatory policy dimensions were employed since 1995. According to Teshome (2005), the efforts of the conferences produced the first higher education proclamation No 351/2003 in the history of higher education in Ethiopia (Teshome, 2005). Later, policy makers have enacted the higher education proclamation No 650/2009 may be to guide the implementations of change management techniques such as BPR, BSC, or 'Kaizen' in Ethiopia. However, whether the public issue has been included in the mentioned legislative policy content of higher education while enacting the mentioned higher education proclamations (No 351/2003 and No 650/2009) was lacked clarity in public universities in Ethiopia. Moreover, the key participants in the development of the proclamations seem also lack clarity of goal.

Furthermore, in Ethiopian higher education legislative policy dimensions of leadership development seem confusing to understand whether policy really designed to benefit the interest of the policy users, the governing individuals, or the advocacy groups in the country's public universities. The expectation from this study is to reveal the policy issues exerted during policy formulation, policy endorse, and policy implementation activities. Moreover, the present study focuses on the condition of legitimate dimensions of leadership development to drive the expansion processes of leadership development competencies in public universities in Ethiopia. In this option, the threat and opportunities of leadership development policy observed in the legal

documents have enacted to recruit, select, and appoint academic managers in the PHEIs. Besides, the academic task, duties, and responsibilities along with the right and accountabilities of academic staffs have enacted in higher education policy and considered as the leadership development policy dimensions. The enacted legislative policy dimensions of higher education leadership may guide to involve faculty members and to evolve them further in academic leadership roles and processes. Thus, the values of the content of the policy dimensions of leadership necessarily help to understand how the ongoing policy dimensions drive the academic leadership development practice in public universities in Ethiopia.

2.2.2 The Policy Analysis Theoretical Frameworks

In Ethiopia, the legislative HE policy preparation attempts have not specified the theoretical framework in which its substantive and procedural elements have been guided. Specifying the theoretical frameworks of HE leadership preparation policy dimensions is important to choose an appropriate framework that help to examine how the focused policy dimensions have been conceived, enacted, implemented, and evaluated (if any). Nevertheless, examining the way policy has been processed necessarily insights the relevant theoretical framework that help to examine the past and the present policy context in the country. The scholars understood the general concepts of transforming policy into practices if the processes of policy formulation up to the policy implementation practices are clear to the researcher. In this regard, Bell and Stevenson (2006) formulated the conceptual framework to study policy formulation into policy implementation (practices) and the path clearly directs the move from any components of education policy into practice. In this frame, policy formulation addresses the socio-political environments and strategic directions; whereas the policy implementation

category is designed to address organizational principles and operational practices along with procedures (Bell & Stevenson, 2006). By applying any one of the theoretical frameworks of policy, this move of “policy into practice” designed to examine how leadership development policy transformed into practices in public universities in Ethiopia.

In literature, policy thinkers contributed theories of policy analysis frameworks in several ways (Fowler, 2000, 2006; Nowlin, 2011; Sabatier, 2007; Sykes et al; 2009). Sabatier (2007) who contributed the advocacy coalition frameworks (ACF) also summarized the most frequently observed, theories of policy analysis frameworks in his book entitled “Theories of policy analysis.” These are: the institutional analysis and development framework (IAD), the multiple-streams framework (MSF), a social constructionist framework (SCF), a policy network approach, the punctuated equilibrium framework, the policy diffusion framework, and a related set of frameworks used in large-number of comparative policy studies (Ostrom , 2007; Sabatier, 2007). Nowlin (2011) has also examined the importance of theories of policy analysis in which Sabatier (2007) has summarized as a framework of theories of policy analysis as identified supra. Further, Nowlin (2011) researched the recent works (2008 to 2010) from the peer-reviewed journals that concentrate on theories of policy frameworks and come up with extra data. In accession to the theories of policy analysis frameworks summarized in the work of Sabatier (2007), Narrative Policy Framework (NPF) has been reviewed as emerging trends in recent policy research outputs (Nowlin, 2011). In this sense, NPF is preferred to the deep policy analysis notion. Accordingly, NPF seems appropriate to study the public policy issues arouse around leadership development in public universities in Ethiopia. This is, because, narrative truth seeks to preserve the past, live in the present (Patton, 2002). Currently, narrative turn in qualitative inquiry honors people’s

stories that can bear on their own as a perfect description of experiences, suitable as a narrative lifetime of experiences (the core of phenomenology).

Scholars have used the narrative analysis to connect the psychological, sociological, ethnic, political, and dramatic dimensions of human experiences (Patton, 2002). In the narrative analysis, interpretation of the text data may demand the deep sympathy of its phenomenological events. The narrative approach has also now issued as the specific approach of studying systems in four phases. These are organizational research that has written in a storyline fashion; organizational research that collects organizational stories; organizational research that conceptualizes organizational life as story making and organizational theory as story reading; and a disciplined reflection that takes the shape of literary critics (Patton, 2002).

As academic scholars noticed, life experience stories are the core of narrative policy analysis and the story data gathered through interviews, participative observations, stories, legal documents, and journals. In Ethiopian PHEIs, therefore, stories of training programs; stories of recruiting, selecting, and appointing of the university faculty members and academic officers evidently provide insights on what and how the higher education leadership development policy transformed into leadership development exercises. Equally well, the policy of higher education leadership contents may also provide hints on what and how the ongoing leadership development process will influence in Ethiopian public university context.

2.2.3 Policy Dimensions of Leadership Development in Education

Standardizing the policy dimensions of leadership development in education helps to better direct the learning process towards institutional goals. In addition, the standard policy of leadership may lead the academic leaders to lead the task towards institutional goal and to align

members need towards institutional work in which the goal attains full members' commitment. In this sense, the issue of leadership development such as setting direction, creating alignment, and gaining members' commitments require skill resources. In this class, however, Ethiopia has not built the explicitly defined educational policy dimension of leadership for higher education sub-sectors. However, in that location is the legislative leadership, policy dimension that clearly presents the initial steps of higher education leadership development criteria. The stated criteria in the legal documents used to recruit, select, train, and retain academic managers as well as faculty members who were the potential resources to be the senior academic officers in the work area (FDRE, 1994, 2003, 2009). On that point are also labor law, proclamation No 377/2003 (FDRE, 2003), civil service, proclamation No 515/2007 (FDRE, 2007), HE proclamation No 650/209 (FDRE, 2009), and other legal documents in which the notion used as legislative policy dimensions to hire and make do the highly skilled academic and technical staffs including expatriates in the Ethiopian context. Ethiopia has long experiences in using labor law, even to hire and manage highly skilled foreigners since 1962 (MoLSA, 2012); nevertheless, all the same, there is no explicitly defined higher education leadership development policy and academic employment policy in the state.

In literature, fewer works and documents have identified that indicate the functions of educational leadership development policy and activity on the leadership development processes (Bolden et al., 2008, 2009; CCSSO, 2008; Fowler, 2000; Hoba et al., 2013). According to Bolden et al. (2008, 2009) and Hoba et al. (2013), government regulations shape the patterns of HEIs leadership style, decision-making styles, governance approach, management functions, and build an institutional culture. More importantly, Fowler (2000) acknowledged the government regulations, court decisions, or the statutes provide clues to policy dimensions. As well, seeing

that Haddad (1995) defined the policy as explicit or implicit single decisions or group decisions, Federal Supreme Court decisions or statutes about academic governance, management, or leadership can fairly use as academic leadership development policy in this view.

As an exemplar of explicitly defined leadership development policy, the ISLLC used to coordinate the roles that aid to define six standard school leadership development policy dimensions (CCSSO, 2008). These standard policy dimensions of leadership represent the broad, high-priority themes in which education leaders must address in order to promote the success of every student. In the policy document, the leadership standards have noted in the following forms. The form includes setting a widely shared vision for learning; developing a school culture and instructional program conducive to student learning and staff professional growth, ensuring effective education management; collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources; and acting with integrity, fairness, and in an ethical manner. Finally, understanding, responding to, and influencing the political, social, legal, and cultural contexts.

Further, the ISLLC refined in 2015 and the new version renamed to “Professional standards for educational leaders.” The new version has added other four dimensions of policy standards in which all focus on each students’ success (NPBEA, 2015). In the new version, university councils for education administration and national council of professors of educational administration as well as seven other professional associations are members of the National Policy Board for Educational Administration (NPBEA) that has been refined in 2015 in the United States. This standard policy of leadership originally published as ISLLC document in 1996 in which its educational leadership, policy focus on school leader who promotes success for all students. Next, the document has been improved in 2008 and the 2008 version of the

educational leadership, policy standards focus on an educational leader who promotes success for “every student” (CCSSO, 2008). In the new version of CCSSO (2008) policy standard of the education leadership, the concepts of the school leader have changed to the concepts of “education leader.” The new version of policy standard of educational leadership (CCSSO, 2008) expands from addressing the group right of students up to the right of the individual student level. Further, the school leader policy grew up to education leader conceptions. However, still, the standard policy of educational leadership emphasizes to individual leader development rather than collective leadership development.

The 2015 version of the professional standard of educational leaders has been emphasized to better guide the student learning and to prepare and educate them for the academic work of 21-century. In all versions of the mentioned education policy, leadership development standards, however, the focus seems on single school leader and the leadership role of the line personnel (teachers) in learning organization has not considered. Nevertheless, with some contextual modifications and conceptual adjustments, these professional standards for educational leaders may provide clues in order to understand how to create and advance the ongoing higher education leadership, policy dimensions that support the academic leadership development processes in developing countries.

In Ethiopia, as developing country, less likely understood the role of the policy dimensions of leadership in effective leadership development in its learning organizations such as PHEIs. This is, because, among the seven sampled Ethiopian HEIs only one university found out with leadership training policy (Hoba et al., 2013). However, the contents and the consequences of this policy dimension of leadership report are scant in the study. On the other hand, policy issues as a part of political context have strong power to affect the leadership development practices,

particularly in the PHEIs of developing countries such as Ethiopia. The developing countries are widely known in violations of academic freedom, social justices, and institutional autonomy. This is, because, developed countries promote the policy dimensions of educational leadership for optimizations of institutional products rather than institutional development through democratic approaches (Todaro & Smith, 2003). On the other hand, developing countries may partially exercise the educational leadership development policy, either to meet the requirement to get the loan or foreign aids from the developed countries; or to begin standardizing leadership development policy as the response to public voices in their country. Moreover, the majority of developing countries are not the democrat (Todaro & Smith, 2003).

In non-democratic countries, the policy conceived, enacted, and implemented without friction (Fowler, 2000). In such condition, the leadership development standard policy may smoothly practice in developing countries. However, lack of explicit institutional leadership, policy in learning organizations may assume as threats to build up effective academic leadership development model that may help to promote the success of every one of the students. In this study, the reviewed legislative policy dimensions of the higher education leadership in Ethiopia inform the policy context of the country (FDRE, 2009; TGE, 1994). Besides, theoretical frameworks of multiple policy analysis (Fowler, 2000; Nowlin, 2011; Sabatier, 2007), and the concepts of the policy standard of educational leadership has been noticed in ISCLL (CCSSO, 2008) can be used to better understand the actual leadership development policy dimensions in learning organization. The policy dimensions of educational leadership may help to gather relevant information about how the policy dimensions of educational leadership transformed into effective academic leadership development processes in the PHEIs in Ethiopia.

2.2.4 Leadership Development Policy in Ethiopian Public Universities

Although Ethiopia has not yet developed its explicit higher education leadership development policy, there are legislative higher education policy dimensions that guide the overall academic leadership and management development phases. This is because rules and regulations, statutes, guidelines, and the locally called ‘seber’ courts (local name, to Supreme Court decisions) on higher education leadership in Ethiopia provide clue towards standardizing leadership development policy. Besides, the legislative policy dimensions that focus on setting standard criteria to be used to recruit, select, and appoint or elect either faculty members or academic leaders are important in order to understand how the designed leadership development policy dimensions contribute to guiding the ongoing leadership development phases in public universities in Ethiopia. In this regard, the gap between leadership development policy options and its practice, particularly in recruiting, selecting, and appointing or electing phases of the academic leaders at any leadership echelons may insight how legislative policy dimensions influences the leadership development practices in public universities in Ethiopia.

In Ethiopian education and training policy (FDRE, 1994) article 3.8 (1-5), the educational organization and management policy dimensions may help to understand how the contents of the academic management policy that has been enacted in 1994 are interpreted in practice after 25 years of the policy implementation attempts. Besides, higher education proclamations (No 351/2003 and No 650/2009) used to explore if the legislative policy dimensions of higher education support the development of effective leadership within the PHEIs in Ethiopia (FDRE, 2003, 2009). Further, the legislative policy dimensions that focus on the academic labor market may employ to examine if the academic employment, legislative policy dimensions (such as work permit for foreign citizens) in the country support to build effective leadership

development system within public universities in Ethiopia. Thus, the overviews of the legislative higher education policy notion are expected to provide options to better understand how legislative policy dimensions of leadership support to develop the effective leadership development processes in Ethiopia's public university context.

The Ethiopian education and training policy (1994) has not explicitly defined the higher education leadership development policy options; but, the policy dimension of managerial leadership articulated in article 3.8 (1-5) can also be used in the higher education sub-sector. In this legislative policy dimension, sub-article 3.8 (3) noticed that "Educational management be democratic, professional, coordinated, efficient and effective, and encourage the participation of women" (FDRE, 1994: 30). In this sub-article 3.8 (3), the notion of the statement is still impressing and timely; but, to what extent its view interpreted into practices is the intention to answer in the present study. The practicality of the cited legislative law can be legislative policy dimensions of leadership. Then, one of the focuses of this study is to examine if the legislative policy dimensions of leadership support the ongoing leadership development processes in public universities in Ethiopia.

Besides, the ongoing higher education proclamation No 650/2009 proposed to examine on how the academic leadership has developed by policy makers in PHEIs in Ethiopia. The top management position in the internal structure of PHEI is the president and followed by vice presidents in which academic vice president preceded in the managerial position of the remains vice presidents. The trend of appropriate leadership development, particularly at the executive level, may begin at its recruiting and selection processes. Since the quality of recruiting and selecting process has taken as determinant factors on leadership development programs (Liskew & Singh, 2007), the quality of recruiting, selecting, appointing, and developmental processes of

academic governance may determine the quality of the leadership development process in public universities in Ethiopia. The Ethiopian HE Proclamation No 650/2009 article 43 (1) is articulated so that the governance and advisory bodies comprise the board, president, senate, managing counsel, university council, academic units' council, academic unit managing council, departmental assembly, and advisory or specialized committees or councils that may be established by the board, senate, or university council (FDRE, 2009).

The intention of comprising several academic teams to build the governance and advisory bodies seem to commence the collective approach leadership development in its PHEIs. However, setting such structures may not enough to understand the values of the teams in the leadership development processes. What matter is, how each of the team members has been recruited and selected, how the team approaches have been developed towards leadership roles and processes, and how the members' role and their competencies have been aligned towards institutional mission. In this sense, the reflection may question what education policy values have added because of the governance and advisory bodies contributions to the development of academic leadership in public universities in Ethiopia.

To get the path to answering these questions, it is important to review the standard criteria usually used to recruit and select academic managers at hierarchical leadership echelons. Accordingly, the selection criterion of academic leadership echelons has noticed in Ethiopian higher education proclamation No 650/2009 (FDRE, 2009). For case in point, sub-article 52 (4) articulated as follows;

The candidate president and vice president of a public institution shall have, among others, commendable academic leadership and managerial ability as well as the

demonstrable commitment to institutional change and development and to the constitution and government policies (FDRE, 2009, p. 5015).

The articulation of sub-article 52 (4) seems to request among others a change-oriented leader in the academic, managerial structural positions of CEOs and subordinate CEOs those who respect the intentions of the timely government. Furthermore, in proclamation No 650/2009 article 52 (1-3), the right of appointing CEO of PHEIs has vested in the Minister or the head of the appropriate state organ; whereas the authority of appointing subordinate CEOs are granted to the governing Board of the PHEIs based on merit (FDRE, 2009). In addition, the harmonized Senate legislation has been developed by each one of public universities based on the notion of the proclamation No 650/2009. In this proclamation, the appointments of senior academic leadership echelons have proposed towards the merit competitions.

In the mentioned legal documents, authorities and responsibilities of the governing bodies of the PHEIs implicated; but the managerial accountability component seems to ignore or minimally emphasized. Moreover, the need for the appointment of expatriate CEOs, expatriate subordinate CEOs, and expatriate faculty members are not either in higher education proclamations or in the harmonized senate legislations in public universities in Ethiopia. Nevertheless, there is a guideline prepared by MoE (2008) to manage and employ expatriate faculty members, but the guideline has missed the guiding rules and procedures about the management and employment processes of expatriate academic leaders. This guideline rather arouses several policy issues about protecting the academic employment right of the citizens; the mandate to hire expatriate professors; and financial ability to attract the highly skilled expatriate faculty from academic labor market terrain in the world. On the other hand, there are civil service, proclamation No 515/2007 (FDRE, 2007) and labor law, proclamation No 377/2003

(FDRE, 2003) that help to understand how the highly skilled foreign professional can be hired in the work permit for foreign citizens.

As noticed in the legal document, there is expatriate faculty employment and management guideline prepared by MoE (2008) based on the authority granted in proclamation No 471/2005 article 14 that define the power and authority of executive bodies (FDRE, 2005). In the same proclamation No 471/2005, article 32 (3), the responsibilities of administering expatriate employment has been vested in the ministry of labor and social affairs (MoLSA). In this stance, who is mandated to manage the expatriation process for PHEIs in Ethiopia, MoE or MoLSA? In Ethiopia, the trends of using legislative policy dimensions in work permits for the foreign citizen, in general, has been taken long back history since 1962 (MoLSA, 2012).

In current Ethiopian PHEIs context, however, the mentioned regulatory policy dimensions to manage and employ the highly skilled expatriate as well as compatriots' faculty members seem still lacking clarity to interpret the country's integrated legislative policy dimensions into practices. Regarding professional development within the PHEIs in Ethiopia, proclamation No 650/2009, article 31 (1) provides the right to academic staffs for further education and training opportunities (FDRE, 2009). In the PHEIs, the policy dimensions of professional development seem better interpreted in practices than the state of the art leadership development practice in the institution. As evidence, the number of academic staff has increased from 3232 in 2000 to 23,905 in 2013 (MoE, 2014) in which the increase expects as result of postgraduate program expansions in the first and second generation PHEIs in Ethiopia.

Besides, the higher education support and technical staffs those who governed by the civil service's proclamation No 515/2007 (FDRE, 2007) have also opportunities for professional

development. In the proclamation, No 515/2007 article 57 have articulated objectives to train civil servants in which the practice support the professional development of the support and technical staffs compared to the academic leadership development practices in public universities in Ethiopia. The objectives of article 57 of proclamation No 515/2007 provides the clue as to the country initiated towards preparing professional development training policy dimensions. Nevertheless, there is no evidence in which the training has emphasized to enhance the success of academic programs in public universities in Ethiopia.

In Ethiopian PHEIs, leadership development short term and long-term training, seminars, workshops, and experience sharing tours have administered within or among the institutions. In addition, there have been academic managers' hierarchical meetings, academic staff meetings, support and technical staff meetings, and student meetings for the three consecutive years (2015-2017) in which the contents of the meetings seem to aware government intentions. On the other hand, there are public debates on the ongoing leadership development purposes, methodological arrangements, course programs, and practices. Besides, there are also studies in which its report noticed on the mandate and problems of higher education governance, policy values, and academic management reforms in Ethiopia (Ashcroft & Rayner, 2011; 2004; Saint, 2004; Tilaye, 2010). According to Saint (2004), the proportion of Ph.D faculty members in Ethiopia reduced from 28% (1995) to 9.1% (2003). Further, annual abstracts of educational statistics (MoE, 2001, 2014) noticed that the proportion of Ph.D faculty members, including expatriate faculty members has reduced from 14.5% in 2000 to 10.3% in 2012; whereas the faculty members of BA/BSc degree holders have been increased from the proportion of 24.8% in 2000/01 to the proportion of 33.1% in 2005/06. In this category, the proportions of BA/BSc degree holders seem minimally

reduced to the proportion of 29.3% in 2012/13; whereas the proportion of MA/MSc increased from 37.5% in 2000 to 47.9% in 2013 (MoE, 2001, 2014).

The public debates continued about the link between the product quality and current academic labor market situations in Ethiopia. The Debating issues seem to focus on the intellectual capital development strategy that addresses the expatriation processes of faculty members have hired from the low-cost academic labor market terrain. In such observed higher education context, how often and in what ways the higher education policy dimensions do really supports the development of effective leadership through the contemporary leadership development conceptions is to address in this study. Accordingly, there are regulatory higher education policy dimensions of leadership that address the development of leadership, there are regulatory policy dimensions that address professional development in the PHEIs, and there are the country's regulatory policy dimensions for the work permit to foreign citizens. However, it is unclear whether the enacted legislative policy dimension really transformed into practices; and how the higher education policy dimensions of leadership development phases originally conceived, enacted, and implemented in public universities in Ethiopia.

Moreover, there is a public debate to know whether the ongoing higher education leadership preparation policy dimensions fairly drive to recruit, select, and appoint academic leaders at all hierarchical levels. As well, the debate observed to know how the legitimate tactics support to expand the academic leadership development competencies in public universities in Ethiopia. Furthermore, the degree of looseness and tightness of the policy definition and implementation control determines the university leadership style from collegial academy leadership to corporate enterprise leadership (McNay, 1995). In this sense, the dominant leadership style and the ongoing nature of the Ethiopian HE legislative policy dimensions, examine to the better

understanding of the expansion processes of academic leadership development phases in the Ethiopia's public university context.

2.3 Leadership Development Practices in Higher Education

The theoretical choice to integrate the best options of academic leadership development practices for higher education may focus on the contemporary leadership development models, LDMFs, and policy implementation practices. The contemporary leadership theories such as transformational leadership development (Avolio & Bass, 1999; Sosik & Jung, 2010) and instructional leadership development (Hallinger & Wang, 2015) are complementary and important to improve behaviors. Besides, the leadership development vital methodological activities (Bolden, 2005; Bush & Grover, 2004; Day, 2001; Giber et al., 2009) are important to expand leadership development competencies in the public university context.

2.3.1 Transformational Leadership Development Practices

Transformational leadership development model is the extension of transformational leadership theories and used either to measure or to build leadership development practices using the multifactor leadership questionnaire (MLQ) in which the pawn has been fashioned from the theory. Recently, university professors to study the relationship of faculty's advisory behaviors and students' achievements as well as individual and group level leaders (Barbuto et al., 2009; Braun et al., 2007) have practiced transformational leadership development model along with its other name "full range leadership model". In this spirit, the scholars briefly described when, and how to put on the transformational leadership development model to transform followers into leaders (Bass & Avolio, 1995; Sosik and Jung, 2010; Yukl, 1999). According to Sosik and Jung

(2010), the full range leadership development has used MLQ; to select, screen, evaluate, and place leaders into higher level or lateral positions for managing talents more effectively.

Besides, MLQ used to recruit and select the best candidates; to mentor the new candidates; to design job and re-engineering process using intellectual stimulation; and to create change in organizations. On top, glancing at authentic transformational leadership behaviors that further request the concepts of positive psychology such as self-efficacy, optimism, happiness, and wellbeing to produce emergent leaders is used to read the authentic leadership development model (Avolio & Gardner, 2005; Avolio et al., 2009; Walumbwa et al., 2008). Thus, the notion of training alone may or may not guarantee to develop authentic leadership development as that of transformational leadership development model.

The original concept in which transformational leadership development has proven is the transformational leadership theories. For some of the scholars, the father of the transformational leadership concept is the political scientist, Burns (1978) and he originally introduced the notion of transformational and transactional leadership behaviors distinctly (Bass et al., 1987; Bass, 1997; Bass & Steidlmeier, 1999; Bass, Waldman, Avolio, & Bebb, 1987; Judge & Piccolo, 2004). Agreeing to these scholars, for Burns (1978), the leadership process can be either transactional or transformational leadership system. However, based on empirical data on transactional and transformational leadership notion, Bass (1985, 1997) verified that the two leadership conceptions are distinct, simple, not mutually exclusive processes (Bass, 1997, 1999; Bass et al, 1987). Moreover, transformational leadership increases follower motivation and performance more than transactional leadership, but, the effective leader uses a combination of both transactional and transformational leadership behaviors (Bass, 1997).

Bass (1985) and Burns (1978) argued that transformational leaders differ from transactional leaders in the form that transformational leaders' attempt to evaluate the needs of follower in line with the leader's own goals and objectives; whereas transactional leader concentrates on trying to keep the status quo by satisfying the follower's psychic and material needs (Bass et al, 1987). The factor analysis in the study of Bass (1985) suggested that two components, contingent rewards, and management characterize transactional leadership by exception (Bass et al., 1987). Conversely, transformational leadership characterized by idealizes influence, individualize consideration and intellectual stimulation in which Burns (1978) has not worked it before Bass (1985) as quoted in Bass, et al. (1987). Further, Bass (1996) and Bass and Avolio (1995) reformulated the components of transformational leadership and transactional leadership behaviors components (Bass, 1999). The components of transnational leadership behaviors include; contingent rewards, active management by exception, and passive management by exception; whereas the components of transformational leadership behaviors include idealize influences (attributions, behaviors), individualize consideration, inspirational motivation, and intellectual stimulation (Bass, 1997; Judge & Piccolo, 2004; Yukl, 2010).

In the study, Bass (1997) further distinguished the idealize influence behaviors and idealize influence attributions and the transformational leadership expands to five components (Bass, 1999; Judge & Piccolo, 2004; Yukl, 2010). The understanding is that idealize influence was further divided into whether it was attribution or behavior. In this categorization, idealized influence attributed a quality or feature that the leader has; or else, attributed charisma designates to what extent followers trust and honor the leadership. However, idealized influence (behaviors) reflects to what extent the leaders perform behaviors that reflect their values, beliefs, and feelings (Bass, 1997, 1999; Bass & Avolio, 1995). Nevertheless, the distinction between influence

behaviors and influence attributions seem unclear and even confusing to differentiate its role on effective leadership behaviors (Yukl, 2010). This is, because the attribution factors have influenced to rate behavior of somebody in the managerial leadership position.

In this regard, the transformational leadership development program underscored in the development of both transactional and transformational leadership behaviors towards the institutional direction, alignment of work and performance, and members' commitments. The other components of transformational leaders have not made significant changes until now. According to Bass and Avolio (1995), a transformational leadership behavior component of the inspirational motivation related to the way in which the leaders are capable of transmitting and expressing their project or vision. Further, intellectual stimulation indicates to what extent the leaders promote the growth and intellectual independence of their followers; and individualized consideration behavior of leaders expected to do with the behaviors of socio-emotional support to followers (Bass & Avolio, 1995).

Transactional leaders may identify and clarify their expectations to followers and promised rewards in exchange for the desired goals. To achieve the goals, the transactional leaders needed to clearly determine and define the role and task required of the followers. Transactional leaders also exhibited their behaviors when involved in corrective criticism, negative feedback, and negative reinforcement. This leadership behavior conceptualizes as a transactional leadership theory with components of contingency reward, management by exception (active), and management by exception (passive) (Avolio et al., 1999; Bass, 1999; Judge & Piccolo, 2004; Yukl, 2010). In contingent reward, the leader rewards followers for attaining the specified performance levels. In this categorical sub-behavior, the reward is contingent on effort expended and performance level achieved. One can do research to examine the association between

leaders, those who have rewarding behavior and subordinate performance and satisfaction. While management by exception is about corrective action, negative feedbacks, reproofs, sanctions or disciplinary action taken by the leader for the follower failure to meet standards. Later, based on the findings of Hater and Bass (1988) as cited in Bass (2000), management by exception was divided into, whether it is “active” and “passive” behaviors (Bass, 2000).

The active form of management by exception characterizes a leader who actively seeks deviations from standard procedures and takes action when irregularities occur; whereas the passive form of management by exception characterizes leaders who only take action after deviations, and irregularities have occurred (Avolio et al., 1999; Bass, 1999; Judge & Piccolo, 2004; Yukl, 2010). According to these scholars, the distinction between management by exception (active) and management by exception (passive) is that in the active form the leader looks for deviations; whereas in the passive form the leader waits for teething troubles until it becomes visible. As third Meta categories, laissez-faire leadership behavior also added in the new version of transformational leadership theory (Avolio et al., 1999; Bass, 1999; Bass & Avolio, 1995; Judge & Piccolo, 2004). This leader behavior is passive indifference about the task along with subordinates. Laissez-faire leadership behavior best describes the absence of effective leadership conceptions in the organization. According to Judge and Piccolo (2004), laissez-faire leaders showed no concern and no responsibility for the results of their projects. For contemporary leadership writers, followers working under this leader usually left to their own responsibilities and might need to seek assistance and supervision from alternative sources.

As the value of contemporary leadership theory, several scholars such as Lievens et al. (1997), Muenjohn and Armstrong (2008), and Judge and Piccolo (2004) have confirmed that transformational leadership behavior was, on average, highly positively correlated with

subordinates' satisfaction, extra effort, and with effectiveness. On the other hand, transactional leadership generally viewed as positively linked to performance outcomes. For laissez-faire leadership behavior, it correlated consistently and negatively with the measure of leadership outcome, such as extra efforts, effectiveness, and member satisfactions (Lievens et al., 1997; Muenjohn & Armstrong, 2008; Yukl, 1999). In general, from the transformational leadership theory, the theory founders, Bass and Avolio since 1985, have developed the MLQ tool. The tool is still widely used in leadership effectiveness along with the leadership development studies, including dissertation throughout the world. As evidence, there are dissertations partly employed MLQ to survey effective leadership behaviors and leadership development efforts in nonprofit organizations in worldwide (Barbara, 2003; Chen, 2004; Collins, 2002; Notgrass, 2010; Olsen, 2011; Zoppi, 2004). Among the mentioned dissertation, the meta-analysis study of Collins (2002) has integrated the notion of effective managerial leadership development programs from 1982 to 2001. Collins (2002) capitalized the importance of the MLQ tool in the field of managerial leadership development programs. In this meta-analysis, the contribution of transformation leadership theory along with MLQ tool, has taken best options to describe the development of effective leadership behaviors in the organization.

In sum, Bass and Avolio's transformational leadership theories are best known as "full range leadership" concepts and used to construct "transformational leadership development program" in the organization, including HEIs (Barbuto et al., 2009; Laguerre, 2010; Sosik & Jung, 2010). In this view, as cited in Sosik and Jung (2010), Bass and Avolio (1991) produced transformational leadership development manual. The model best known for its five "I" factors of transformation leadership behaviors, three factors of transactional leadership behaviors, one factor of laissez-faire leadership behavior, and the three leadership outcome factors as discussed

in its conceptual development section. The concern here is to investigate what subsets of leadership behaviors envisage the development of members' extra efforts, effectiveness, and satisfaction in Ethiopian public university context.

Mostly, the transformational leadership theories are the theories those frequently employed to construct a leadership development framework in organizations including higher education and schools (Avolio & Gardner, 2005; Avolio et al., 2009; Bass, 2000; Bass & Steidlmeier, 1999; Braun et al., 2009; Bryman, 2007; Klenke, 2007; Leithwood, 1992, 1993; Leithwood & Jantzi, 1999, 2006). In addition, there are also shared, collective, or distributive leadership theories usually observed in higher education leadership development studies in the literature (Bolden, 2011; Bolden et al., 2008, 2009). These leadership theories are new, important, and expected to better advance the understanding of the transformational leadership development options in higher education in which its status has option to be measured using the MLQ tool.

However, the aforementioned transformational leadership development model partially missed the instructional leadership behaviors that may enhance the pedagogical aspects of leadership development notion. Further, the instructional leadership development model has been reviewed to examine whether the full range leadership development model and the instructional leadership development model is complemented to produce a complete academic leadership development conception for HEIs context.

2.3.2 Instructional Leadership Development Practices

The instructional leadership development practice expanded to prepare academic leaders in leadership roles and processes. The described leadership roles in terms of the patterns of leadership behaviors and leadership processes are about doing together in a meaningful ways

(Day, 2001). In this regard, the PIMRS tool used to develop well as to measure the patterns of instructional leadership behaviors. As well, through expanding the instructional leadership behaviors, the change in beliefs and attitudes of members towards the institutional goal enhances the members' commitment to work together in a meaningful ways. In this wisdom, the tool helps to train instructors and academic managers to prepare them in pedagogical views of leadership roles and processes. The pedagogical aspect of effective instructional leadership development program is important to attain the quality of education in learning organizations. As of 1982 until now, the PIMRS tool has employed to measure the effectiveness of instructional leadership practice. The tool originally developed in 1982 and frequently refined by Hallinger and his colleagues (Hallinger et al., 2013). Since learning is a permanent change of behaviors, the instructional leadership development practices measured with respect to its ongoing change in instructional leadership behaviors. In this concern, there are studies that focus on pedagogical aspects of effective instructional leadership behaviors those acknowledged in the present study (Blasé & Blasé, 1999; Bush, 2007; Hallinger, 2005, 2008, 2009; Halverson, Grigg, Prichett, & Thomas, 2007; Hek & Hallinger, 2005).

Among the contributed conceptions, the instructional leadership model of Hallinger and Murphy (1985) considered as an important for aspects of modern pedagogy in the leadership development notion. This instructional leadership model includes three types of leader behaviors (Hallinger, 2005, 2008, 2009). These are defining the school mission, managing the instructional program, and developing a positive school learning climate. The three components further divided into ten instructional behavior components. According to Hallinger (2008), each full-scale instructional leadership component includes (1) defining the school mission that comprises two subcomponents, framing the school's goals and communicating the school goals. (2)

Managing the instructional program that includes coordinating the curriculum, supervises, and evaluates the instruction, and monitor the student progress. Finally, (3) developing the school learning climate program includes five sub-components such as protecting instructional time, providing incentives for teachers extra effort, providing incentives for learning achievement, promoting professional development, and maintaining high visibility (Hallinger, 2008).

Since 1982, Hallinger and his colleagues developed and refined PIMRS tool from the instructional leadership behavior concepts (Hallinger, 2011; Hallinger et al., 2013). The tool helps to measure effective instructional leadership behaviors of principals and to develop them in pedagogical leadership role usually in the area of primary and secondary schools. Subsequently, the author concerned to be aware of the notion of the PIMRS tool applied to measure instructional leadership behaviors of academic leaders in public universities.

Blasé and Blasé (1999) also found out effective instructional leadership conceptions such as giving feedback, modeling, using the inquiry, and soliciting advice and opinions, emphasizing the study of teaching and learning, encouraging and supporting maybe redesigning of programs, and applying principles of adult learning in staff development (Blasé & Blasé, 1999). However, the notion of Blasé and Blasé (1999) instructional leadership commented on, among others, for its conceptual vagueness and prescribed type modeling. In addition, instructional leadership conception that has framed in the works of Blasé and Blasé (1999) along within the works of Hallinger (2008) and their colleagues failed to provide full options to examine effective leadership behaviors at CEOs level, as well as, to address change-oriented leadership behaviors that may help to transform learning institutions. Besides, the instructional leadership conceptions are also failing to address leadership roles of the CEOs, those who participate in policy-making

efforts; inspire, motivate, and stimulate the faculty members; adjust the changing dimensions in line with organizational benefits; and those who lead the change towards organizational goal.

Although instructional leadership seems still important to measure instructional leadership effectiveness at academic program execution level, the theoretical framework of transformational leadership notion may better support the development of effective leadership than the instructional leadership notion at the highest level of academic leadership echelon in education organization (Bass, 2000; Stewarts, 2006; Yukl, 1999). Thus, the complement of instructional leadership and transformational leadership theories may better address the complete academic leadership roles from the classroom level up to the entire PHEIs. In general, the theoretical frameworks of authentic transformational leadership theories (Bass, 2000; Bass & Steidlmeier, 1999) and instructional leadership theories (Halliger, 2005, 2008; Hallinger & Wang, 2015) are preferred in order to recognize the complete concept of academic leadership development for learning organizations such as PHEIs in Ethiopia. Next, the notion of complementing academic leadership development, conceptualized in the higher education context.

2.3.3. Leadership Development Methodological Forms in Education

In literature, there are several leadership development methodological forms (LDMFs), which have summarized from empirical resources and from the integrated reviews. Scholars have given several names for leadership development methodological forms in education. Bush and Grover (2004) have named it leadership development methods and Bolden (2005) and his colleagues have named it leadership development practices. Currently, distinguished scholars have utilized the concepts and engaged publishing as the “best practices in leadership development” in organization including HEIs (Bolden et al., 2008; Day, 2001; Leskiw & Singh,

2007; Pearce, 2007). The overall reviewed leadership development methodological forms provide the appropriate means to examine the state of the art of leadership development practices in public university context.

In this field, Bush and Grover (2004) suggested three contrasting models of leadership development methods reviewed from empirical studies that further reflects methodological options. These are the scientific model, humanist model, and pragmatic model of leadership development. In the scientific model (managerial/techniques), results focused with an emphasis on training to secure adherence to the targets set within formal review frameworks and profession-wide standards. In the humanist leadership development model (empowerment/persuasive), people focus with an emphasis on strategically planned transformational interaction, non-threatening development activity and continuing reflective activity (individual and group review). The pragmatic model (rational/reactive) project is focused with an emphasis on the immediate needs of individual or group activity and with a tendency to draw on both scientific and humanistic techniques according to the contemporary needs of the organization (Bush & Grover, 2004).

Holding the three leadership development models, Bush and Grover (2004) reviewed seven effective leadership development methods from recent empirical studies. These are work-based learning, need analysis and diagnostics, action learning, mentoring, coaching, portfolios, narrative methods, and e-learning (Bush & Grover, 2004). These techniques of leadership development, which emphasized the study of Bush and Grover (2004), also noticed in the works of several scholars on the leadership development notions (Bolden, 2005; Day, 2007; Groves, 2007; Leskiw & Singh, 2007; Pearce, 2007). Likewise, Bolden (2005) also reviewed following leadership development forms: providing leadership courses; facilitated workshop; coaching,

counseling, and mentoring; reflective writing and journals; action learning; role-play and simulations; leadership exchange; psychometric testing; 360-degree appraisal; leadership consultancy; and e-learning (Bolden, 2005).

In addition, Freeman and Kochan (2012) examined the academic pathways for university leadership improvement with emphasizing the contributions of doctoral programs to produce university presidents. For these scholars, preparing students for the senior leadership roles through courses, mentoring, and coaching methods considered useful to produce university senior academic officers such as the president. They also suggested promoting more research on how preparing university presidents through intellectual capital (IC) leadership development notion. More importantly, Freeman and Kochan (2012) suggested that the development of IC values and providing elective courses in graduate programs noticed to be the means to prepare even the senior academic officers. There are also scholars who examined the leadership development vital activities in the organization (Conger & Riggio, 2007; Day, 2007; Groves, 2007; Murphy & Johnson, 2011; Leskiw & Singh, 2007; Pearce, 2007). The leadership development methodological forms reported in the qualitative study of Groves (2007) include 360-degree feedback, executive coaching, mentoring, networking, job assignments, and action learning. These leadership development methods also noticed in the literature to be the best leadership development options (Bolden, 2005; Bush & Grover, 2004).

Nevertheless, the utility of each leadership development methods needs to examine in terms of cost-effectiveness and cost-benefit advantages to use in developing countries such as Ethiopia. The leadership development methods that have practiced in developed countries in which these works of the literature have been undertaken may or may not serve in developing countries such as Ethiopia. Nevertheless, some of the leadership development methods such as 360-degree

feedback, coaching, mentoring, and action learning have noticed implementing in developing countries such as Ethiopian public universities (GIZ, 2017).

The expected problem may occur in the implementations of some of the methods as follows. Executive coaching-when the skill and knowledge of followers or subordinates may be higher than the immediate leader or CEOs. Networking- when the timely used technology failed to support the desired network. Multifactor feedback- in which its application required the highly skilled leaders, innovative technology, and financial resources to learn from Apprising processes. In this sense, the choices of leadership development methods necessarily depend on the context of public institutions where the intended competencies transfer to evolve members efficiently and effectively to achieve institutional goal. This is because leadership development should be guided by the strategic objectives (Yukl, 2010) in which the consequence directs the development objectives towards the development goal of the country. The success or failure of each of the LDMFs logically examines using the leadership effectiveness tool. As described in the concept evolution section, the concepts of leadership effectiveness are growing from the trait approach up to the current integrative leadership approach. This is, because, one single model may not fulfill the whole aspects of leadership effectiveness that meet the notions of the 21-century personnel.

For the present study, researcher preferred the tools to measure the status of academic leadership developed through any one of the means of leadership development are the MLQ and PIMRS tools. These tools are widely known to measure leadership effectiveness in learning organizations. In addition, the theories in which the tools have constructed from it frequently noticed to be the complementary notion (Mark & Printy, 2003; Stewart, 2006). Accordingly, this study intended to examine the link between the LDMFs and the complemented leadership

behaviors of the MLQ and PIMRS tools. Moreover, the leadership development processes usually face strong interaction between two leadership categories in the PHEIs in Ethiopia.

These are those who focus on the pedagogical or quality aspects of managerial leadership (cost-effectiveness) and those who focus on the efficiency aspects of managerial leadership (cost-benefits). In these categories, both parties seem separately thought for institutional success; but the two lines of thought may still arrive at the two opposite dimensions. In this stance, the two divergent thinkers for the success of public universities usually observed initiating battle within the higher education leadership terrain in Ethiopia. Subsequently, what the thinkers ought to do in choosing the subsets of leadership development methods that best explain the academic leadership behaviors, which further predict the development of academic leadership outcome have less researched in public universities in Ethiopia. Nevertheless, academic leadership development processes are not free from challenge in the learning organization. Thus, the challenge aspects of leadership development have reviewed, next.

2.4 Challenges in Leadership Development

In leadership development practices, the challenge is a developmental force that creates the condition where the leader must grow continuously in order to be effective (Carter et al., 2005; Conger & Riggio, 2007). In this sense, what we can learn from the challenges of leadership development in higher education and who has the opportunity to learn is the focus of the study. Stakeholders in higher education leadership may feel the challenge when academic leadership roles and processes and when the learning environments are creating the gap that cannot be easily resolved. For instance, the challenge seems a cause of conflict among stakeholders to resolve problems in opposite ways, struggle towards empowerment that resists taking the

personal stake in the work, and working in a complex environment (McCauley et al., 2010). Moreover, subordinates logically challenge when CEOs made wrong decision or unacceptable decision to reverse the undertaken decisions to the benefits of the organization. Scholars considered such types of challenges as the developmental force to the organization (Yukl, 2010).

The present study intended if there are possibilities to learn from the existing challenges in the academic leadership development of PHEIs in Ethiopia. In this regard, the source of challenge observed in the situation where the members have interacted either to attain the self-goal or institutional goal. In this category, there are common sources of challenges frequently observed in the literature. These are the novelty, difficult goals, conflict, and dealing with adversity (McCauley et al., 2010). Accordingly,

Novelty: novelty is the most challenging sources of leadership development (McCauley et al., 2010). This is, because experiences that require new skills and new ways of understanding oneself in relation to others can be the most challenging sources. In this sense, if the senior higher education, academic leaders lack knowledge, skills, and experiences of transforming their PHEIs, then, neither the LDMFs nor its institutional transformation efforts move towards the changing goal of the institutions.

Difficult goals: setting goals by oneself or by others are other sources of leadership development challenge (McCauley et al., 2010). Starting from scratch assignment may be a source of challenge. In this regard, leaders who go through the formal leadership development program may face difficulty to change even their own behaviors to adapt the situations that help them work with groups successfully. Therefore, the challenge may inform the deviation of academic leadership development role and the institutional goal in the study area.

Conflict: the conflict is the situations usually characterized either by conflict or by someone else or within oneself is the source of challenge (Giber et al., 2009). For outstanding thinkers, conflict can inform as the stimulus for mobilizing people to learn new ways. This may help to understand others' perspectives that may help to set direction, create alignment, and gain commitment to the organization. Thus, conflict as sources of the challenge of leadership development can inform developmental dimensions to adjust leadership development behaviors (McCauley et al., 2010).

Adversity: Dealing with losses, failure, and disappointments can give up the developmental activities of people (McCauley et al., 2010). In this source of challenge, academic job loss, professional mistakes, damaging relationships among academic stakeholders, and similar events can cause a great deal of confusion. In this sense, the academic leadership development program may search new dimensions of understanding to convert the challenge into development forces.

Kouzes and Posner (2013) also investigated challenges as one of the categories in the pattern of leadership development practices. The framework of Kouzes and Posner's (2013) leadership development practices includes modeling the way (aligning actions with shared values), inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (creating a spirit of community). The concept of modeling, inspiring, enabling act, and encouraging the heart has the support of the authentic transformational leadership theories; whereas one of the Kouzes and Posner's (2013) leadership development practice components is "challenging the process" and has the support of the work of McCauley et al. (2010) to be used as development force in this study terrain. The Kouzes and Posner's (2013) views of challenges as one component of leadership development practices may utilize to build the academic leadership development in the learning organizations such as public universities.

Leaders search for opportunities by seizing the initiative and looking outward for innovative ways to improve, and they experiment and take risks by constantly generating small wins and learning from experience (Kouzes and Posner, 2013, p. 8).

Kouzes and Posner (2013) have examined leadership development practices with respect to the change in leadership behaviors. In this sense, the challenging behaviors of followers can help to expand the innovative dimensions of leadership development where the leadership competencies of leaders and followers are nearly similar in the majority of the cases in the public university terrain. To sum up, effective leadership development is developmental activities or development experiences that change challenges into development forces. The development forces direct members towards institutional goal; align members' knowledge and work functions; and gain commitments. In this sense, leadership thinkers can convert leadership development challenges into the driving forces of leadership development in context. In this regard, investigating the best subsets of potential sources of challenges that predict academic leadership development outcomes, as well as, exploring the potential sources of challenges in academic leadership development has insight new dimension of development in the present study.

CHAPTER THREE

3. RESEARCH METHODOLOGY

In chapter three, the researcher attempts to explain, evaluate, and justify the research methodology, which motivates to underpin this work. The chapter begins by identifying the research paradigms and the research design. The concurrent mixed method research design selected for the present study. In this purpose, the researcher analyzed both the quantitative research method and the qualitative methods separately and the mixing procedures followed. Further, he introduced the ethical considerations to the participants in this chapter. The research paradigm briefly described the nature of the research perspectives and methods; whereas the research design briefly described how the concurrent mixed method research design was used to integrate the quantitative results and qualitative findings.

The author employed the mixed results to advance the understanding of academic leadership development policy, practices, and challenges in public universities in Ethiopia. In addition, the design and its procedures clearly described to amplify the importance of the mixed method design for the leadership development study in learning organizations. Accordingly, each of the steps of both the quantitative research and the qualitative research methods described thoroughly. In the final stage, the use of the mixing procedure highlighted to understand how the mixing procedures strategically employ in the discussion part of this study. Later on, the ethical aspects of the present study were described to aware readers the protection of participants in line to APA sixth editions (APA, 2010) in detail. Next, the author described the research paradigms, those employed in the present study.

3.1 Research Paradigms

In this study, both the positivist and interpretive paradigms used to the benefit can acquire from both the quantitative and qualitative research data obtaining procedures. The positivist paradigm describes and explains the characteristics of reality by collecting numerical data on recognizable behaviors of the sample and by analyzing the data (Patten, 2002). The positivist paradigm usually leads to the quantitative research. In a twist, an interpretive paradigm discovers meaning and interprets by studying events intensively in a natural context and applying the resulting data for analytic induction (Patten, 2002). The interpretive paradigm usually leads to the qualitative research and employ multiple qualitative methods (Denzin & Lincoln, 2005). In this regard, there is also a critical paradigm, in which its ontological interpretation is historical realism. In this paradigm, a reality shaped by social, political, cultural, economic, ethnic, and gender values (Denzin & Lincoln, 2005; Patten, 2002). In this sense, the reality is socially constructed entities that are under the constant internal influence and critical paradigm commonly leads to the qualitative research (Patten, 2002).

In this line of work, the researcher used the positivist and interpretive paradigms to examine academic leadership development policy, practices, and challenges in the present study. Therefore, both the quantitative and qualitative approaches to the research have used in this work field. This is, because, the researcher has trusted that most of the leadership development studies have not utilized purely the one type research approach. Therefore, the researcher used both the quantitative research and the qualitative research methods to study the leadership development policy, practices, and challenges in Ethiopian public university setting. The author employed the quantitative approach to measure the status of academic leadership development practices, to investigate the combination of leadership behaviors that best explain the leadership outcome, to

investigate LDMFs that best explain leadership behaviors, to investigate sources of challenge those attribute to improve members' extra effort, effectiveness, and satisfaction. At the same time, the author employed the narrative qualitative approach to investigate if the policy dimensions of leadership development support the academic leadership development practices in Ethiopian public university context.

3.2 Research Design

Putting the leadership development standard policy, concepts, practices, and challenges to be the driving force of leadership development options is crucially significant to expand the processes of setting direction, creating alignment between academic work and performance, and gaining the entire academic leaders' commitment towards the mission of public universities in Ethiopia. Moreover, the driving force combines the framework of the leadership development policy, relevant theoretical foundations, methodological forms/practices, and challenges to examine the gap in academic leadership development preparation in Ethiopian public university setting. Further, the fundamental purpose statements of the present study determine the types of the research design towards the research philosophical paradigm. In this regard, the fundamental purpose statement of the present study has focused on useful philosophical worldviews helping to advance the understanding of academic leadership development options in public universities.

Accordingly, the multiple worldviews have employed while collecting data for the present study. This is because the sources of the data for this survey were both the primary sources and secondary sources that plucked up from the academic leaders and the legal documents. The people sides of the data sources were the core to reflect about the academic leadership development policies, practices, and challenges based on their experiences, life story, and

opinions. The majority of the participants have used the questionnaire to rate their immediate leaders' leadership behaviors as well as their own development practices using self-build (CLDMFs) and contextually modified (MLQ and PIMRS) Likert type rating item questions. On the other hand, the author administered in-depth interviews to collect appropriate information from the senior academic officer to read better the ongoing academic leadership development policy, practices, and challenges in the sample public universities in Ethiopia. In this sense, both the quantitative and qualitative approaches have employed to distribute the data processing operations in the present work.

Later, the author has employed the conceptual framework to analyze qualitatively the more integrative ontology of leadership development outcomes in which it processes produce direction, work and competency alignment, and members' commitment (DAC) towards an institutional goal. Presently, the ontology of producing DAC is viewing beyond the tripod ontology of leadership that drawn by authors from the input position of leadership. The tripod ontology of leadership includes leader characteristics, follower characteristics, and mutual goals as a human body with regard to inputs (Drath et al., 2008). From this view, authors' defined leadership as a process of leader influence followers towards the usual destination. In this sense, expanding the process of academic leaders influence followers towards the shared goal constitute leadership development in organizations. This means the CEO influences subordinate CEOs, the range of expansions continued up to the faculty members, and the events expected to bring out leadership development exercises. In this respect, author evaluated the entire leadership development practices systematically in which the followers evaluate their immediate academic leaders' behaviors beginning from faculty members up to the CEO/president using the combinations of full range leadership model and full-scale instructional leadership factor items.

On the other hand, the process aspects of some quantifiable leadership development issues; all the same, cannot provide sufficient information through the quantitative inquiry alone. In summation, the policy context may find out the stage of leadership growth, expansion processes in which the outcomes may not provide options to evaluate in the quantitative research. Alternatively, other in-depth inquiry methods such as interviews, participant notices, and the legal document analysis was used to collect relevant information about the ongoing academic leadership development policy, practices, and challenges in Ethiopian sample public universities.

Therefore, the qualitative inquiry and the quantitative research found useful for the research design of the present work. The qualitative investigation conducted by the DAC ontological framework with regard to leadership outcome. This frame sparks from individual leadership beliefs and interest in collective leadership beliefs and involvement in leadership development practices (Drath et al., 2008). In this regard, expanding the processes of DAC leadership practices transcend leadership development behaviors that affect members in the total patterns of interactions. In addition, the system extends the process to produce DAC towards institutional goal and scholars usually measured its consequences qualitatively. On the other side, expanding the leader-followers influence towards shared goal constitutes leadership development practices and the progress of leadership practices measured in terms of leadership behaviors.

More important, the leadership development beliefs about what (content), how (methods), and who (individual, team, group, or collective) to produce DAC is broader than tripod ontology of leadership theories. This is imputable to the fact that the ontology of DAC leadership development conceptions can build that transcends and includes the expanded tripod ontology of leaders' characteristics, followers' characteristics, and common goals that make leadership development practices and feelings in the arrangement. Furthermore, spreading out the processes

of DAC is important when the cognitive operation of leaders influence followers has been failing to build leadership competencies because of the conflicting situational context (Drath et al., 2008). In this sense, the DAC expansion processes can help as a framework to measure on what the individuals work together willingly and effectively to achieve shared goals in PHEIs. Therefore, scholars can measure the status of leadership development practices using qualitative inquiry than quantitative investigation.

In such context of public universities, scholars can measure the sparked leadership development exercises qualitatively and quantitatively with respect to the expansion of academic leadership development behaviors, beliefs, human activities, work tendencies, values, norms, standards, and experiences towards attaining the shared goal. With this wisdom, the assumption of the existence of expansion of leadership development practices is the similarity of leadership behaviors at all stages of leadership development echelons and the beliefs are the focuses on the transcended leadership theories and methodological forms of leadership development (Darth, et al., 2008). Consequently, the researcher employed the complemented full range leadership development and the full-scale instructional leadership preparation models to assess the ongoing status of academic leadership development practices with respect to transformational, transactional, laissez-faire, and instructional leadership behaviors.

Further, the survey looked into the best subsets of academic leadership behaviors that predict the improvement of members' extra efforts, effectiveness, and satisfaction. In addition, the survey looked into the subsets of useful methodological forms that predict important academic leadership behaviors in the study area. Likewise, the survey looked into the likely roots of challenges that best explain the development of academic leadership outcome in Ethiopian public university setting. Accordingly, the researcher used the quantitative method to evaluate the entire

position of academic leadership behaviors and beliefs from the classroom level up to the CEO positions. In this sense, the author employed the quantitative method to investigate the factual condition of academic leadership development practices, the subset of academic leadership behaviors that best explains the development of leadership outcome, the LDMFs that account for academic leadership behaviors, and the challenges that account for the improvement of leadership outcome in public universities in Ethiopia.

Conversely, the qualitative inquiry help to investigate whether the policy dimensions of leadership development standard criteria, the timely utilized leadership development forms, and the observed challenges coherently drive the ongoing academic leadership development practices in Ethiopian public university setting. Bearing in mind the research time and budget allocated into consideration, the present survey study centered on the perceptual measure of the status of leadership development practices with respect to ongoing leadership behaviors.

For the present study, the randomly selected Ethiopian public universities from each one of the generations as data sources, five basic research questions were constructed in which the first four research questions were designed to conduct the quantitative method data processing operations; whereas the fifth research question was designed to be the central qualitative research inquiry. If one of the research questions is either quantitative or qualitative among several research questions, the research method should be the mixed method (Creswell, 2009; Onwuegbuzie and Leech, 2006). According to Onwuegbuzie and Leech (2006), research questions in mixed methods studies are vitally important because they, in large part, dictate the type of research design used, the sample size and sampling scheme employed, and the character of the administered instruments as well as the data analysis techniques (i.e., statistical or qualitative) used. As the authors reason out, the nature of the research questions in the present,

study requires mixed method research design. This is because the mixed method research paradigm is conceptualized on the philosophy of pragmatism that opens the door to use multiple methods, different worldviews, different assumptions, as well as, the paradigm includes different forms of data collection, data analysis, and interpretation procedures (Creswell, 2009). In this respect, the author preferred the mixed method design; but the type of mixed method research design, which is relevant to the present work, has justified, next.

3.3 The Mixed Method Research Design

As reported in the previous part, the researcher believes to use multiple worldviews to address the research problem in this field. In this sense, the researcher's philosophical paradigm is pragmatic and the inquiry method is the mixed method. In this category, literature widely supports in which mixed method is appropriate to leadership research. In the recent leadership research literature, authors frequently employed the mixed method research design because of the complexity of the leadership research data (Avolio et al., 2009; Bush & Grover, 2004). Regarding this research paradigm, Avolio et al. (2009) suggested that more future research in leadership has been used mixed methods. Equally well, Bush and Grover (2004) indicated that neither quantitative nor qualitative design independently sufficient to compile information for leadership survey.

In this work, the researcher used the quantitative data to examine the status of academic leadership behaviors. As well, he used the quantitative data to investigate the best subsets of leadership behaviors that predict leadership development events, the best subset of LDMFs that predict important leadership behaviors, and the possible sources of challenges that account for the development of leadership outcome. Conversely, the researcher employed the qualitative

information to examine if the higher education, legislative policy dimensions supports academic leadership development practices in one way and to triangulate or complement the quantitative data in the other ways in Ethiopian public university setting. In current Ethiopian PHEIs context, the longitudinal survey design may better help to collect appropriate real data on how the academic leadership development has done. Nonetheless, the allocated budget and study time pushes the researcher to glance at the other best research method and design for the present work. This is a concurrent mixed methodological design in which both the quantitative and qualitative data have gathered independently of one onto another method at the same time. The rationale for using the concurrent mixed method design is that one data collection form supplies strengths to counteract the weakness of other forms (Creswell, 2012).

This plan may offer a complete understanding of the research problem results from the collected quantitative and qualitative information. In the present work, the author examined the complemented leadership behaviors, as well as, the LDMFs and challenges in leadership development experiences along with its consequences in quantitative methods. Since the quantitative method cannot help to interpret fully the policy dimensions of leadership role in leadership development activities, the researcher employed multiple qualitative methods such as observation, interviews, and legal documents to collect data for the present work. In view of that, the collected information through both quantitative and qualitative methods nearly satisfy the research data to better infer the future prospect academic leadership development expansion processes. Logically, a concurrent triangulation mixed method design used to validate the data gathered through the quantitative tool from the information gathered through the qualitative data (Creswell, 2009, 2012; Patton, 2002; Teddlie & Yu, 2007). In this stance, mixed method approach may help better to get by both quantitative and qualitative information.

Table 3-1. Concurrent mixed method research design

Quantitative Method			Qualitative Method		
Subjects and Tools	Processing	Products	Tools and subjects	Processing	Products
The randomly select 450 full-time academic leaders who are currently working in sample PHEIs in Ethiopia; Survey measure using the tools: MLQ, PIMRS short form, & CLDMFs	QUAN Data Collection	Measuring Numeric data	Select about 18 participants. Conduct semi-structure Interviews; Follow observation, documents, artifacts	QUAL Data Gathering about ALD Policy standards, Practices, and Challenges	Transcribe the Text Data
Statistical analysis methods: Descriptive analysis Inferential analysis	QUAN Data Analysis	Classification of whether integrated behaviors converge: means, SD, Test of significance	Coding Thematic Narrating	QUAL Data Analysis	Revisiting data, recording data, categorizing data into themes, Thematic text analysis on how policy dimensions of leadership support academic leadership development practices
Quantitative Results			Qualitative Findings		
Discussions					
Mixing quantitative results and qualitative findings					
Conclusions and Recommendations					

Moreover, concurrent mixed method design better helps to oversee the time and energy allocated for this work than any other mixed method designs. In concurrent mixed method research design, both the quantitative method and qualitative method data processing procedures administrated independently (Teddle & Yu, 2007). In this facet, the present study design shown in Table 3.1. While organizing and examining the data, the qualitative part has taken over the quantitative information aiming to explain the qualitative findings with the credits of quantitative solutions. Anyhow, equal priority has made to both the quantitative and the qualitative information; whereas in the present research phenomena the quantitative part seems dominated, the qualitative method in some aspects of inquires such as model preparation. However, in the phase of writing up, the researcher emphasized the quantitative information first and qualitative information follows. As shown in the table, both quantitative and qualitative data collection, and analysis, procedures in concurrent mixed method design administered separately and identified in the visual diagram (Creswell, 2012, 2014). Then, the mixing process has dealt out in the discussion section. Finally, the researcher drew conclusions and recommendations based on the combined quantitative results and qualitative findings of the present study.

3.4 Quantitative Method

Survey research designs seem more appropriate for the quantitative portion of this work. This is because the survey research designs are the procedures in quantitative research in which researchers administered a survey to a sample or to the entire population to describe their attitudes, thoughts, behaviors, or characteristics (Best & Kahn, 2005; Creswell, 2014; Koul, 2009; Panneerselvam, 2006). In survey research design, the researcher will collect quantitative, numbered data using the questionnaire and will statistically analyze the information to distinguish the courses as easy as to prove the research questions or speculations. Moreover,

survey researchers interpret the effect of the data by relating the statistical test results of the study back to the past studies (Creswell, 2012).

In the quantitative method, there are two types of survey study methods, cross-sectional survey, and longitudinal survey (Creswell, 2012; Koul, 2009). The two survey designs differ from the functions of applications in research. Cross-sectional survey designs help to accumulate data about current attitudes, opinions, and feelings; whereas longitudinal survey research designs are applied to study individuals over long processes of time intervals. Therefore, the purpose of cross-sectional survey research design is the appropriate method to collect data about existing attitudes, opinions, beliefs, values, and lived experiences in which subordinates evaluate their immediate leaders' academic leadership behaviors.

In education, the most frequently used survey research is cross-sectional survey method. In this cross-sectional survey method, researchers collect data once at a time and provide information within short time intervals (Best & Kahn, 2005; Creswell, 2012; Koul, 2009; Panneerselvam, 2006). This stands for the time required for administering, reviewing and collecting information such as attitudes, judgments, feelings, or practices through questionnaire is reasonably short and well achievable. Attitudes, opinions, or beliefs are ways in which people believe about subjects; whereas practices are their actual behaviors (Creswell, 2012). Accordingly, aiming to use the scarce research time and energy properly, cross-sectional survey research design seems appropriate to collect subordinate opinions, feelings, values, and practices about academic leadership development exercises with regard to behaviors of their immediate leaders. This means subordinate CEOs evaluated CEOs/presidents' behaviors. Leaders from directors to deans evaluated subordinate CEOs' behaviors. Leaders from department chairpersons to vice deans, along with coordinators evaluated directors or deans' behaviors.

Finally, teachers/academic staff/faculty members evaluated department chairpersons and coordinators' behaviors. As well, the cross-sectional survey study used to collect self-evaluated data regarding the participants' utility of LDMFs and their experiences to challenge their upper academic leaders as well as the leadership development activities in HEIs where they worked in.

The cumulative data may better inform the status of academic leadership development practices/behaviors, leadership development forms/activities/practices, and challenges in the leadership development efforts along with its results in the public university in Ethiopia. The data may also inform the gaps that need priority dimensions of leadership development maintenance. More important, the significant difference between faculty who had academic officer positions and faculty who held no academic officer positions about the status of academic leadership development practices can predict whether the hierarchical academic officers' efforts enhance the academic leadership development activities in the present study area.

3.4.1 Target Population and Sample Size

In Ethiopian public universities, all academic staffs those who have academic leadership roles considered the population of the study. The samples taken out from the selected Ethiopian PHEIs have taken as the target population of the survey. In educational research, scholars usually employed a large number of sample units. A large number of sample units cannot be practical to administer the interview, study, or to test each unit of the population under the controlled conditions in order to arrive at principles having universal validity. For instance, in this research area, the population was the academic staffs in the sample PHEIs in Ethiopia. On the other hand, the academic active staffs of the samples public universities not found out listed in a country's yearly educational statistics annual abstracts (ESAA).

In the ESAA for 2014/15 academic calendar, there were 23990 compatriot and 1078 expatriates (total 25068) faculty members engaged in academic work such as academic officers, researchers, teachers, community services workforces, or the combination of the two or the three responsibilities in the academic calendar in the 34 first, second, and third generations PHEIs of Ethiopia (MoE, 2015). The 10 of the fourth generation public universities did not incorporate into this study. The reason was they were not properly begun their academic work and their leadership development experience was just at the infant stage. In this sense, the researcher selected the target population from the first, second, and the third generation public universities in Ethiopia. Nevertheless, handling the information collection procedure from 25068 faculty members in the 34 PHEIs was costly. In this stance, what sample size was scientifically manageable for this survey was the logical question answered during the research planning time.

In this respect, there are a number of scholars, who determined the reasonable sample size using the criteria of the research design, population size, the risk of taking the bad sample (level of confidence), and the allowable sampling error (point of precision). In this sense, assuming the entire population size of 25068 faculty members (MOE, 2015); the degree of significance that usually used in education research, 95%; population variation, $p = 0.5$ (maximum variability), and $p - 1 = q$; the resulting sample size using Cochran's (1977) formula in which Israel (1992) simplified it has been found to be

$$n_0 = \frac{Z^2}{e^2} pq = \frac{(1.96)^2}{(0.05)(0.05)} (0.5)(0.5) = 385 \text{ faculty members};$$

Next, there is a need to draw sample PHEIs for this study. In a practical context of several mixed method approach dissertation studies, institutional size, and the current context of budget allocation for the Ph.D program in AAU, the trend usually used to select from three up to six

sample PHEIs in Ethiopia. Since the average population of each of the PHEIs $\frac{25068}{34}$ exceeds 737 faculty members, the sum of the six sample PHEIs faculty members has taken to be the target population of the study. With this understanding, there is a need to determine logically the number of sample PHEIs for the present study.

In this class, scholars suggested to make sampling decision based on the available resources such as research budget and time (Teddlie & Yu, 2007). In view of that, thinking the trend in the same Ph.D dissertation studies in AAU from the experiences, six PHEIs has selected randomly, in which two of the first generation, the second generation, and the third generation to represent the entire PHEIs generations in Ethiopia. This is because equal sample selection from stratum can be determined to compare the difference among the strata and considered more efficient even if the strata differ in population size (Cochran, 1977). In this sense, the target population (six universities) can approximate to be 4422 faculty members. Accordingly, the sample size (n_o) was adjusted using Cochran's (1977) finite population size correction formula and ample units was calculated based on the target population of the study, 4422 faculty members.

$$n = \frac{n_o}{1 + \frac{n_o - 1}{N}} = \frac{385}{1 + \frac{385 - 1}{4422}} = 354.24 \approx 354 \text{ Faculty members; where } n_o \text{ is sample size, } n \text{ is}$$

corrected sample size, and N - is the target population size of the study.

In the pilot test of this study, participants filled and returned the proportion of 80% (25 out of 30) of the distributed questionnaires properly. Putting on a response rate of 80%, the minimum sample size for the quantitative portion of this study was limited. Consequently, the approximated total participants of this study were about 443 staff members. In this regard, the sample units can represent the entire faculty members in public universities in Ethiopia. Therefore, the researcher employed an equal size, stratified random sampling techniques to

classify the sample size into subgroups (strata) those represent the entire PHEIs in Ethiopia. Each of the generations have represented through the randomly selected two universities from its cohort. In addition, to get to the sample manageable, band-1 (engineering and technological sciences), band-2 (natural and computational sciences), and band-6 (social sciences and humanities) three bands (50%) were randomly selected in the sample Ethiopian PHEIs. Further, the sample units have randomly selected from the specified band-1, band-2, and band-6 from each of the sample PHEIs to represent the entire PHEIs in Ethiopia. In this regard, scholars suggested stratified random sampling technique to select the proportional, optimal, or the equal-sized samples from each of a number of subgroups (Cochran, 1997; Gay et al., 2009).

In the present study conditions, the actual list of the faculty members and managerial officers in the actual positions regarding to the specified public universities as well as bands within the public universities have not identified in the study area. In such conditions, scholars suggested that using proportional group studies have not been optional (Gay et al., 2009). On the other hand, equal size, the stratified random sampling technique found appropriate to randomly select participants during the data collection procedures. This is because equal size, stratified random sampling technique frequently agrees sound with the probability samples of the questions of opinion and attitude (Cochran, 1977; Gay et al., 2009).

Accordingly, dividing 443 total participants to the six public universities was computed nearly 74 participants. Again dividing the 74 participants to the three academic streams (bands) computed to be approximately 25 participants. Hence, using stratified multiple random sampling techniques; the researcher selected 25 participants from each one of the target bands in which the total participants in one Sample University were 75 participants. In this sense, the total sample units of the present study were 450 participants. In general, the total numbers of 450 research

participants from the faculty members up to the senior academic officers were also selected using multiple stratified random sampling techniques based on the conditions of the sample public universities during the quantitative data collection in the present work.

3.4.2 Quantitative Data Collection

Aiming to collect quantitative information through questionnaires, the researcher arranged the training for 18 data collectors. These data collectors deployed by a researcher into six public universities. In one university, there were three data collectors. Besides, the researcher's expectation during the quantitative data collection was to guide the data collectors to politely distribute and collect the questionnaires. The researcher assessed the collected quantitative data through questionnaires to approve if the necessary information sufficiently filled. After holding the filled and returned questionnaires, the researcher recorded the data in IBM SPSS-20 software. Afterwards, the researcher organized the recorded data for the data analysis in which its primary aims were to quantify the status of academic leadership development practices from the classroom up to the level of CEOs in the sample public universities in Ethiopia.

In addition, the author used the quantitative data to look into the subsets of academic leadership behaviors that predict academic leadership development events (extra efforts, effectiveness, and satisfaction) in public universities in Ethiopia. Likewise, the researcher used the quantitative information to investigate the subset of LDMFs that predicts useful academic leadership behaviors; as well as, to investigate the sources of challenges that best explain the development of academic leadership outcome in Ethiopian public university context.

3.4.2.1 Data Collecting Instrument

For the quantitative inquiry, the data collection instrument was the questionnaire constructed from the contextually modified two standard questionnaires (MLQ & PIMRS) and self-build items about the CLDMFs. As well, the demographic variable items were additionally involved in the instrument. In this regard, the contents of the questionnaire include demographic characteristics (11 items), Linker type modified MLQ factors (items 45), modified PIMRS (short form) instructional leadership behavior factors items (20), and self-developed Likert type rating factors items of the CLDMFs (items 18). In this regard, the total numbers of the points in the questionnaire were 83 factors items as well as 11 demographic variables. In addition, one semi-structured, open-ended question was included to collect extra information about leadership preparation from the participants.

In this study, the questionnaire includes IV parts. In the beginning section of the questionnaire, the demographic characteristics of participants such as institutional location, academic rank, managerial position, experiences, qualification, sex, age, and nationality were included and some of them used as intervening variables. These demographic variables used to be moderating variables between the relationship of independent variables and dependent variables (Creswell, 2012). Therefore, the author used some of the demographic factors as grouping variables while the inferential statistical tests has been processed in the study area; whereas the remaining used to substantiate the appropriateness of the information sources that enhances the present research quality.

In section II of the questionnaire, the author arranged the Likert type rating scale items questions formulated from the modified standard questionnaire such as MLQ-5X version. The MLQ-5X (Bass & Avolio, 1995) version includes five transformational leadership sub behavior

factors (20 items), three transactional leadership sub behavior factors (12 items), and laissez-faire behavior factors (4- items); and three leadership outcome factors such as members' extra effort (3- items), effectiveness (4- items), and satisfaction (2- items) in which the MLQ-5X tool totally holds 45 items. The MLQ-5X is widely recognized as the best instrument to evaluate the status of full range leadership development practices with regard to the mentioned contemporary leadership behaviors in the profit or non-profit organizations usually at higher level leadership echelons (Sosik & Jung, 2010; Yukl, 1999, 2010). However, one of the founding fathers of the theory, Bass (2000), verified as the theory best preferred to educate leadership for the 21 century learning organization.

In this regard, Barbuto et al. (2009) also suggested the concept to practice and to train staff members in academic leadership roles such as setting direction and instruction roles. Likewise, the founder of the tool attempted to verify that transformational and transactional leadership behaviors are coming near to the universality conceptions (Bass, 1997, 1999, 2000; Avolio et al., 1999). For these scholars, transformational leadership theories and the tool evolved from the theory may use to enforce to all learning organizations throughout the world (Bass, 2000). Since the concept is a full range leadership model, the tool that was evolved from the theory helps to improve the transformational, transactional, and laissez-faire leadership behaviors and it can evaluate the ongoing status of leadership behaviors in that setting.

In addition, in part III of the questionnaire, the author employed the Likert type rating items on the modified PIMRS tool (20 items) to assess the position of instructional leadership development practices in terms of change in the behaviors of academic leaders because of any form of the learning opportunities. This is, because every one of the senior academic managers is faculty members and in this aspect, they are responsible to program managers or chairperson of

the section. In this sense, all faculty members including academic officers and the executive team members in the university experience both the followership roles and the leadership roles. This created the academic leadership development roles in the sector/sub-sector complex.

As a result, the concepts of instructional leadership incorporated in this field and the PIMRS framework applied to evaluate the pedagogical aspects of leadership development practices in the research area. In this respect, the PIMRS tool is widely cited as the best instrument to measure and develop instructional leadership behaviors at school level (Hallinger, 2003, 2005, 2008, 2009; Halverson et al, 2007; Stewart, 2006). According to Hallinger (2008), the refined tool of instructional leadership factors items includes defining the school mission (10 items), managing the instructional program (15 items), and developing the school learning environments (25 items) in which totally the PIMRS tool includes 50 items and they are highly correlated each other (Hallinger, 2008; Hallinger et al., 2013). However, to reduce raters' boring, Hallinger and his colleague reduced the number of points from 50 to 22 points. When they examined the instructional leadership effectiveness in Thailand schools in which the centralized work conditions along with strong political pressure, the scholars used only the 20 items, but the items addressed the entire components of the PIMRS tool (Hallinger & Wang, 2015). For the present survey study, the author used the 20 items of PIMRS to complement the MLQ tool to assess the status of academic leadership development practices. Further, the author employed stepwise regression to investigate the best subset of the complemented leadership behaviors/styles that account for the development of leadership outcome in Ethiopian public university context.

Accordingly, the author evaluated the leadership practices with regard to the ongoing leadership behaviors using the two contextually modified and conceptually complemented tools. In this manner, the existence of effectiveness of leadership development practice verified, if and

only if, the upper layer and lower level leadership behaviors are almost equal (Drath et al., 2008) and optimally balanced (Lievens et al., 1997). Moreover, the central concepts of MLQ (part-II) and PIMRS (part-III) leadership behavior factors are the noted to be complementary (Marks & Printy, 2003; Stewart, 2006). In this acumen, the combined transformational, transactional, laissez-faire, and instructional leadership behavior factors items (independent variables) were associated with leadership outcome (dependent variable) to recognize useful complementary leadership behaviors that account to improve leadership outcome such as academic leader's extra effort, effectiveness, and satisfactions in public universities in Ethiopia.

In addition, part IV of the questionnaire (CLDMFs) designed to measure the leadership development vital activities (independent variables) that predict useful academic leadership behaviors (dependent variable) in which the process represent its leadership practices; as well as, the sources of challenges (independent variables) that account for the development of academic leadership outcome (dependent variable) in the present study. The author used the data gathered from this region to examine which leadership development elements were useful to spread out the academic leadership development exercises. In summation, the researcher looked into the subsets of developmental challenge that attribute to improve academic leadership outcome in the study area. Although the MLQ-5X and PIMRS are standard tools working worldwide, because of the contextual modification, Cronbach's Alpha test has been made to test the inner consistency of each one of the factor items during the pilot trial.

3.4.2.2 Reliability and Validity

Validity and reliability of scores on data collecting instruments lead to meaningful analysis of the data (Creswell, 2009). Validity suggests the truthfulness and refers to how well the idea about the truth matches nearly the genuine reality; whereas reliability refers to the consistency

and suggests that the same thing repeats or recurs under similar conditions (Neuman, 2007). In this respect, MLQ-5X and PIMRS, the two standard instruments are known with their high validity and reliability measures and the tools have been widely utilized in various contexts in the world including Ethiopia. In summation to the theory founders and their colleagues, Muenjion and Armstrong (2008) assessed the structural robustness of the MLQ-5X tool. These scholars reported that the reliability measure from the range of 0.74 – 0.94 has been computed for the 45 factor items in their survey study.

On the other hand, Hallinger et al. (2013) examined the validity and reliability of the short form PIMRS tool for 20 factor items, in which its reliability measure ranges from 0.9 - 0.95. Moreover, the founding fathers of the instruments have observed to universalize their tools (Bass, 1997; Hallinger, 2008). In addition, scholars with MLQ-5X (Bass and Avolio, 1999; Muenjhon & Armstrong, 2008) and PIMRS (Hallinger, 2008; Hallinger et al., 2013) tools have been verified by the scholars as the tools have high validity and consistently measure what it intended to measure. Nevertheless, the two contextually modified standard tools (MLQ-5X and PIMRS) factor items as well as the self-developed CLDMFs factor items require testing before the data collection procedures administered in the other context. Therefore, the researcher administered the pilot test in Arsi University (AU).

The pilot test of a data aggregation tool is a subroutine in which researcher makes the alteration in a creature based on feedback from the diminished number of individuals who complete and evaluate the data collection tool (Best & Kahn, 2005; Creswell, 2012; Koul, 2006; Wilkinson and Birmingham, 2003). For these scholars, the determination of pilot testing is a multi-dimensional activity. Among the multiple functions, some are to decide on the response rate of the survey questionnaire, to survey the feasibility of the investigation, to look at the

language clarity and content validity of the questionnaire, and to acknowledge the conceptual confusions, or ambiguity of the research instruments. Further, the validity of the contextually modified questionnaires has been annotated by three professors (one of them was the expatriate), three Ph.D candidates in a similar program in which this study was pursued, and fellow workers to analyze the voice communication clarity and the content validity of the instruments. The suggestions from the professors and the PhD candidates help to refine the items to the university context. However, the suggestions did not contradict to the scholars thought.

In summation, the pilot test was distributed at the Arsi University on senior academic officers (10) and faculty members (including expatriates) without academic officer's position (20) who have served above five years' work experience and including faculty members who worked in the ASTU main campus fully during the pilot study until the program fully transferred to Arsi University. The aim of the pilot test was to calculate coefficients of Cronbach's Alpha (α) to provide evidence on the reliability measures of the tools in Ethiopian public university setting.

Table 3-2. Pilot test results, Cronbach's Alpha

No	Tool	No of items	Cronbach's Alpha in reliability test in literature	Computed in Pilot test, Cronbach's Alpha
1	MLQ	45	0.74–0.94 (Munejohn & Armstrong, 2008)	0.92
2	PIMRS	20	0.9 - 0.95 (Hallinger et al, 2013)	0.93
3	CLDMFs	18	The Self-developed tool	0.94

Among the 30 distributed questionnaires, 25 (80%) questionnaires have filled and returned adequately. Accordingly, the computed Cronbach's Alpha for the contextually modified MLQ (0.92), PIMRS (0.93), and for the newly constructed CLDMFs items (0.94) verified in the pilot test. As shown in Table 3.2, the computed results were highly reliable and within range of the

evaluated results of Cronbach's Alpha in the literature. In this regard, the contents of the tools are valid to evaluate what it intended to measure and can consistently measure for what it intended to measure. To sum up, the tools in the quantitative part of this study have verified to use in the present study.

3.4.3 Quantitative Data Analysis

The researcher collected the quantitative data using the four research questions and tested logically in line with answering the research questions. Further, the researcher administered quantitative data analysis process using the IBM SPSS-20 software. He employed both the descriptive data analysis and inferential data analysis to convey the data analysis procedures. The descriptive data analyses utilized to describe the participants' characteristics, the status of academic leadership development, the perceived utility of the academic leadership development elements, and the perceived sources of challenges in academic leadership development practices. In addition, the researcher used the stepwise regression, association to identify the best subset of the independent variables that has a strong relationship to a dependent variable in which the results to be the model for academic leadership development processes. As shown, Table 3.3 represents the descriptive and inferential statistics.

Hypothesis-I: In the hypothesis-1, the independent samples *t*-test was used to study the perceptual significant difference between the faculty members who do not have academic officers' roles and the academic officers' from program heads up to the presidents in which followers rated their immediate academic leaders' behaviors in Ethiopian public universities.

Table 3-3. Design of statistical analysis

Q & H	Hypotheses	Statistic type	Analysis & Testing types	Criteria and Decision rules
Q1		Descriptive	Means	≥ 3 , High; 3-2, moderate; < 2 , low
H1	$H_{01}: Z = 0$ $H_{a1}: Z \neq 0$	Inferential	<i>t</i> -test	$df = (N_i - 2)$; $\alpha = 0.05$; Z-value $> Z_c$, reject the null hypothesis; otherwise, failed to reject
Q2		Descriptive	Means	≥ 3 , High; 3-2, moderate; < 2 , low
H2	$H_{02.1}: B = 0$ $H_{a2.1}: B \neq 0$	Descriptive & Inferential	Stepwise regressions	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
Q3		Descriptive	Means	≥ 3 , High; 3-2, moderate; < 2 , low
H3	$H_{03}: B = 0$ $H_{a3}: B \neq 0$	Descriptive & Inferential	Stepwise regressions	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
H3.1	$H_{03.1}: B = 0$ $H_{a3.1}: B \neq 0$	Descriptive & Inferential	Stepwise regression	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
H3.2	$H_{03.2}: B = 0$ $H_{a3.2}: B \neq 0$	Descriptive & Inferential	Stepwise regression	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
H3.3	$H_{03.3}: B = 0$ $H_{a3.3}: B \neq 0$	Descriptive & Inferential	Stepwise regression	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
H3.4	$H_{03.4}: B = 0$ $H_{a3.4}: B \neq 0$	Descriptive & Inferential	Stepwise regression	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
Q4		Descriptive	Means	≥ 3 , High; 3-2, moderate; < 2 , low
H4	$H_{03.1}: B = 0$ $H_{a3.1}: B \neq 0$	Descriptive & Inferential	Stepwise regression + <i>t</i> -test	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject
H4.1	$H_{03}: Z = 0$ $H_{a3}: Z \neq 0$	Inferential	<i>t</i> -test	$df = (N_i - 2)$; $\alpha = 0.05$; Z-value $> Z_c$, reject the null hypothesis; otherwise, failed to reject
H4.2	$H_{03.1}: B = 0$ $H_{a3.1}: B \neq 0$	Descriptive & Inferential	Stepwise regression	$df = (k_i, N - k_i - 1)$; $\alpha = 0.05$; <i>P</i> -value < 0.05 , reject the null hypothesis; otherwise, failed to reject

Hint: N_i = faculty + officers; k_i = No of best subset of the IVs in the model; number i, where i=1, 2, 3,... N = total valid population

As indicated in the table, the similarity, or the differences between academic officers at all the hierarchical levels and the faculty members about the development status of academic leadership behaviors interpreted to justify the degree of expansions of academic leadership development practices. The interpretation has given based on the assumptions of the scholars in

the literature (Drath et al., 2008). According to Drath et al. (2008), expansions of leadership development in collectives at all levels have nearly similar leadership behaviors. In this respect, the resolutions of the mentioned hypothesis can justify the degree of academic leadership development practices in the subject area. On the other hand, the complemented academic leadership development model should have been justified through statistical analysis in a public university setting. For this fear, the author designed a hypothesis-2 as described next.

Hypothesis-II: in this hypothesis, the author used stepwise regressions association to test the link between the best subset of academic leadership behaviors (independent variables) and the development of academic leadership outcome (dependent variable) in Ethiopian public university setting. The focus of Hypothesis-2 was on the attribution of the academic leadership behavior factors (transformational, transactional, laissez-faire, and instructional) to improve the academic leadership development outcomes. In this regard, hypothesis-2 provides the complete academic leadership development model that improves the development of academic leadership outcome in Ethiopian public universities; however, the best subset of leadership development forms/practices that predict the development of the academic leadership behaviors/practices has not yet conducted in Ethiopia's public university context. For this concern, a hypothesis-3 designed as presented next.

Hypothesis-III: In the hypothesis-3, the researcher used the stepwise regression, association to investigate the best subset of LDMFs that predict each one of the development of academic leadership behaviors in which the improved results represent leadership practices in the study area. Specifically, the author dissected hypothesis-3 into four sub-hypotheses. In this regard, the researcher examined the association of the leadership development items with the transformational, transactional, laissez-faire, and instructional leadership behaviors to recognize

the subsets of LDMFs that predict important academic leadership behaviors in public university context. In this sense, the test provides a methodological model that best explains the expansion processes of academic leadership behaviors in public university context. On the other hand, expansion of leadership development processes usually exercise challenges. In literature, the sources of challenges in academic leadership development practices have been reported (McCauley et al., 2010). However, the best subset of sources of challenges that predict the development of academic leadership outcome did not researched in Ethiopia's public university context. For this concern, the author designed hypothesis-4 as presented below.

Hypothesis-IV: In the hypothesis-4, the researcher employed stepwise regression to investigate the sources of challenge those predict the development of academic leadership outcome in the model in Ethiopia's public university context. The result has revealed challenges those accounts for leadership performance development in PHEIs in the country.

3.5 Qualitative Method

For the qualitative part of this study, researcher employed the narrative description approach to address the central research question in the present study. According to Patton (2002), narrative research is a strategy of inquiry in which the researcher studies the lives of individuals along with asking one or more individuals to provide stories about their lives. In the narrative analysis, the interpretation of the text data may demand a deep understanding of the story's phenomenological events (Patton, 2002). In this regard, the storytelling process about the lives of the individual (senior officers) in higher education may demand the in-depth understanding of education programs, events, activities, and mode of process in the categories of the case study approach. Thus, the narrative qualitative method seems better to understand the historical

evolution of policy standards of academic leadership development, the leadership development forms, and the contribution of challenges in academic leadership development than any other types of the qualitative methods for the present study.

According to Patton (2002), the narrative qualitative method produces the specific approach to study organizations in four forms; storyline fashion, story making, story reading, and reflection. These are the organizational research that have been written in storyline fashion, organizational research that collects organizational stories, organizational research that conceptualizes organizational life as story making, and organizational theory as story reading, and a disciplined reflection that takes the form of literary critics (Patton, 2002). These forms of organizational narrative study may further capitalize the importance of narrative description for this part of the qualitative study design. Furthermore, the narrative description also supports the narrative theoretical framework policy analysis to construct the conceptual framework for qualitative part in this study. Thus, narrative approach qualitative research was preferred to gather and analyze the qualitative information to investigate if the standard leadership development policy supports the development of academic leadership competencies.

3.5.1 Sources of Qualitative Data

The qualitative part of this study guides using the research question five. The purpose of the qualitative data gathered through research question five was to examine if the legislative policy standards of leadership preparation support ongoing academic leadership development practices in public universities in Ethiopia. In this part, the author gathered both the primary sources and the secondary source of data to address the problem with the research question. The primary sources of the qualitative data used for this study were participative observation and personal

interviews; whereas the secondary sources of the data used for this study were the legal documents and government reports about the preparations of academic leadership in public universities. The senior academic officers who participated in the interviews were 18 and they provided relevant information based on their lived experiences, beliefs, practices, and personal development stories in the study area.

In literature, institutional or government records, reports, and evaluation feedbacks, books, magazines, newspapers, and census data used as secondary sources (Panneerselvam, 2006). The data gathered through direct observations, interviews with participants, or partially open-ended questions through the questionnaire, and recorded data from newspapers, education institutions, court decisions, and legal documents used were qualitative in their nature (Best & Kahn, 2005; Koul, 2009). In this regard, the author used a checklist to observe the act of academic leaders while discharging the leadership roles of the policy agents, actors, and users in the academic working nature of the sample public universities in Ethiopia. As well, the researcher used the interview protocol to gather data from the CEO, subordinate CEOs, academic directors, and deans about participants' recruiting, selecting, and developing processes in their current academic officer positions in their universities. Likewise, the author used the legal documents to verify the trustworthiness of the observed and interviewed information in the research area.

3.5.2 Qualitative Data Gathering

In the qualitative research, the author employed multiple sampling techniques to select appropriate participants to gather relevant data to examine complex issues (Teddlie & Yu, 2007). In this regard, the author employed the purposive sampling technique and snowball sampling technique to select 18 senior academic officers. The participants were selected to gather

qualitative data about how they were recruited, selected, developed, and retained in the current senior academic leadership position, as well as, how the leadership development policy standard criteria have been conceived, ratified, and implemented to examine the data in line to the views of Fowler (2000). Moreover, the researcher asked the participants' views, values, practices, and challenges about the ongoing standardized leadership, policy support the development of the academic leadership competencies in the study area. In this sense, the data that make sense for this study were gathered and organized into codes, themes, and categories in line with the contribution of the scholars in the literature (Letts, Wilkins, Law, Stewart, Bosch, & Westmorland, 2007; Law, Stewart, Letts, Pollock, Bosch, & Westmorland, 1998). In addition to interview information, the author employed the legal documents and participative observations to examine the qualitative aspects of leadership preparation in the study area. This is because the information gathered from multiple sources increases the credibility of the study findings.

Besides, professionals who engaged in higher education leadership was also asked to examine if there were the combined roles of the policy standards of leadership preparation and the contemporary leadership theories to understand the academic leadership development options in the study area. Likewise, the author also asked participants' beliefs and opinions about the future prospect of leadership development options that can enhance the quality of the recruiting, selecting, developing, and retaining processes. He also asked the academic leaders about the link between the pedagogical aspects and economic aspects of managerial leadership development and about how the future prospects of higher education policy standards ought to drive the academic leadership development process in Ethiopia's public university context. In this part, there were also multiple probing questions used to explore in-depth information to understand the academic leadership development historical events and for future prospects in Ethiopia's

public university context. On the other hand, the told and recorded data sometimes require triangulation for verification. Therefore, the author utilized participative observation for the data triangulation in Ethiopian public university context.

Although looking is at the heart of all observations, observational data gathering method of looking is a more focused and systematically designed technique (Wilkinson & Birmingham, 2003). The systematic ways of the observation techniques include the observer's skill of "listening, participating, contributing, pursuing, questioning, communicating, interacting, sharing, refraining, retreating, negotiating, timing, recording, describing, and so on" (Wilkinson & Birmingham, 2003:117). Some of these observation skills provide options to gather relevant qualitative data about the actual higher education context, leadership development efforts, observed values, and the future prospects leadership development desires. In this concern, the author used multidimensional observation skills to understand whether the overall higher education stakeholders such as policy agents, policy actors, and policy users were trusted on the actual policy standards, practices, and challenges of LDMFs in the sample public universities in Ethiopia. To sum up, throughout the data gathering processes, the researcher observes the overall higher education stakeholders' acts, norms, and sayings within the institutions.

Moreover, the researcher gave attentions to observe the availability of the potential sources of academic leaders, leadership competencies, and guideline that shows the leadership roles, career-planning goal and skill development roadmap, and retention program for academic leaders in the sample Ethiopian public universities. In addition, legal documents such as statutes, laws, regulations, and court decisions have been using as legislative policy documents (Fowler, 2000). The author also used these legal documents to triangulate the interviews and observed data towards answering the objectives of the present study. Likewise, he used these legal documents

as written evidence while examining the role of the higher education leadership, policy standards to expand leadership development competencies in public universities in Ethiopia.

Furthermore, these legal documents also thoroughly examined to verify whether the higher education leadership, policy standards really supports to guide the merit competitions in Ethiopia's public university context. In general, the overall data about the policy standards, practices, and challenges in the development of academic leadership were gathered. Finally, the gathered qualitative data were converted into text and organized into 'chunks' which are typically referred to as codes, categories, and/ or themes and the organized data were further analyzed thematically (Lamont, 2005; Law et al, 1998; Letts et al, 2007; Patton, 2002).

3.5.3 Qualitative Data Analysis

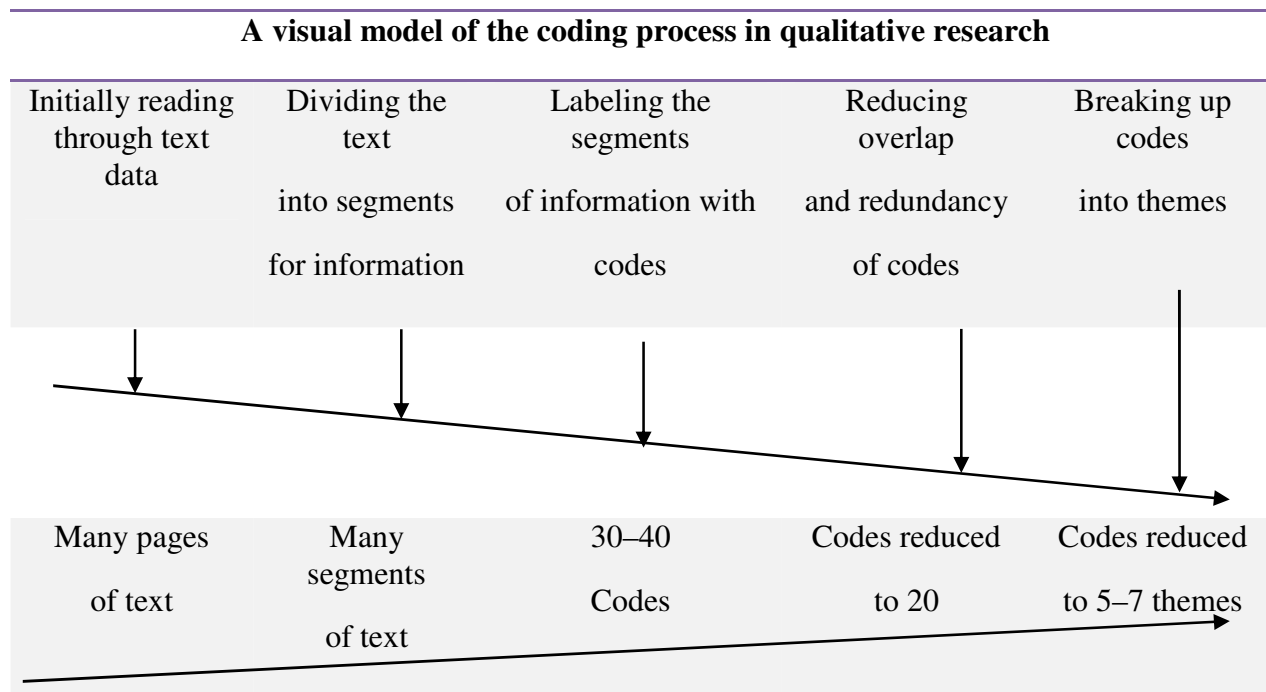
After the qualitative interviews, participative observations, legal documents, and the government report data were gathered, transcribed, and organized; the qualitative data analysis followed to interpret the organized information in line with the central research question. Further, the interpretations used to address the sub research questions. Aiming to interpret the gathered information, the reviewed secondary data such as legal documents, government reports, and guidelines thematically arranged. Analyzing the qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions (Creswell, 2012:236). In line with the Creswell's (2012) steps to analyze the qualitative data, the author thematically arranged the findings of the qualitative text data. The gathered text data through observations, interviews, and legal documents organized into codes, categories, or themes (Creswell, 2012; Lamont, 2005; Letts et al, 2007). The gathered text data from their life experiences of the participants in academic leadership analyzed by the author around the core

story or stories, events, or conditions of the academic leadership development policy, practices, and challenges in public universities in Ethiopia.

Specifically, the author analyzed the text data to understand how the policy standards of leadership preparation and the contemporary leadership theories coherently drive the leadership development practices in the study area. The findings help to understand the academic leadership development policy, leadership development forms, and challenges in leadership preparation in public universities in Ethiopia. Accordingly, the author employed the multiple qualitative data analysis techniques such as phenomenology and the narrative approach of the policy analysis techniques to understand the past, present, and future academic leadership preparation in the study area. Since the qualitative data that were gathered and organized in this study was partly policy issues, the data analysis techniques include the framework of narrative policy analysis. The technique is useful to describe the influence of the standard leadership development policy to expand the leadership development competencies in Ethiopia's public university context.

Likewise, the leadership development phenomenological process easily analyzed through either phenomenological techniques or narrative techniques. Besides, the document analysis techniques used to investigate how the policy contents guide and influence the leadership development efforts in Ethiopia's public university context. In this regard, the integral findings through qualitative methods help to reflect about the context influences for the choice of leadership development options in public universities in Ethiopia. Besides, understanding the roles of the context, dominant leadership behaviors, and policy dimensions of leadership were important in the choice of the leadership development methods, tactics, and strategies in public universities in Ethiopia. In going through data analysis procedures, there is a need also to consider the common steps of qualitative data analysis.

Figure 3-1. Coding process



Source: Creswell (2012, p244)

Commonly, there are six steps in qualitative data analysis and Creswell (2012) described them thoroughly. These are preparing and organizing the data for qualitative analysis; exploring and coding the data; coding to build descriptions and themes; representing and reporting qualitative findings; interpret the findings; and validating the accuracy of the findings (Creswell, 2012). According to Creswell (2012), following the data preparations and organizations for analysis, the researcher conducted the preliminary analysis of the data by reading the text to obtain a general sense of the data. As well, the coding processes of qualitative data continued as depicted in Figure 3.1. As shown in the figure, the coding process is to make sense out of the text data, divide it into text or image segments, label the segments with codes, examine codes for overlaps and redundancy, and collapse these codes into broader themes (Creswell, 2012). In the third step, describing and evolving themes from the coded data that consist of answer for the major qualitative research questions and forming an in-depth understanding of the standard

criteria, trends, norms, and practices to guide the recruiting, selecting, developing, and retaining phases of the academic leadership development in the study area.

In the fourth step, qualitative researchers need to represent their findings in visual displays that include comparison tables. The fifth and the sixth steps of the qualitative data analysis interpreted and validated in line with the procedures formulated by scholars (Creswell, 2012; Patton, 2002). Although there are no fixed qualitative data, analysis steps and the steps vary based on the nature of the types of qualitative methods, these steps used to guide the narrative description of the qualitative data analysis procedures in the present study. Finally, the qualitative findings have categorized under the academic leadership development policy, practices, and challenges in Ethiopian public university context.

3.5.4 Establishing Credibility

There are various methods to examine the credibility or the authenticity and trustworthiness of the qualitative research information in comparison with quantitative research. For this study, the researcher's attentions focus on the three strategies that frequently employed to validate qualitative studies. These are triangulation, member checking, and auditing (Creswell, 2012; Patton, 2002). Triangulation is the process of coordinating evidence from different participants and types of data or methods of data gathering (observation, interviews, and legal documents) employed in education research (Creswell, 2012; Patton, 2002). Accordingly, the author employed multiple sources of information to increase the accuracy and credibility of this study.

Besides, he employed member checking to enhance the accuracy of information. This is because member checking is a process in which the researcher asks one or more participants to check the accuracy of the account (Creswell, 2012). The attempts of checking seem appropriate

to verify the story data to increase the trustworthiness of the information. In addition, the researcher also asked the policy advocates and proponents, veterans, educators, or policy analyst within or out of the higher education setting about the leadership development policy, practices, and challenges in which the observed results used as information auditing. In general, increasing the trustworthiness ensures the quality of the findings and increases the confidences of the reader of this study (Lamont, 2005; Law et al, 1998; Letts et al., 2007). In this sense, the present study further uses the mixed approaches to examine if the qualitative findings and quantitative results of academic leadership development converge, triangulate, or complement in the study area.

3.6 Mixing Procedures

The concurrently processed quantitative results and qualitative findings in the discussion part of this study. In this study, the mixing procedure in the discussion section has guided by the following mixed research question.

Regarding the academic leadership development policy, practices, and challenges, to what extent the quantitative results and qualitative findings converge, triangulate, or embed in public universities in Ethiopia?

This mixed method question has coined the quantitative results summarized from the quantitative survey and the qualitative findings summarized from the qualitative investigation about academic leadership development policy, practices, and challenges in public universities in Ethiopia. In this sense, the author discussed the quantitative results and qualitative findings to investigate the common patterns of academic leadership development options in public universities in Ethiopia. In the literature, determining leadership styles, identifying potential academic leaders, identifying leadership gaps, developing the succession plan, developing career

planning goals for potential leaders, developing skills of roadmap for the future leader, and developing retention programs for the current and the future leaders has been described as steps of leadership development (Hoba et al., 2013; Rice, 2012). The stated development paces have used to observe the overall leadership preparation in the study area. As an alternative, the processes of recruiting, selecting, developing, and retaining academic leaders have used to describe the academic leadership development through linking the policy, theoretical model, the state of the art of methodological practice, and challenges that help to readjust limitations.

Consequently, the author used the mixed method design to investigate how the quantitative results (research question 1- 4) and the qualitative findings (Q5) provide evidence to advance the understanding of the academic leadership development in the public universities in the study area. Likewise, the quantitative results about academic leadership development, theoretical model, practices, and challenges have used to triangulate with the data gathered in the qualitative findings of ongoing academic leadership development policy, practices, challenges in the contexts of PHEIs in Ethiopia. The combinations of information used to understand the academic leadership development phenomena in Ethiopia's public university context. The procedure used to mix the quantitative results and the qualitative findings where the gap observed in the quantitative results as well as in qualitative findings in the study area. The measured perceived status of academic leadership development practices can inform where the ongoing status of leadership effectiveness currently residing with respect to academic leaders' interpretation.

In managerial leadership, perceived reality is more important to adjust the working conditions of organizations than objective reality that cannot visible to organizational members. In this regard, the perceived status of leadership development and the nature of the tool used to measure it examined with respect to the observed phenomena as well as policy context where the

development activities have performed in it. On the other hand, the investigation of the subsets of leadership behaviors that predict the development of leadership outcome; the subset of LDMFs that predict the advancement of leadership behaviors; and the potential challenges that predict the development of leadership outcome cannot be achieved without creating a learning environment. Nevertheless, standardizing the leadership preparation policy seems important to adjust learning environment. In this concern, the qualitative findings regarding to the legislative policy standard criteria used to recruit, select, develop, and retain the academic leaders (faculty as well as academic officers) and the implementation practices frequently used to recruit, select, develop, and retain academic leaders were embedded in or complemented to the quantitative results towards the leadership development phenomena. Besides, the qualitative findings have used to triangulate the quantitative results. Finally, the researcher has drawn conclusions and recommendations based on the mixed results in Ethiopia's public university context.

3.7 Ethical Considerations

In conducting the research process, ethical considerations were the foremost concern of the researcher. Since the researcher's intention was to conduct academic leadership development policy, practices, and challenges using concurrent mixed method design, the motivation and interest of participants to provide real and self-believed information has taken to be important. Therefore, the researcher promoted a trustful relationship with all participants to gather precise and affluent information in line to the APA six edition codes of ethics proposed to protect the rights and confidentiality of the research participants. Moreover, the author selected the interview participants voluntarily, their names did not reveal in the text, and the recorded data used only for the purpose of the research. Participants have also informed that they refused to respond to any one of the questions and they have told to be free to withdraw from the interview.

All the collected data through the questionnaire, interviews, legal documents, and observations are the property of the researcher and considered the part of the final dissertation components. In Addition, the researcher, begun the data collecting and gathering processes after holding supervisors consent and department argument to begin the data processing procedure. Further, the researcher collected the data after holding the permission from the authorized CEOs of that time samples public universities and other relevant organizations. In such condition, the research data have been collected and processed based on the code of ethics of the American psychological association (APA) version six (APA, 2010). Accordingly, the researcher respects the ethical and legal standards of APA version six regarding to the accuracy of scientific knowledge, protecting the right and confidentiality of the research participants, and protecting the intellectual property rights while processing information towards the development of the present dissertation.

CHAPTER FOUR

4. RESULTS

This chapter includes both the quantitative outcomes and the qualitative findings. The research questions from one up to the four guide the quantitative portion of the subject area; whereas, the research question five guides the qualitative component of this work. In this concern, the researcher examined both the quantitative data and qualitative data of this survey separately. Subsequently, he mixed the quantitative results and the qualitative findings in the discussion portion of this study. Accordingly, the researcher examines the status of ALD practices, investigate the subsets of leadership behaviors that predict the development of academic leadership outcome, investigate the subset of methodological leadership development forms that best explains useful academic leadership behaviors, and scrutinize the potential sources of challenges that predict the development of academic leadership outcome. Finally, the researcher explored qualitative data to examine if the legislative leadership development policy supports the development of academic leadership practice in Ethiopia's public university context. Next, the quantitative analyses provide answers for the first four consecutive research questions.

4.1 The Quantitative Analysis

In the quantitative inquiry, selecting appropriate participants using simple random sampling technique is important to collect relevant information about the ongoing ALD practices with respect to change in leadership behaviors, beliefs, attitudes, or experiences. This is because "Most writings on leadership assessment, leadership development, executive coaching, and succession planning are grounded in the widespread belief that the best predictor of future

behavior is the past behavior” (Giber et al., 2009:40). Since the quantitative part of the research question -1 focused to measure the status of the ALD practices, each of the participants evaluated their immediate academic leaders’ act, beliefs, and values and its consequences in Ethiopia’s public university context. As well, the researcher designed the research question-2 to investigate the link between the best subsets of independent variables (academic leadership behaviors) and the dependent variables (the development of academic leadership outcome). In addition, he designed the research question-3 to investigate links between the self-interpreted best subsets of leadership development elements and the follower rated ongoing academic leadership behaviors that further predict academic leadership outcome. Likewise, the researcher designed the research question-4 to discover the potential sources of challenges that best explains ALD outcome.

In this analysis, the researcher verified the complement of the full range leadership development and the full-scale instructional leadership development models and named the complemented tool for this study the “complete ALD model.” The model of full range leadership development includes transformational, transactional, and laissez-faire leadership behaviors (Bass & Avolio, 1991); whereas the full-scale instructional leadership development model includes setting goals, leading curriculum development, and developing learning climate (Hallinger & Wang, 2015). The full range model is the extension of transformational leadership theory in which the founders formulated the MLQ tool; whereas the full-scale model is the extension of Hallinger’s instructional leadership theory, in which its founder constructed the PIMRS tool. Thus, their founders from the contextually modified theories have constituted the two tools and these conceptually complemented tools are useful to implement for one purpose.

The contextually modified and conceptually complemented tool for one purpose was used to measure the status of transformational, transactional, laissez-faire, and instruction leadership behaviors that finally interpreted as ‘status of academic leadership development’ in the study area. The complemented items from the two tools (MLQ and PIMRS) also used to investigate further the link between the best subsets of leadership behaviors and the development of leadership outcome. Further, aiming to investigate the link between the self-developed LDMFs and the academic leadership behaviors, as well as, the link between the potential sources of challenges and leadership outcome; each one of the complemented leadership behavior and leadership outcome items in the MLQ and PIMRS tools utilized in the present study.

In this regard, the first step to engage in the quantitative analysis is to check whether the numerical data collected have evidence of the statistical data analysis. Thus, the reliability check was conducted for the modified MLQ and PIMRS tools as well as for the newly developed CLDMFs tool to provide evidence whether the combined MLQ, PIMRS, and the newly developed items were consistently served for which it was designed. Accordingly, the Cronbach Alpha reliability test results represented as shown in Table 4.1. As a result, the value of Cronbach Alpha produced were 0.94 for transformational leadership (20 items), 0.74 for transactional leadership (12 items), 0.7 for laissez-faire (4 items), and 0.95 for leadership outcome (9 items). Similarly, the Cronbach Alpha computed were 0.89 for goal settings (5 items), 0.91 for coordinating curriculum (6 items), 0.91 for creating a learning climate (9 items), 0.9 for LDMFs (11 items), and 0.86 for challenges in leadership development (9 items). In this study, the minimum computed Cronbach’s Alpha coefficient for the laissez-faire factor items (0.7) and for the transactional leadership behaviors, items (0.74) were in the category of noticeably reliable, greater than 0.7 ranges.

Table 4-1. Reliability of the quantitative tool

Factors	N	Numbers of items	Cronbach's Alpha
The modified MLQ items	401	45	0.93
IIA (idealize influence-attributions)	401	4	0.82
IIB (idealize influence-behaviors)	401	4	0.6
IM (inspirational motivation)	401	4	0.75
IS (intellectual stimulation)	401	4	0.73
IC (individualize consideration)	401	4	0.64
Transformational behavior factors	401	20	0.92
CR (contingency rewards)	401	4	0.72
MBEA (management by exception-active)	401	4	0.67
MBEP (management by exception-passive)	401	4	0.59
Transactional behavior factors	401	16	0.71
LF (laissez-faire)	401	4	0.69
Extra Effort	401	3	0.86
Effectiveness	401	4	0.88
Satisfaction	401	2	0.79
Leadership outcome	401	9	0.95
The modified PIMRS items	401	20	0.97
Framing Goals	401	5	0.89
Leading Curriculum Development	401	6	0.91
Creating Learning Climate	401	9	0.94
Self-developed CLDF Items	401	18	0.9
Leadership Development Forms	401	11	0.89
Challenges in Leadership Development	401	7	0.87
The modified MLQ (45) and PIMRS (20)	401	65	0.96
The total items in MLQ, PIMRS, & CLDI	401	83	0.97***

The Cronbach's Alpha coefficients for remaining factors items found in the range of 0.86 (for the challenge items) up to 0.95 (for leadership outcome items) and categorized under the 'very high reliability' (> 0.8) test results. These reliability test results also computed nearly matched with the reliability test results computed in the pilot test of the present study. Thus, the overall reliability test results were fairly shows that the collected quantitative data were statistically analyzable.

4.1.1 Characteristics of Participants in Quantitative Inquiry

In this study, 11 demographic factors were the characteristics of participants in the present study. These characteristics were the location of the public university, stream, program,

academic rank, managerial position, length of time in current managerial position, total work experience in HEIs, total years worked with the immediate leader, the total duration of training to lead learning duties in PHEIs, sex, age, and nationality. The author used the participants' characteristics to weigh the appropriateness of the sources of information in which author used the results to describe the ALD practices in Ethiopia's public university context.

In the present study, the researcher distributed 450 questionnaires to the randomly selected academic leaders from the six the samples public universities of its cohort. The sample public universities those which were randomly selected from the first generation (AMU & HaU), the second generation (DBU & ASTU), and the third generations (AASTU & WU) were the sources of the target population of the study. In the meantime, the lists of academic leaders did not identify for each of the public universities. Thus, the sample units from the sample public universities were selected using equal size, stratified random sampling technique.

Table 4-2. Proportions of participants in sample public universities

Sample Universities	Frequency	Percent	Valid Percent	Cumulative Percent
AMU	75	18.7	18.7	18.7
ASTU	73	18.2	18.2	36.9
HaU	68	17.0	17.0	53.9
DBU	66	16.5	16.5	70.3
AASTU	61	15.2	15.2	85.5
WU	58	14.5	14.5	100.0
Total	401	100.0	100.0	

Table 4.2 represents the proportions of participants from each of the sample public universities. The represented proportions help to recognize the rate of the filled and returned questionnaires. In this study, among the distributed 450 questionnaires to the participants, the proportion of the filled and returned questionnaires was about 89% of the sample units. The proportion of the filled and returned questionnaires was high enough to generalize to the entire

population. Thus, the information collected through the quantitative instrument from the mentioned proportion of participants was sufficient to analyze for its purpose in this study.

Table 4-3. Proportions of participants in academic leadership roles

	Participants	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic managers	123	30.7	30.7	30.7
	Faculty members	278	69.3	69.3	100.0
	Total	401	100.0	100.0	

In Table 4.3, the proportion of academic managers (30.7%) and faculty members (69.3%) were represented the entire population of the study. In this regard, the filled and returned questionnaires from academic managers (30.7%) and from faculty members (instructors) (69.3%) were met the ongoing 30% (social sciences) and 70% (science and technology) to analyze the quantitative part of this study. In this variant, academic officers who currently engaged from the program head up to the CEO, as well as, faculty members who engaged in the teaching, research, or community service roles were the participants of the present study.

Table 4-4. Proportions of participants in academic stream

	Academic Stream	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science & Technology (Band 1 & 2)	264	65.8	65.8	65.8
	Social Sciences (Band-6)	137	34.2	34.2	100.0
	Total	401	100.0	100.0	

Table 4.4 represents the proportion of participants based on academic streams. From the beginning, the sampling proportion was following the 70% (science and technology) and 30% (social sciences) higher education admittance policy; whereas the returned proportions were recorded 65.8% for science & technology participants and 34.2% for social sciences participants in public universities in Ethiopia.

Table 4.5 represents the proportion of participants based on academic ranks that inform the ongoing picture of public universities in Ethiopia. Regarding the distributed proportions of participants in the academic rank, there were 8.5% assistance lecturers, 72.2% lecturers, 15% assistance professors, 3% associate professors, and 0.7% professors. The characteristic informs the ongoing academic status of the current public universities in Ethiopia.

Table 4-5. Proportions of participants in academic rank

Academic rank		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant lecturer	34	8.5	8.5	8.5
	Lecturer	292	72.8	72.8	81.3
	Assistant prof.	60	15.0	15.0	96.3
	Associate prof.	12	3.0	3.0	99.3
	Professor	3	.7	.7	100.0
Total		401	100.0	100.0	

The majority of the participants (72.8%) were lecturers and the proportion of the participants above the rank of lecturer was 18.7%. In the sample public universities, Ethiopian citizen full professors were in HaU and AASTU; whereas, in the remains sample, public universities such as AMU, ASTU, BDU, and WU Ethiopian citizen full professors were not observed during the data collection. Thus, the noticed proportion of professors in the table was addressed expatriates.

In addition to academic rank, the proportions of academic job positions were 33% (150) academic officers and 67% (300) faculty members based on the code of the questionnaires. On the other hand, the proportion of the recorded 51.6% (faculty) and 49.4% (academic officers) in Table 4.6 was because of the data in which the faculty members have had back experiences as academic officers in the sample public universities in Ethiopia. In this sense, the proportion of participants who have not experience as academic officer was 51.6%; whereas the total proportion of participants who have had and who currently have academic officer positions from program heads up to the CEOs was 49.4%.

Table 4-6. Proportions of participants in academic leadership hierarchical position

	Position	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty, instructors	207	51.6	51.6	51.6
	First line managers	102	25.4	25.4	77.1
	Middle managers	69	17.2	17.2	94.3
	Top managers	23	5.7	5.7	100.0
	Total	401	100.0	100.0	

In this category of a demographic characteristic, researcher surveyed the participants' former experiences as academic managers in the present study. Thus, the quantitative data source from the mentioned categories of participants was appropriate to study the status of ALD practices and challenges in Ethiopia's public university context.

Table 4-7. Proportions of participants in academic management experiences

	Academic managerial experiences	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	207	51.6	51.6	51.6
	1-3 years	149	37.2	37.2	88.8
	4-6 years	35	8.7	8.7	97.5
	7-9 years	8	2.0	2.0	99.5
	10-12 years	2	.5	.5	100.0
	Total	401	100.0	100.0	

Similarly, the proportions of the academic management experiences categories represented in Table 4.7. This part of the demographic variable helps to recognize the proportion of participants who have lived managerial experiences in the sample public universities in Ethiopia. As shown, the proportion of participants who have not an academic, managerial position from the program head up to the president positions was 51.6%; whereas the proportion of participants who have academic managerial experiences at any of the positions was 49.4%. Specifically, 37.2% of the participants have 1-3 years, 8.7% of the participants have 4-6 years, and 2.5% of the participants have above six years of academic managerial experiences in the sample public universities in Ethiopia.

Table 4-8. Proportions of participants in academic work experiences

Work experiences as a faculty		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 Years<	128	31.9	31.9	31.9
	5-10 years	195	48.6	48.6	80.5
	11-15 years	50	12.5	12.5	93.0
	16-20 Years	18	4.5	4.5	97.5
	> 20 years	10	2.5	2.5	100.0
Total		401	100.0	100.0	

Equally importantly, the proportion of the participants in academic work experiences as a faculty presented in Table 4.8. The participants' academic work experiences as a faculty have the power to inform about the ongoing status and challenges of the ALD practices in the sample public universities. Likewise, the participants' academic work experiences have relevance to provide appropriate information to prepare faculty members for academic leadership roles and processes.

In this sense, the proportion of participants who have above five years academic work experiences was 69.1%. On the other hand, the proportion of participants who have academic work experiences less than five years was 31.9%. The majority of the participants (48.6%) have academic work experiences from 5-10 years. Specifically, the summed proportion of participants who have academic work experiences from 11-15 years (12.5%), from 16-20 years (4.5%), and above 20 years (2.5%) were 19.5%. Although the proportion of participants who have above 11 years experiences as a faculty was smaller (19.5%) as compared to the lower experiences (31.9%), the involvement of the participants of the senior faculty members and academic officers were important to gather data from the diversified level of academic work experience participants in the sample public universities.

Table 4-9. Working years of followers with immediate leaders

Working with an immediate leader		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	264	65.8	65.8	65.8
	4-6 years	92	22.9	22.9	88.8
	7-9 years	31	7.7	7.7	96.5
	> 10 years	14	3.5	3.5	100.0
Total		401	100.0	100.0	

One of the important characteristics of the participants to recognize the perceived reality interpretation was the duration in working with the immediate academic leaders and the data have depicted in Table 4.9. In this regard, the relationship of the long years' work with the immediate academic leaders has assumed the best to interpret the academic leadership behaviors in the sample public universities in Ethiopia. In this sense of assumption, the majority of the participants (65.8%) worked with their immediate academic leaders from one up to three years; whereas the remains participants (34.2%) worked with their immediate academic leaders above four years. The categorized duration of the relationship between rates and the rated academic leaders were enough to interpret the status and challenges of the academic leadership practices in the sample public universities in Ethiopia. This is, because 1-3 years academic work relationship between follower and immediate leader can be enough to perceive the academic leadership behaviors in Ethiopian public university context.

The proportions of participants who have got training to lead public universities with respect to the duration of training represented in Table 4.10. The quality of the training program usually determines the quality of ALD practices. As well, the length of training reflects the quality of preparation to expand the academic leadership competencies in certain context.

Table 4-10. Proportions of participants who have had training opportunities

Duration of training to lead public universities		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	332	82.8	82.8	82.8
	One week<	21	5.2	5.2	88.0
	A week up to one month	19	4.7	4.7	92.8
	1 - 3 months	10	2.5	2.5	95.3
	3 - 6 months	7	1.7	1.7	97.0
	> Six months	12	3.0	3.0	100.0
	Total	401	100.0	100.0	

In this study, however, the proportion of participants who have not got training to lead the public universities was 82.8%; whereas those who have the training to lead the public universities above one week was 11.9% and less than a week was 5.2%. In this sense of the low proportion (17.2%) of the training opportunities, what was the status and challenges of the ALD practices has taken as the core characteristic to recognize the values of the analyzed data.

Although the characteristics of gender attract the attention of scholars in the academic leadership literature, the proportion of female participants (5%) was too small as compared to the proportion of the male participants (95%) in this study. In this regard, the qualitative inquiry was preferred to address the in-depth views of female participants about the preparation of the ALD practices in the sample public universities. The participants' proportion gap in gender computed too wide. On the other hand, the age categories recognized as important to describe the role of the age categories in the ALD practices. In preparing members for the academic leadership roles, the age category has usually used as a core factor to lead academic institutions.

In this study, the majority of the participants (40.6%) were in the age range from 30 up to 40 years as shown presented in Table 4.11. The proportion of participants who have had the age less

than 30 years was 38.7%.; whereas the proportion of the participants who have had above 40 years old was 20.7%.

Table 4-11. Proportions of participants in age category

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<30 years	155	38.7	38.7	38.7
	30-40 years	163	40.6	40.6	79.3
	41-50 years	61	15.2	15.2	94.5
	51-60 years	20	5.0	5.0	99.5
	>60 years	2	.5	.5	100.0
Total		401	100.0	100.0	

In this category, the average ages for top and middle academic managers respectively were 41.3 years and 39.3 years. To sum up, this category of age variable can reflect the current context of the public universities in Ethiopia.

In Ethiopian public universities, 4.5% (1074) of the faculty members were expatriates in the academic year of 2014/15. The proportion of expatriate faculty members might increase along with the expansion of the public universities in Ethiopia. In this regard, surveying the views of the expatriate faculty members along with compatriots help to recognize the perceived status of ALD practices in the sample public universities in Ethiopia.

As shown in Table 4.12, the proportion of expatriate faculty members (8%) who participated in this study was important to consider the diversified sources of academic participants in the sample Ethiopia's public universities. Finally, the randomly selected sample participants' perceived reality has used to generalize about the status and challenges of the ALD practices in the sample public universities in Ethiopia.

Table 4-12. Proportions of participants' nationality

	Nationality	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ethiopian	369	92.0	92.0	92.0
	Indian	30	7.5	7.5	99.5
	Korean	2	.5	.5	100.0
	Total	401	100.0	100.0	

To sum up, the described demographic variables have used as intervening variables while analyzing the associations between independent variables and dependent variables in the quantitative part of this study. Further, the demographic variables have also used to describe the quantitative results in the present study.

4.1.2 Status of Academic Leadership Development Practices in Public Universities in Ethiopia

The major purpose of this study was to advance the understanding of academic leadership preparation in Ethiopia's public university context. The strategic thinking to advance the understanding of academic leadership preparation culture usually uses assessment, challenge, and support frame (McCauley et al., 2010). In this section, the author employ the quantitative results to assess where the status of ALD practices has been currently residing; whereas the challenge and support components were examined later in Ethiopia's public university context. For this purpose, the author formulated the research question one to guide the relevant data processing procedures to examine the status of academic leadership preparation in the present study area.

1. What is the status of academic leadership development practices in public universities in Ethiopia?

Assessment is the first step of leadership development. In line with the model of Bush and Grover (2004), public universities are least expected to employ pragmatic approach leadership development model that includes the combination of humanistic/empowerment and scientific approaches (short-term or long-term trainings) to evolve their academic leaders in leadership roles and process. Besides, the contributions of self-development activities and formal or non-formal leadership development activities (McCauley et al., 2010; Yukl, 2010) logically experienced and used to expand the leadership development competencies in the study area.

Table 4-13. Descriptive statistics

Leadership Behaviors and Sub-behaviors	N	Minimum	Maximum	Mean	Std. Deviation
IIA (idealize influence-attributions)	401	.0	4.0	2.56	.978
IIB (idealize influence-behaviors)	401	.0	4.0	2.591	.8760
IM (inspirational motivation)	401	.0	4.0	2.74	.8631
IS (intellectual stimulation)	401	.0	4.0	2.55	.873
IC (individualize consideration)	401	.0	4.0	2.3	.889
Overall transformational behavior factors	401	.0	4.0	2.69	.813
CR (contingency rewards)	401	.0	4.0	2.68	.8970
MBEA (management by exception-active)	401	.0	4.0	2.19	.889
MBEP (management by exception-passive)	401	.0	4.0	1.93	.885
Overall transactional behavior factors	401	.0	4.0	2.25	.676
Laissez-faire factor	401	.0	4.0	1.83	.985
Extra Efforts	401	.0	4.0	2.42	1.070
Effectiveness	401	.0	4.0	2.55	.989
Satisfaction	401	.0	4.0	2.6	1.042
Leadership outcome factors	401	.0	4.0	2.53	.985
Framing Goals	401	.0	4.0	2.47	.98
Leading Curriculum Development	401	.0	4.0	2.4	1.059
Creating School Environment	401	.0	4.0	2.25	1.054
Overall instructional Behaviors Factors	401	.0	4.0	2.37	.938

In this belief, the author measured ongoing status of ALD practices using the complement of full range leadership behaviors and full-scale instructional leadership behaviors tools (MLQ-5X and PIMRS) to answer research question one. To answer the research question one the data collected from academic leaders using the contextually modified and conceptually complemented (MLQ and PIMRS) tools, the assumptions were immediate leaders support their subordinates and

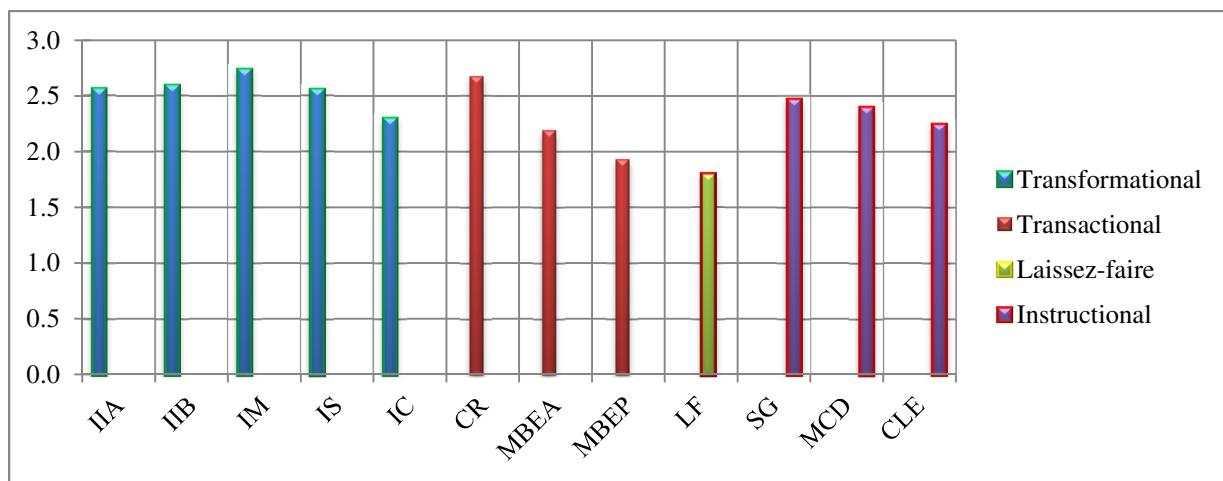
subordinates knew the behaviors of their immediate leaders. For these reasons, the author designed in which follower to rate immediate leaders' behavior patterns such as act, beliefs, experiences, and values in the sample PHEIs in Ethiopia. Since the focus of leadership development is to improve the ongoing as well as the future leadership competencies, recognizing the status of leadership gap helps to fill full the existing limitations and to advance the future prospect ALD efforts in the study area. Accordingly, the descriptive statistics of the variables represent in Table 4.13.

Taking the three important concepts such as 1) transformational leadership and instructional leadership theories are complementary concepts while applying in learning organization (Marks & Printy, 2003; Stewart, 2006). 2) The leadership practices measured in terms of leadership behaviors (Giber et al., 2009; Yukl, 2010). 3) The similarity of the upper leaders' behaviors and lower leaders' behaviors are the indications of the expansion of leadership development in organizations. The researcher answered research question one based on the mentioned assumptions. In this regard, the researcher examined the status of the ALD practices in Ethiopia's public university context. In addition, the researcher examined the effectiveness of the ongoing status of the ALD practices with respect to the standard validated criteria proposed in other previous studies (Avolio and Bass, 1995; Hallinger, 2008).

As shown in the table, the multifactor leadership questionnaire (45 factor items) mean score includes three factors that further includes nine sub factors. The three factors include transformational, transactional, and laissez-faire leadership behavior factors. On the other hand, the modified short form PIMRS (20 factor items) mean score includes three factors that converted into one factor, instructional leadership behavior. Consequently, the perceived scores of transformational, transactional, laissez-fare, and instructional leadership behaviors used to

measure the ongoing status of the ALD practices in Ethiopia's public university context. In this regard, researcher used the complemented behaviors to investigate the participants' perception gap about the status of ALD practices and examined with respect to the demographic characteristics of the participants.

Figure 4-1. The status of academic leadership development practice



Hint: IIA=Idealize Influence (attributed), IIB=Idealize Influence (behavior), IM=Inspirational Motivation, IC=Individualized Consideration, CR=Contingent Reward, MBEA=Management by Exception (Active), (MBEP=Management by Exception (Passive), LF=Laissez-faire, SG=Setting Goal, MCD=Managing Curriculum Development, CLE=Creating Learning Environments

Furthermore, Figure 4.1 described the component of transformational, transaction, laissez-faire, and instructional leadership behavior factors. In this Figure, the overall perceived values of transformational leadership behaviors create a range from the mean score of inspirational motivation (2.7) up to the individualized consideration (2.3). The others, transformational leadership behaviors factors such as idealize influences attribution (2.6), idealize influence behavior (2.6), and intellectual stimulation (2.6) seems similar scores. In this sense, immediate leaders were found less concerned about the personal values of their followers in public universities in Ethiopia. Regarding the transactional leadership behaviors, the perceived mean score of contingent rewards (2.7) was the highest and management by exception active (2.2) and

management by exception passive (1.9) mean scores followed sequentially. The perceived laissez-faire behavior factor (1.8) was above the expected standard. In this sense, the academic leadership behaviors were exercised excessive transactional and laissez-faire leadership behaviors and less transformational leadership behaviors in the study area. In the perceived mean score of instructional leadership behavior components, setting the goal (2.5) found the highest and the behaviors of managing curriculum development (2.4) and creating learning environment (2.2) followed consecutively. In this sense, the academic officers' interpretation of their immediate leaders found better than followers' interpretation of their immediate leaders in the curriculum development processes and in building a learning climate in the study area.

As standard criteria, Avolio and Bass (1995) proposed the optimally balanced mix of the MLQ tool in which for the laissez-faire ≤ 1 mean score, for the transactional ≤ 2 mean score, and for the transformation ≥ 3 mean score in the rating scale from zero to four scale points (Lievens et al, 1997). On the other hand, Hallinger and Wang (2015) reported the effective mean scores for all PIMRS instructional behaviors to be ≥ 3 (equal or greater than the mean score) in the rating scale from one up to five points. In this study, the rating scale used for both the MLQ and the PIMRS items was to be from zero up to four scale points. In this sense, the researcher arbitrated the effective mean score range for all PIMRS items factors to be ≥ 2 mean scores for this particular study. As shown in Table 4.14, academic managers from the heads up to the subordinate CEOs evaluated their immediate academic managers; whereas the faculty members evaluated their own heads or program coordinators. In this sense of alignment, academic managers' perceived mean scores were computed for transformational (2.8), transactional (2.2), laissez-faire (1.7), and instructional (2.6) leadership behaviors.

Table 4-14. Group statistics on leadership behaviors

Leadership Behaviors	Participant	N	Mean	Std. Deviation	Std. Error Mean
Transformational	Academic managers	123	2.789	.8421	.0759
	Faculty members	278	2.640	.7972	.0478
Transactional	Academic managers	123	2.203	.5862	.0529
	Faculty members	278	2.266	.7117	.0427
Laissez-faire	Academic managers	123	1.691	1.0092	.0910
	Faculty members	278	1.896	.9688	.0581
Instructional	Academic managers	123	2.561	1.0413	.0939
	Faculty members	278	2.284	.9773	.0586

On the other hand, faculty members perceived mean scores were also computed for transformational (2.6), transactional (2.3), laissez-faire (2), and instructional (2.3) leadership behaviors. On the other hand, the perceived instructional leadership behaviors mean scores of the academic officers (2.6) and faculty members (2.3) computed within the ranges of the standard criteria for the mean scores in this study. For verification, the difference between the academic managers and the faculty members' evaluation mean scores were tested. The differences in the mean scores between academic managers and faculty members' perception about their immediate leaders' academic leadership behaviors were tested in order to recognize whether the two parties have made a gap in leadership development practices in Ethiopia's public university context. For this purpose, researcher designed hypothesis-1 as follows.

Hypothesis1 There is no difference between faculty members and academic officers' perception about the ongoing a) transformational b) transactional, c) laissez-faire, and d) instructional leadership development practices in public universities in Ethiopia.

As shown in Table 4.15, the *t*-test was computed for the four academic leadership behaviors in order to recognize if there were the mean score gap between the faculty members (instructors)

and the academic managers' (from the head up to the subordinate CEOs) perceptions about their own immediate leaders' academic leadership behaviors/practices in the sample PHEIs.

Table 4-15. Independent samples tests for H1

Leadership Behaviors/ Practices	<i>t</i> -test for Equality of Means (faculty Vs overall academic officers)					
	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference
						Lower Upper
Transformational	1.689	399	.092	.1483	.0878	-.0244 .3210
Transactional	-.860	399	.390	-.0629	.0732	-.2068 .0809
Laissez-faire	-1.926	399	.055	-.2046	.1063	-.4135 .0043
Instructional	2.563	399	.011	.2768	.1080	.0645 .4891

The test verifies that the leadership competency expansion from academic managers up to the faculty members who fundamentally executed the teaching, research, and community service roles have been interpreted weak in Ethiopia's public university context. As shown in the table, the computed *t*-statistics have made significant differences ($t = 2.56$, $p = 0.011$) at $P < 0.05$ between faculty members and academic managers' perception about the instructional leadership behaviors of their own immediate academic managers. In this regard, the mean scores of program heads/ program coordinators (first line managers) evaluated by the faculty members was significantly lower (2.3) compared to the perceived mean scores of the sample academic officers (2.6) (middle and top academic managers) who were evaluated by their own predecessors using the instructional leadership behaviors one factor items in public universities in Ethiopia. For the instructional leadership behavior factors items, the test rejected the null hypothesis assumption. There were significant differences between faculty members (who have not managerial positions) and academic managers (who have the position from heads/ program coordinators up to the subordinate CEOs) about their immediate leaders' instructional leadership behaviors in Ethiopia's public university context.

As shown in the table, the computed *t*-statistics were not significantly differ between the faculty members and the academic managers' perception about their immediate leaders' transformational leadership behaviors ($t = 1.69, P = 0.092$), the transactional leadership behaviors ($t = -0.86, P = 0.39$), and the laissez-faire behavior ($t = -1.93, P = 0.055$) at $\alpha = 0.05$ levels of significance. For these factor items, the tests were failing to reject the null-hypothesis. Accordingly, the transformational, transactional, and laissez-faire leadership behaviors computed mean scores interpreted in the same manner to both of the academic officers and the faculty members in the context of the sample PHEIs in Ethiopia. On the other hand, the computed mean scores showed the statistically significant difference between faculty members and academic officers' perception about their immediate leaders' instructional behaviors in public universities in Ethiopia. In this sense, additional qualitative inquiries require to understand the reason that aggravates the gap between the faculty members and academic officers when evaluating their immediate leaders using instructional leadership behaviors short form items.

Although the ongoing transformational, transactional, and laissez-faire leadership behaviors were perceived similar for both the faculty members and academic officers at all levels, the perceived mean scores for both groups did not meet the standard criteria which were 3 or above for the transformational, 2 or below for the transactional behaviors, and 1 or below for laissez-faire behavior. In this sense, the results revealed in which the change-oriented and relation oriented ALD efforts were found below the required standard to re-engineer the PHEIs in Ethiopia. This is, because, BPR is the radical change management technique and the radical change management project can successfully implement through the change oriented transformational leaders (Baht, 2007; Kotter, 2010; Yukl, 2010).

On the other hand, the task-oriented leadership preparation efforts found to be more on transactional in which its outcome strongly dependent on contingent rewards. In this sense, using incentives for achievement, active guidance, and punishment for the deviation from the intended goal found to be above the limits in the validated guideline. Moreover, the laissez-faire behavior also found above the standard criteria in which scholars has accepted. In higher education job, every one of the academic personnel knows their duties and responsibilities. The highest task-oriented behavior of the academic officers might discourage their self-efforts in the move towards the institutional goal. Besides, the laissez-faire behaviors of academic officers may lead to the poor resource management in which no one of the stakeholders benefited to meet the institutional goal of any one of the PHEIs in Ethiopia. In this test category, the combination of both the status of the transformational, transactional, and laissez-faire leadership behaviors was interpreted to be patricianly balanced mix in which the consequence lets the system to ineffective academic leadership preparation efforts.

In general, the perceived status of the ALD experiences from the lowest academic officers up to the executive academic officers' levels was found similar, in which the results revealed them partially effective. In this sense, without holding the minimum required status of the transformational leadership behaviors, how the changing dimensions in Ethiopian public universities guided were the fundamental question answered in the qualitative part of the study. Concisely, the test statistics revealed that the status of academic leadership practices at all hierarchical levels were also found nearly the same, partially effective. In this sense, it is a challenge for upper leaders to employ coaching method to transform their subordinates from followers to leaders, or else to prepare their followers in leadership roles and processes. Therefore, to lift up the status of academic leadership competencies, researcher analyzed the

complementary leadership behaviors that best account for the development of academic leadership outcome in the present study, next.

4.1.3 Relating Leadership Behaviors to Leadership Outcome

As the ongoing status of academic leadership progress identified, the targeted leadership development goal and the way towards achieving the goal have projected; however, recognizing the best subsets of academic leadership behaviors that predict the development of academic leadership outcome assumed crucially important. As a response, the researcher designed following research question and hypothesis that further dissected into sub hypotheses for Ethiopian public university context.

2. What leadership behaviors do predict the development of academic leadership outcome in Ethiopian public university context?

The research question used to administer the data collecting and processing procedures. The overall descriptive data analysis represent in the Table 4.13. This table includes the full range leadership behaviors and leadership outcome, as well as, the full-scale instructional leadership behaviors. Consequently, the researcher designed to investigate the link between the subsets of leadership behaviors and leadership outcome based on the following hypothesis and sub-hypotheses.

Hypothesis2. None of the full range and full-scale leadership behaviors components is useful to predict the development of academic leadership outcome in the model in public universities in Ethiopia.

The author used the stepwise multiple regression to identify the subset of the independent variables that have the strongest relationship to a dependent variable. In using the stepwise regression, recognizing the subjects to item variable ratio should satisfy the minimum 5 to 1 ratio. In this stepwise regression, there were 401 valid subjects and 65 item variables for the 4 independent variables such as transformational (20 items), transactional (12 items), laissez-faire (4 items), and leadership outcome (9 items), as well as, instructional (20 items) leadership behavior variables. The subjects to the items ratio (6.2 to 1) satisfy the minimum ratio (5 to 1) for the stepwise regression analysis. In this sense, the stepwise regression provides the best subset of predictors that explain leadership outcome in the present study.

Table 4-16. Model summary of stepwise regression for H2

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.744 ^a	.554	.552	.6587
2	.787 ^b	.619	.617	.6095
3	.794 ^c	.631	.628	.6006

a. Predictors: (Constant), Transformational

b. Predictors: (Constant), Transformational, & Instructional behaviors

c. Predictors: (Constant), Transformational, Instructional, & LF behaviors

Table 4.16 represents the stepwise regression associations between the best subsets of leadership behavior factors (independent variables) and the ALD outcomes (dependent variables). As shown in the table, the stepwise multiple regression⁵ *R* for the relationship between the subset of the independent variables (transformational, instructional, and laissez-faire) that best predict the dependent variable (the development of academic leadership outcome) was 0.79, which characterized by the strong relationship (Model-3). The proportion of variation in the ALD outcomes (academic leaders' extra efforts, effectiveness, and satisfactions) was

⁵ Using the rule of thumb, the decision rule of multiple regression; $R < 0.2$, very weak; $R = [0.2 - 0.4)$, weak; $R = [0.4 - 0.6)$, moderate; $R = [0.6 - 0.8)$, strong; $R > 0.8$, very strong (Hinkle et al., 1994).

accounted for the variation of 63% (model-3) in favor of the subset of transformational, instructional, and laissez-faire leadership behaviors (independent variables). Thus, except transactional leadership behavior factors, the remains transformational, instructional, and laissez-faire leadership behaviors can account for the development of 63% of the leadership outcome variations in public universities in Ethiopia.

As shown in Table 4.17, the probability of the F statistic ($F = 225.98$, $P < 0.001$) for the multiple regression relationship between the transformational, instructional, and laissez-faire leadership behaviors (independent variables) and the development of academic leadership outcome (dependent variable), satisfy the level of significance at $\alpha = 0.05$.

Table 4-17. The F -test for the significance of stepwise regression for H2

	Model	Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	214.664	1	214.664	494.718	.000 ^b
	Residual	173.131	399	.434		
	Total	387.796	400			
2	Regression	239.929	2	119.964	322.897	.000 ^c
	Residual	147.867	398	.372		
	Total	387.796	400			
3	Regression	244.572	3	81.524	225.976	.000 ^d
	Residual	143.223	397	.361		
	Total	387.796	400			

a. Dependent Variable: Academic leadership development outcomes

b. Predictors: (Constant), Transformational

c. Predictors: (Constant), Transformational, & Instructional behaviors

d. Predictors: (Constant), Transformational, Instructional, & Laissez-faire behaviors

Consequently, the null hypothesis that says none of the leadership behaviors is useful to predict the development of academic leadership outcome ($R^2 = 0$) was rejected. There was a relationship between the best subset of independent variables (transformational, instructional, laissez-faire leadership behaviors) and the dependent variable (ALD outcomes as a function of academic leaders' extra efforts, effectiveness, and satisfaction). In this sense, the author found transactional leadership behavior was less important to predict the ALD outcome; whereas the

transformational, instructional, and laissez-faire leadership behaviors were found the best subset to improve the development of academic leadership outcome in public universities in Ethiopia.

Table 4-18. The *t*-test for stepwise regressions for H2

	Model	Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	.114	.114		1.000	.318
	Transformational	.901	.041	.744	22.242	.000
2	(Constant)	-.076	.108		-.705	.482
	Transformational	.713	.044	.589	16.266	.000
	Instructional behaviors	.293	.036	.299	8.246	.000
3	(Constant)	.160	.125		1.285	.200
	Transformational	.704	.043	.581	16.249	.000
	Instructional behaviors	.289	.035	.295	8.262	.000
	Laissez-faire	-.110	.031	-.110	-3.588	.000

a. Dependent Variable: Academic leadership development outcomes

Further, Table 4.18 represents the *t*-test results for the subsets of leadership behaviors that best predict to improve ALD outcomes. In the best subset model (model-3), the researcher employed the *t*-statistics to compute the stepwise multiple regression associations between the best subsets of leadership behaviors and ALD outcomes. As a result, the *t*-statistics for the independent variables of the transformational leadership behaviors ($t = 16.3$, $P < 0.001$), instructional leadership behaviors ($t = 8.3$, $P < 0.001$), and laissez-faire behaviors ($t = -3.6$, $P < 0.001$) at $\alpha = 0.05$ levels of significance were shown the significant associations with the academic leadership outcome. In this sense, the stepwise regression associations between each of the independent variables (IV) (transformational, instructional, and laissez-faire leadership behaviors) and the dependent variable (DV) (ALD outcome) found significant.

Therefore, the *t*-test failed to reject the null hypothesis that says none of the leadership behaviors (IV) is useful to predict the development of academic leadership outcome (DV) ($b = 0$) in public universities in Ethiopia. Accordingly, the author used the *t*-statistics to justify the relationship between each of the best subsets of the transformational, instructional, and laissez-

faire leadership behaviors and the ALD outcome. Conversely, the transactional leadership behavior was less important to contribute to the development of academic leadership outcome in the public universities in Ethiopia. In literature, however, the laissez-faire behavior is negatively associated with extra efforts, effectiveness, and satisfactions of the followers. In this regard, expanding the process of reducing laissez-faire behaviors can optimize the development of academic leadership outcome in Ethiopia's public university context.

As a result, the combination of the transformational, instructional, and laissez-faire leadership behaviors was justified useful to predict the development of academic leadership outcome in the present study. The author verified that the former combination of transformational, transactional, and laissez-faire leadership behaviors as full range leadership development is less important to predict the ALD outcome in public universities in Ethiopia. Further, the stepwise regression analysis revealed that the subsets of transformational, instructional, and laissez-faire leadership behaviors best explain the ALD outcome. In this sense, the combination of the transformational leadership, the instructional leadership, and the laissez-faire leadership behaviors attributes meaningfully to improve academic leadership outcome in Ethiopia's public university context.

Moreover, the author verified that the complemented concept of the transformational, instructional, and laissez-faire leadership behaviors (model-3) is important to prepare academic officers in academic leadership roles and processes in collectives with/within the public universities. In this model, the contribution of laissez-faire behavior to the ALD outcome was significant compared to the contribution of transactional leadership behaviors to the academic leadership outcome in public universities in Ethiopia. In the business organization, transactional leadership components such as contingent rewards and management by exception-active are

appropriate for: rewarding behaviors that meet performance goals, identifying errors in systems, and fixing them by taking actions enhances business performances (Sosik & Jung, 2010). In this regard, business organizations motivated their managers through contingent rewards and improve work performance through monitoring; whereas the transactional leadership behaviors was found less important for the development of academic leadership performance.

On the other hand, investigating the best subsets of the theoretical foundations that predict the ALD outcome is not enough to prepare the entire academic leaders in academic leadership roles and processes. Moreover, the best subsets of leadership behaviors alone are not enough to expand the development processes of leadership competencies within academic stakeholders in public university context. In this sense, glancing at the choice of the best subset of LDMFs in ALD is important as a means to expand the academic leadership knowledge, skills, and experiences in the public universities in Ethiopia. Besides, the methodological best subsets of the leadership development elements may help to ignite academic leaders' motivation and moral development towards institutional goal. Accordingly, the researcher analyzed the associations of the LDMFs that best explain the development of important academic leadership behaviors, next.

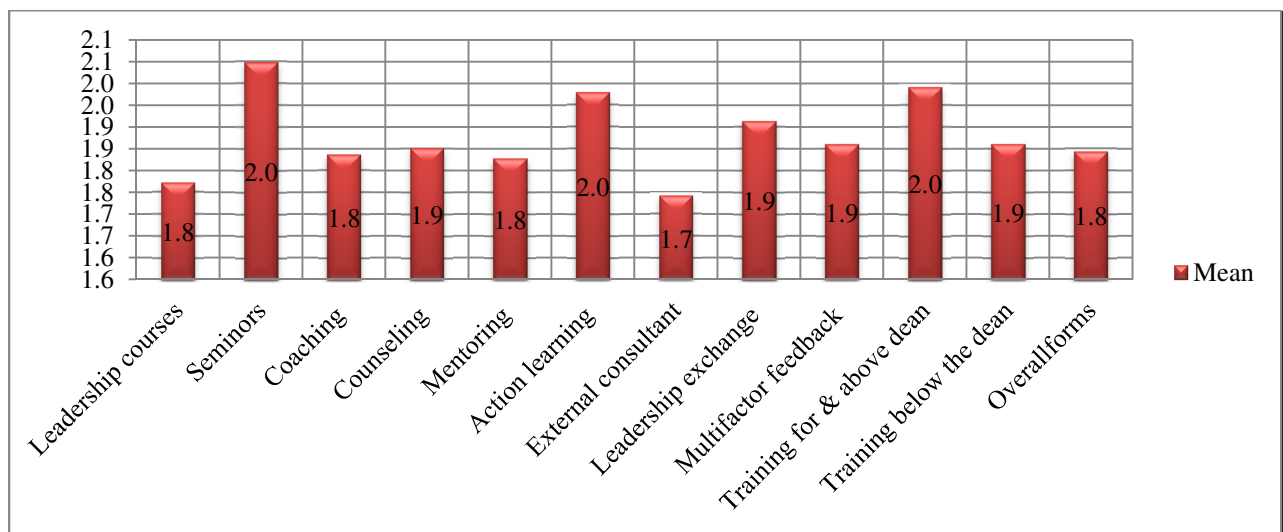
4.1.4 Associating Leadership development methodological forms to Leadership Behaviors

Recognizing the best subset of LDMFs that predict useful academic leadership behaviors help to prepare academic leaders in leadership roles and processes in the learning organization. To do so, the author employed following research question to administer the procedures of data collection and analysis in the study area.

3. What leadership development methodological forms predict useful academic leadership behaviors in public universities in Ethiopia?

All participants rated their own experiences on some of the leadership development elements using the self-developed leadership development form items produced from the frequently noticed forms in the literature. The author used the self-rated experiences to examine the LDMFs that predict the transformational, transactional, laissez-faire, and instructional leadership behaviors. As shown in Figure 4.2, among the eleven items three of them were rated to the value of 2 mean scores in the scale range from 0 – 4. The items are seminar, workshop, or meetings; action learning; and training for the position of dean and above the dean. The participants perceived the items have experienced on average to prepare academic leaders in academic leadership roles and processes in the sample public universities in Ethiopia.

Figure 4-2. Leadership development methodological practices



In addition, counseling, leadership challenge, multifactor feedback, and training for the lower level academic leaders have rated to the perceived values of 1.9 mean scores. These forms of the leadership development elements were utilized hardly ever; whereas each of the formal

leadership courses, coaching, and mentoring was rated to the value of 1.8 mean scores. In this category, the item of external consultant utility has rated least (1.7) among the 11 LDMFs of the items in the present study.

In this sense of participants' self-reflective rating, the practices of preparing academic leaders in leadership roles have experienced lower in the sample public universities. Further, the researcher motivated to recognize the association of the LDMFs and the development of academic leadership behavior factors in the sample public universities in Ethiopia. Thus, he designed the hypothesis three to address the mentioned LDMFs that improve the academic leadership behaviors in the present study context.

Hypothesis3. None of the leadership development methodological forms is useful to predict academic leadership behaviors in the model in public universities in Ethiopia.

Aiming to address the results, the author further dissected the hypothesis-3 into four sub-hypotheses. The sub-hypotheses, test analyses were used the SPSS-20 software to discover the subsets of development forms that best predict the development of academic leadership behaviors in the sample public universities in Ethiopia. To arrange the data for the analysis, the author computed the mean scores of the perceived transformational, transactional, laissez-faire, and instructional leadership behaviors for each of the subjects using Excel software. For this hypothesis test, the computed leadership behaviors used as dependent variables. Further, the author investigated the stepwise multiple regression associations between the LDMFs and the academic leadership behaviors using the SPSS-20 software in Ethiopia's public university context. The stepwise multiple regressions, association require computing the subjects-items ratio to check if the data can be analyzable, in which the minimum required value is five. There

were 11 items on LDMFs and 56 items of leadership behaviors along with 401 subjects. In this sense, the subjects-items ratio computed nearly six. Therefore, the stepwise regression, association analysis can be computed.

Hypothesis3.1. None of the leadership development methodological forms is useful to predict transformational leadership behaviors in the model in public universities in Ethiopia.

As shown in the second model in Table 4.19, the stepwise multiple regression association between the best subset of LDMFs (multifactor feedback and action learning) and the transformational leadership behaviors ($R = 0.4$) was found moderate.

Table 4-19. Summary of stepwise regression model summary for H3.1

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.355 ^a	.126	.124	.7522
2	.390 ^b	.152	.147	.7421

a. Predictors: (Constant), multifactor feedback

b. Predictors: (Constant), multifactor feedback, action learning

In this category, the stepwise multiple regressions labeled as the second model were the best subset to produce transformational academic leaders in the sample of public universities in Ethiopia. As shown in the table, the stepwise multiple regression associations have labeled two models in which the second model considered the best subset that predict the transformational leadership behaviors. In the table, the indicated associations revealed that the best subset of multifactor feedback and action learning was accounted for about 15.2% of the variations of transformational leadership behavior improvement compared to the remaining nine methodological practice variables.

Table 4.20 represents the probability of F -statistics to show the multiple regression relationships between the leadership development vital activities and the transformational leadership behaviors. In model-2, the probability of the F statistic $F(2, 388) = 34.71, P < 0.001$ for the regression relationship which includes the independent variables (multifactor feedback and action learning) is $P < 0.001$, less than the level of significance of 0.05.

Table 4-20. The F -test for the significance of stepwise regression for H3.1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.820	1	31.820	56.234	.000 ^b
	Residual	220.114	389	.566		
	Total	251.934	390			
2	Regression	38.239	2	19.119	34.714	.000 ^c
	Residual	213.695	388	.551		
	Total	251.934	390			

a. Dependent Variable: Transformational behaviors

b. Predictors: (Constant), multifactor feedback

c. Predictors: (Constant), multifactor feedback, action learning

In this regard, the researcher rejected the null hypothesis that says none of the leadership development methodological forms is useful to predict transformational leadership behaviors in the model ($R^2 = 0$). As shown in the table, the author observed the association of the subset of the two LDMFs (multifactor feedback and action learning) and the learned transformational leadership behaviors in public university context.

Table 4-21. The t -test for stepwise regression associations for H3.1

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.239	.071		31.560	.000
	Multifactor	.239	.032	.355	7.499	.000
2	(Constant)	2.115	.079		26.844	.000
	Multifactor	.165	.038	.245	4.313	.000
	Action learning	.133	.039	.194	3.414	.001

a. Dependent Variable: Transformational leadership behaviors

As shown in Table 4.21 in the model-2, significant difference between the best subset, for the independent variable of the multifactor feedback and for dependent variable of transformational leadership behavior, the probability of the t -statistics ($t = 4.3$) for the beta coefficient ($P < 0.001$) were obtained less than the level of significance at $\alpha = 0.05$. Similarly, the probability of the t -statistics for independent variable of action learning and dependent variable of transformation leadership ($t = 2.50$) for the beta coefficient ($P < 0.001$) was also found less than the level of significance at $\alpha = 0.05$. In this sense, for each of the elements of the subsets of the independent variables such as multifactor feedbacks and action learning, the test rejected the notion of the null hypothesis that there is no association between the leadership development vital activities and the development of transformational leadership behaviors.

Accordingly, among the 11 leadership development form items, the multifactor feedback and action learning were found out the best subset that predict transformational leadership behaviors in the study area. In this sense, the labeled subsets of the LDMFs can help to prepare faculty members and academic officers in transformational leadership behaviors in public universities in Ethiopia.

Hypothesis3.2. None of the leadership development methodological forms is useful to predict transactional leadership behaviors in the model in public universities in Ethiopia.

Table 4.22 presents the stepwise multiple regression associations between the independent variables and the dependent variable in the sample public universities in Ethiopia. In the table, the stepwise multiple regression associations between the subset of mentoring, training, and

formal leadership courses (independent variables) and the transactional leadership behaviors (dependent variable) ($R = 0.4$) was found nearly moderate.

Table 4-22. Stepwise regressions model summary for H3.2

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.288 ^a	.083	.080	.6478
2	.327 ^b	.107	.102	.6400
3	.345 ^c	.119	.112	.6364

a. Predictors: (Constant), mentoring,

b. Predictors: (Constant), mentoring, training

c. Predictors: (Constant), mentoring, training, leadership courses

In this regard, the proportion of the variation in favor of mentoring, training for lower academic officers, and formal leadership courses to improve the transactional leadership behaviors was accounted for about 11.2%. On the other hand, the remains nine leadership development elements investigated less important to prepare academics in the development of transactional leadership behaviors in Ethiopia's public university context. Table 4.23 represents the *F* statistics for the models that show the regression relationships between the best subset of independent variables (mentoring, training, and formal leadership courses) and the learned transactional leadership behaviors because of the attribution of the leadership development vital activities in the sample public universities.

Table 4-23. The *F*-test for the significance of stepwise regression for H3.2

Model		Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	14.712	1	14.712	35.062	.000 ^b
	Residual	163.222	389	.420		
	Total	177.934	390			
2	Regression	18.991	2	9.495	23.180	.000 ^c
	Residual	158.943	388	.410		
	Total	177.934	390			
3	Regression	21.221	3	7.074	17.468	.000 ^d
	Residual	156.713	387	.405		
	Total	177.934	390			

a. Dependent Variable: Transactional

b. Predictors: (Constant), mentoring

c. Predictors: (Constant), mentoring, training

d. Predictors: (Constant), mentoring, training, attaining leadership courses

As shown in the table, the author investigated the subset that includes mentoring, training for lower academic officers, and providing formal leadership courses, those best explain transactional leadership behaviors. The probability of the F statistic $F(3, 387) = 17.5, P < 0.001$ for the regression relationship which includes the three variables is $P < 0.001$, less than the level of significance of 0.05. In this regard, the researcher rejected the null hypothesis that say none of the leadership development methodological forms is useful to predict transactional leadership behaviors in the model ($R^2 = 0$).

Table 4-24. The t -test for stepwise regressions for H3.2

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.955	.060		32.538	.000
	Mentoring	.163	.027	.288	5.921	.000
2	(Constant)	1.848	.068		27.155	.000
	Mentoring	.115	.031	.203	3.716	.000
	Training, for lower officers	.104	.032	.177	3.232	.001
3	(Constant)	1.812	.069		26.153	.000
	Mentoring,	.088	.033	.156	2.704	.007
	Training, for lower officers	.087	.033	.149	2.676	.008
	Attaining leadership courses	.065	.027	.129	2.346	.019

a. Dependent Variable: Transactional leadership behaviors

As shown in Table 4.24, the stepwise regression labeled the best subset of independent variables (mentoring, attaining training at the program execution level, and attaining leadership courses) that predict the transactional leadership behaviors as the dependent variable in the model-3. In the model-3, as the best subset, for the independent variable of the mentoring, the probability of the t -statistic ($t = 2.7; P = 0.007$) was found less than the level of significance at $\alpha = 0.05$. In this model, the probability of the t -statistic for independent variables of providing training for lower level academic officers ($t = 2.68; P = 0.008$) and attaining leadership courses ($t = 2.35; P = 0.019$) were also found less than the level of significance at $\alpha = 0.05$.

So, for each of the subsets of the leadership development elements, the researcher rejected the notion of the null hypothesis that there is no association between the best subsets of the LDMFs and the act of transactional leadership behaviors as the dependent variable in this combination. In this category, among the 11 items of leadership, development methodological forms those of the self-rated items such as mentoring, the training on the academic program execution stage, and attaining the leadership courses were justified to be the best subset to predict transactional leadership behaviors. Thus, the author investigated that the labeled subsets (mode-3) were useful to prepare faculty members and academic officers in transactional leadership behaviors; whereas the remaining nine LDMFs were found less important to prepare academic leaders in transactional leadership behaviors in the study area.

Hypothesis3.3 None of the leadership development methodological forms is useful to predict laissez-faire behavior in the model in public universities in Ethiopia.

Table 4.25 represents the stepwise regression associations between the LDMFs and the laissez-faire behavior. In this stepwise regression, the best model that creates the significant association with laissez-faire behavior ($R = 0.124$) was the leadership exchange that is sharing experiences through observations or visits.

Table 4-25. Model summary of stepwise regression for H3.3

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.124 ^a	.015	.013	.9707
a. Predictors: (Constant), Leadership exchange				

In this sense, sharing experience can improve the laissez-faire behavior for about 1.5% variation. In contrast, the remaining LDMFs items did not show a significant importance to predict laissez-faire behavior in Ethiopian public university terrain.

Table 4-26. The F -test for the significance of stepwise regression for H3.3

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.693	1	5.693	6.042	.014 ^b
	Residual	366.502	389	.942		
	Total	372.194	390			

a. Dependent Variable: Laissez-faire behaviors

b. Predictors: (Constant), Leadership exchange

As shown in Table 4.26, the probability of the F statistic $F(1, 389) = 6.04$, $P = 0.014$ for the stepwise regression relationship between the leadership exchange and laissez-faire behavior at $\alpha = 0.05$, level of significance was found statistically significant. For this reason the author rejected the null hypothesis that says none of the leadership development methodological forms is useful to predict laissez-faire behavior in the model ($R^2 = 0$).

Moreover, as shown in Table 4.27, the t -statistics ($t = 2.5$, $P = 0.014$) at $\alpha = 0.05$ between the association of the independent variable (leadership exchange) and the dependent variable (laissez-faire) was found significant.

Table 4-27. The t -test for stepwise regressions for H3.3

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.646	.091		18.097	.000
	Leadership exchange	.098	.040	.124	2.458	.014

a. Dependent Variable: Laissez-faire behavior

In this sense, experience sharing can improve laissez-faire behavior in public university context. On the other hand, the leadership development vital activities have verified less important to adjust the adequate laissez-faire leadership behaviors in learning organizational context. This is because the laissez-faire behavior was found important to significantly explain the academic leadership outcome in the present study, hypothesis-2. Nevertheless, the stepwise regression, association between the laissez-faire leadership behaviors and the leadership outcome

factors verified negatively significant. The computed association indicates that laissez-faire behavior and leadership outcome factors are inversely proportional and has strong support in the literature (Avolio et al., 1999; Avolio et al., 2010; Bass, 1997, 1999). Therefore, reducing the laissez-faire behavior can be important to adjust contextually the academic leadership outcome; whereas the contextually adjusted level of laissez-faire behavior requires further investigation in Ethiopian public university context.

In this sense, expanding the processes of sharing experiences on how and when to reduce laissez-faire behaviors reasonably attribute to expand ALD processes in public university context. This mean, the leaders of the highly skilled academic personnel know their own tasks, duties, and responsibilities in the public university. In this regard, the presence of an immediate academic leader can occur occasionally to build their followers in academic leadership roles and processes in Ethiopia's public university context.

Hypothesis3.4. None of the leadership development methodological forms is useful to predict instructional leadership behaviors in the model in public universities in Ethiopia.

Table 4.28 represents the stepwise multiple regression relationships between the best subset of methodological leadership development forms and the learned instructional leadership behaviors in public university context. As shown in the table, the stepwise regression labeled model-4 as the best subset of independent variables (multifactor feedback, counseling, seminar, and action learning) that predict dependent variables (instructional leadership behaviors). In this category, the stepwise multiple regression, associations between the best subset of multifactor feedback, counseling, seminar, and action learning and the instructional leadership behaviors ($R = 0.63$) was found higher.

Table 4-28. Model summary of stepwise regression for H3.4

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.533 ^a	.284	.282	.8468
2	.605 ^b	.366	.363	.7978
3	.618 ^c	.382	.377	.7886
4	.625 ^d	.391	.385	.7840

a. Predictors: (Constant),

b. Predictors: (Constant), multifactor, counseling

c. Predictors: (Constant), multifactor, counseling, & seminar

d. Predictors: (Constant), multifactor feedback, counseling, seminar, & action learning

Additionally, the contribution of the subset of the multifactor feedback, counseling, seminars, and an action learning to predict the development of the instructional leadership behaviors was for about 39% variation; while the seven remaining LDMFs were found less important to prepare academic leaders in the instructional leadership roles in the study area.

Table 4-29. The *F*-test for the significance of stepwise regression for H3.4

	Model	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	110.529	1	110.529	154.132	.000 ^b
	Residual	278.954	389	.717		
	Total	389.483	390			
2	Regression	142.502	2	71.251	111.933	.000 ^c
	Residual	246.981	388	.637		
	Total	389.483	390			
3	Regression	148.807	3	49.602	79.759	.000 ^d
	Residual	240.676	387	.622		
	Total	389.483	390			
4	Regression	152.220	4	38.055	61.911	.000 ^e
	Residual	237.263	386	.615		
	Total	389.483	390			

a. Dependent Variable: Instructional leadership development/behaviors

b. Predictors: (Constant), multifactor feedback

c. Predictors: (Constant), multifactor feedback, counseling

d. Predictors: (Constant), multifactor feedback, counseling, & seminar

e. Predictors: (Constant), multifactor feedback, counseling, seminar, & action learning

Table 4.29 represents the *F* statistics that show the regression relationships between the best subsets of LDMFs and the learned instructional leadership behaviors because of the development activities. As shown in the table, the stepwise multiple regressions labeled four models in which the fourth model labeled as the best subset of the independent variables that predict the

dependent variable. In this test, the best subset that includes multifactor feedback, counseling, seminar, and action learning can significantly improve the instructional leadership behaviors, if not, to predict instructional leadership behaviors in the study area.

In the model-4, the probability of the F statistic $F(4, 386) = 61.911$, $P < 0.001$ for the regression relationship between the subset of multifactor feedback, counseling, seminars, and action learning and the instructional leadership behaviors was $P < 0.001$, less than or equal to the level of significance at $\alpha = 0.05$. In this regard, the researcher rejected the null hypothesis that says none of the LDMFs is useful to predict instructional leadership behaviors in the model ($R^2 = 0$). There are more than one subsets of LDMFs those best explain the instructional behaviors.

Table 4.30 represents the t -statistics, regression relationship between each of the best subsets of LDMFs and the instructional leadership behaviors have examined in the sample public universities in Ethiopia. The projected model-4 show that the associations between the subset of LDMFs and the instructional leadership behaviors in which the P -values for each of the subsets were found less than $\alpha = 0.05$. In this regard, the t -statistics computed for the multifactor feedback ($t = 5.9$, $P < 0.001$), counseling ($t = 2.9$, $P = 0.004$), seminar ($t = 2.8$, $P = 0.005$), and action learning ($t = 2.4$, $P = 0.019$) towards the instructional behaviors were statistically significant. In this category, among the eleven leadership development vital activities, which were found self-rated by the academic leaders, the four, namely multifactor feedbacks, counseling, seminar, and action learning was investigated, the best subset that predicts the development of instructional leadership behaviors. On the other hand, the remaining seven LDMFs were less important to predict the learned instructional leadership behaviors. Accordingly, the labeled best subset of the independent variables such as multifactor feedback,

counseling, seminar, and action learning were useful to prepare the academic leaders in instructional leadership roles in Ethiopia's public university context.

Table 4-30. The *t*-test for stepwise regressions for H3.4

Model		Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	1.536	.080		19.239	.000
	Multifactor feedback	.446	.036	.533	12.415	.000
2	(Constant)	1.318	.081		16.203	.000
	Multifactor feedback	.305	.039	.364	7.774	.000
	Counseling	.261	.037	.332	7.087	.000
3	(Constant)	1.214	.087		13.997	.000
	Multifactor feedback	.278	.040	.332	7.011	.000
	Counseling	.183	.044	.233	4.157	.000
	Seminar/workshop/meeting	.146	.046	.174	3.184	.002
4	(Constant)	1.162	.089		13.066	.000
	Multifactor feedback	.245	.042	.293	5.864	.000
	Counseling	.139	.048	.176	2.912	.004
	Seminar/workshop/meeting	.130	.046	.156	2.833	.005
	Action learning	.114	.049	.135	2.356	.019

a. Dependent Variable: Instructional leadership behaviors

To sum up, the stepwise multiple regression analysis investigated the best models that link the subset of LDMFs that predict the change towards important academic leadership behaviors in Ethiopia's public university context. In learning organizations, however, expanding ALD competencies cannot process without facing a potential challenge. Taking challenges as development force, the researcher investigated the sources of challenges that account for the development of academic leadership outcome in the present study.

4.1.5 Associating Developmental Challenge to Leadership outcome

4. What sources of challenges predict the development of academic leadership outcome in public universities in Ethiopia?

In literature, scholars defined the challenge as developmental force that creates conditions where the leader must grow in order to be effective (Carter et al., 2005). Besides, sources of challenge have classified under the lack of novelty, difficult goals, conflict of interest, and

adversity such as lack of equal privilege (McCauley et al., 2010). Moreover, Kouzes and Posner (2013) described the challenge as the opportunities to learn from experiences, initiate to take a risk towards innovative goal, look for new novelty, challenge the status quo, and ‘asks what can we learn’ question when things do not go as intended or expected. From the mentioned points of challenges, the researcher constructed seven core items that help the entire academic leaders’ participants to evaluate their own experiences towards challenges in the ALD expansion in their home universities. The described area of the potential sources of challenges in leadership development can help to recognize how challenge supports to improve the ALD outcomes in learning organization.

In this sense, the academic leadership preparation, knowledge and skills transfer can or cannot follow one dimension; rather multiple networks can affect the ALD practices through the potential of developmental challenges. Consequently, examining whether the public universities use the challenges as a potential input in its ALD practices was the purpose that addressed in this part of the study. As response, the author has computed the overall academic leaders’ self-perceived challenging experiences collected through the questionnaire as depicted in Table 4.31.

Table 4-31. Self-experienced challenges in academic leadership development

	N	Minimum	Maximum	Mean	Std. Deviation
Lack of novelty	401	0	4	2.4	1.1171
Stay up to date	401	0	4	2.4	1.1004
Challenge the status quo	400	0	4	2.5	1.1213
Look for innovative ways	400	0	4	2.7	1.068
Ask what we can learn questions	401	0	4	2.7	0.9927
Risk taking	401	0	4	2.5	1.0488
Traditional loom	399	0	4	2.6	1.0939
Overall challenges	401	0	4	2.6	0.8586
Valid N (list wise)	397				

The range of the mean scores in the items has stretched from the minimum (lack of novelty = 2.4) up to the maximum (looking for innovative ways & questioning for academic deviation from the norm = 2.7) as shown in the table. The author used the self-perceived challenges mean scores, results to investigate subsets of sources of challenges, those best explain the development of leadership outcome (extra effort, effectiveness, and satisfaction) mean scores results depicted in the table 4.13 in the present study. As well, the data collected through partially open-ended question used to triangulate the rating items results. Accordingly, the author analyzed the designed hypothesis to test the role of challenges in ALD in Ethiopia's public university context.

Hypothesis4. None of the sources of challenge in leadership development predicts change in academic leadership outcome in the model in Ethiopia's public universities.

Table 4.32 represents the best subsets of challenges in leadership development and ALD outcome. The stepwise multiple regression associations between the best subsets of challenges in leadership development and the ALD consequences ($R = 0.4$) was found nearly moderate. As well, the contribution of the subsets of the potential sources of challenges that best account for the development of academic leadership outcome was for about 13% variation.

Table 4-32. Summary of stepwise regression model for H4

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate
1	.328 ^a	.107	.105	.9323
2	.349 ^b	.122	.117	.9259
3	.362 ^c	.131	.124	.9223

a. Predictors: (Constant), challenge the status quo

b. Predictors: (Constant), challenge the status quo, stay up to date

c. Predictors: (Constant), challenges the status quo, stay up to date, & ask what we can learn question

This proportion of the variation is accounted better to its purpose compared to the proportion of the transactional leadership behaviors contribution (11%) to the same purpose, to improve ALD outcomes has verified in the hypothesis-2.

Table 4-33. The *F*-test for the significance of stepwise regression for H4

Model		Sum of Squares	Df	Mean Square	<i>F</i>	Sig.
1	Regression	41.303	1	41.303	47.517	.000 ^b
	Residual	343.342	395	.869		
	Total	384.645	396			
2	Regression	46.871	2	23.436	27.337	.000 ^c
	Residual	337.774	394	.857		
	Total	384.645	396			
3	Regression	50.371	3	16.790	19.740	.000 ^d
	Residual	334.274	393	.851		
	Total	384.645	396			

a. Dependent Variable: leadership development outcomes

b. Predictors: (Constant), challenge the status quo,

c. Predictors: (Constant), challenge the status quo, stay up to date,

d. Predictors: (Constant), challenge the status quo; stay up to date; asks, what we can learn question

Table 4.33 represents the *F*-distribution for the test of significance of the stepwise multiple regression associations between the potential sources of challenges in leadership development and the development of academic leadership outcome $F(3, 393) = 19.74$, $P < 0.001$ was found significant at $\alpha = 0.05$ level of significance. In this regard, the researcher rejected the null hypothesis that utters none of the self-perceived experience of challenges in leadership development predict change in leadership outcome in the model ($R^2 = 0$) in Ethiopia's public universities. At least there are more than two sources of challenge in ALD, which best explain the variation of leadership outcome in public university context.

Further, the author employed the *t*-test to examine the statistically significant associations between each of the best subsets of potential challenge elements and ALD outcomes as shown in Table 4.34. As results, the *t*-statistics for the association between challenging the status quo and its consequences ($t = 3.58$, $P < 0.001$), between staying up to date and its consequences ($t = 2.1$, $P = 0.037$), and between asking what can we learn questions and its consequences ($t = 2.03$, $P = 0.043$) were found statistically significant at $\alpha = 0.05$. Therefore, the potential sources of challenges can improve the academic leaders' extra efforts, effectiveness, and satisfaction. In this

notion, the mentioned sources of challenges can attribute the variation of 13% improvement in the development of leadership outcome in public universities in Ethiopia.

Table 4-34. The *t*-tests for the significance of associations for H4

Model		Unstandardized Coefficients		Standardized Coefficients	<i>T</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	1.804	.116		15.488	.000
	Challenge the status quo	.290	.042	.328	6.893	.000
2	(Constant)	1.657	.129		12.812	.000
	Challenge the status quo	.231	.048	.261	4.835	.000
	Stay up to date	.123	.048	.138	2.549	.011
3	(Constant)	1.512	.147		10.270	.000
	Challenge the status quo	.187	.052	.211	3.580	.000
	Stay up to date	.103	.049	.115	2.097	.037
	Asks, what we can learn question	.114	.056	.115	2.029	.043

a. Dependent Variable: ALD outcome

In the quantitative inquiry, the status of ALD practices, the model of leadership behaviors that best predict leadership outcome, the LDMFs that predict the development of leadership behaviors and the sources of challenges in ALD that best explain the leadership outcome have been revealed. On the other hand, the quality of leadership development processes has been determined by the quality of the recruitment, selection, and development phases of the faculty members in general and academic officers in particular. In this sense, the qualitative inquiry may help either to complement or to triangulate the quantitative inquiry. Thus, the researcher explored policy, practices, and challenges as presented, next.

4.2 Qualitative Analysis

In the qualitative analysis, the author examined the ALD legitimate standards, the state of the art of ALD practices, and the challenge that insight the advancement of academic leadership in Ethiopia's public university context. To do so, the characteristics of participants along with the

relevant other data sources represent next, to inform readers the appropriateness of the qualitative data sources towards ALD policy, practices, and challenges in the present study area context.

4.2.1 Characteristics of Participants in Qualitative Inquiry

In the qualitative part of the present study, Table 4.35 represents characteristics of the interview participants. The senior academic officers from the dean up to the president actively participated to provide relevant information about the preparation of academic leadership, regulations, practices, and challenges with respect to their own academic leadership progress.

Table 4-35. Characteristics of interview participants

No	Code of participants	Sex	Academic rank	Location	Time utilized	Managerial Experiences in years		Date of interviews
						Current position	Total	
1	MLI-1	F	MA	HaU	62.1min	2	2	11/8/2017
2	MLI-2	F	MSc	AMU	24.5min	2	4	26/7/2017
3	MLI-3	M	PHD	AASTU	44.1min	2	13	8/7/2017
4	MLI-4	M	MA	DBU	29.1min	2	2	5/6/2017
5	MLI-5	F	PHD	AASTU	60min	2	20	8/7/2017
6	MLI-6	M	PHD	HaU	41.2min	2	15	9/8/2017
7	MLI-7	M	MA	AASTU	35.2min	2	4	3/10/ 2017
8	MLI-8	M	PH.D	ASTU	58.5min	4	20	03/01/2018
9	MLI-9	M	PHD	AMU	25 min	4	12	26/7/2017
10	MLI-10	F	MA	AMU	38.4min	3	24	26/7/2017
	MLI, Average				41.8min	2.5	11.6	
11	TLI-11	M	MA	DBU	31.2min	10	25	5/6/2017
12	TLI-12	M	PHD	AMU	38 min	4	17	23/7/2017
13	TLI-13	M	PHD	ASTU	61.5min	2	10	2/8/2017
14	TLI-14	M	PHD	AMU	44.2min	3	14	23/7/2017
15	TLI-15	F	MA	AMU	44.5min	3	9	22/7/2017
16	TLI-16	M	PHD	HaU	65.4min	13	20	14/8/2017
17	TLI-17	M	PHD	HaU	45.2min	8	31	10/8/2017
18	TLI-18	M	PHD	ASTU	76 min	1	16	12/7/2017
	TLI, Average				50.6min	5.5	16.5	

Hint: TLI = Top Leader Interviewee; MLI = Middle Leader Interviewee;

Accordingly, the researcher selected one program chairperson, five deans, three directors, one managing director, one scientific director, six vice presidents, and one president who have

current the academic officer positions using purposive and snowball sampling techniques to be the interview participants. In the interview participants, one academic director currently works as a member of the country's parliament and know the HE proclamation No 650/2009, preparation processes. He spoke about how the HE legislative policy formulated, enacted, and implemented based on his experiences. There were also three vice presidents and one president who participated during the formulation process as well as the implementation practices of the Ethiopian HE proclamation No 650/2009 in their public universities. The remaining participants partially participated in the overall legislative policy formulation process and implementation practices; but all of the participants have adequate experiences to reflect on the recruiting, selecting, developing, and retaining phases of ALD practices in the university context.

In general, the majority of the interviewees participated during the preparation and implementation practices of the HE proclamations, senate legislations, directives, or guidelines produced in the federal along with the university levels. In this respect, of the interview participants the qualitative data has been gathered, organized, and analyzed to achieve the central objective in the qualitative part of the present study. Aiming to manage the interviews' data, the associate deans, deans, directors, and managing directors were categorized under the middle academic leaders; whereas the scientific director, vice presidents, and the president was categorized under the top academic leaders.

For this study, the middle and top academic leaders have given a common team name, the senior academic officers for this study. All of the interviewees participated voluntarily. Except one interviewee, the remains participants agreed to the audio record in line with the American psychological association (APA) sixth editions' articulation of the ethical and legal standards.

With respect to the APA, six edition ethical, legal standards 5 (27.8%) females and 13 (72.2%) males' senior academic officers participated to provide relevant qualitative information based on their own leadership preparation stories, experiences, and tacit knowledge on the Ethiopian public university context. In this regard, the proportions of the top academic leaders (44.4%) and the middle academic leaders (55.6%) who participated in the interviews found important to address the academic leadership preparation in public universities in Ethiopia. As shown in the table, the maximum time duration with the interviewee was 1 hour and 16 minutes; whereas the minimum time duration with the interviewee was 24.5 minutes. The range of interview time duration widens because of the academic officers' experience gap that enable them to provide relevant information in the study area. As a result, the average interview time per individual was nearly 46 minutes in which the total was 13 hours and 44 minutes. As well, the proportions of interview participants' academic statuses were 61.1% (Ph.D) and 38.9% (MA/MSc.).

In addition, there were also expatriate professors of Indian who provided relevant information about their own recruitment, selection, and development stories as well as the trends usually used in the repatriation conditions in Ethiopia. Despite their disagreement with the formally interviewed, the information they provided in oral discourse seem important to understand better on how the expatriation processes have managed in public universities in Ethiopia. Moreover, the depicted characteristics of the interview participants can inform about the credibility and appropriateness of the qualitative data in the present study. Furthermore, the participants' reflective information about how they have been recruited, selected, developed, and retained to better understand the ongoing ALD practices with respect to the Ethiopia's public university context. In this regard, the author designed the central research question to guide the qualitative data analysis procedure in the present study.

5 To what extent do the legislative policy standards of leadership development phases support ongoing ALD practices in Ethiopian's public universities?

The focus of the qualitative inquiry was to investigate if the legislative policy standard criteria support to expand processes in Ethiopia's public university context. To conduct such types of policy research, Fowler (2000) proposed to understand first how the policy processes have administered in the research area context. In this regard, the overall interviewees' reflections about how the ongoing Ethiopian HE legislative policy has been formulated and enacted as well as implemented. Accordingly, the ongoing HE legislative policy (HE proclamation No 650/2009) was conceived by the MoE with the help of individual experts, may be in the interest of the policy makers. In this regard, one of the interviewees named the ongoing policy to be "tailor made" policy preparation. According to the interview participants' narrative descriptions, the ongoing legislative policy has got the name "tailor made" from its designer (TLI-16). As he witnessed, the policy designer has spoken "I am a tailor and I made the policy to the interest of my client." In a similar way, participants reflected as the experts who took the assignment have developed the ongoing HE proclamation. In this fact, the ongoing HE proclamation No 650/2009 has interpreted to be tailor made policy.

After the legislative policy has designed; however, the CEOs team members have had the participation to discuss on the policy draft with the coordination of the MoE in Ethiopia. Further, the legislative policy has enacted by the FDRE and implemented by the public universities with less stakeholders' participation. On the other hand, the enacted HE legislative policy has also designed as a strategy to implement the BPR change management techniques in public universities in Ethiopia. With this wisdom, the legislative policy has scrutinized in the study

area. In this concern, scholars modeled that assessment being the first step of leadership development in the organization (Carter et al., 2005). This is because assessment can help to recognize the extents of leadership development gap in the specific sector development. As well, the assessment can help to understand the context where collectives have processed the leadership development expansion.

Taking the quantitatively examined results to be the consequences of the leadership development expansion processes, the author explored the recruitment, selection, development, and retention processes of academic leaders to understand the ongoing quality of ALD practices in Ethiopia's public university context. Besides, implementing the legislative policy standards of leadership development into practices usually experiences several challenges. In addition, the author thoroughly examined the contribution of challenge in the ALD with respect to the policy context. Finally, the researcher analyzed the qualitatively gathered text data under the categories of the standard ALD policy, its implementation practices, and challenging experiences in Ethiopia's public university context.

4.2.2 Leadership Development Policy in Ethiopia's Public Universities

5.1 What legislative policy options are in place pertaining to standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of ALD in public universities in Ethiopia?

As described in the literature section, setting institutional goals requires the understanding of institutional mission. The act towards institutional missions also requires the understanding of policy dimensions to create the alignment between the mission of higher education sub-sector

and the development goal of the country. The alignment of the higher education mission with the country's development goal requires a well-prepared leadership development knowledge, skills, and experiences. In this regard, the researcher gathered, organized, and examined the text data to understand if the ongoing legislative policy standard criteria endorsed to recruit, select, develop, and retain academic leaders support ongoing academic leadership development practices in Ethiopian public university context.

4.2.2.1 Recruitment and Selection Legal Standards

The recruitment, selection, and appointment of academic officers require a clearly defined academic management job descriptions and job specifications with respect to the managerial leadership hierarchical levels in the study area. In this regard, academic employment policy dimensions are useful to examine how executives used the standard criteria to recruit and select the candidate academic leaders in the study area. In addition, the researcher used the interview data to examine the policy formulation, ratification, and implementation procedures in public universities in Ethiopia. In this acumen, the researcher used legal documents, government reports, and the interview data to examine the recruiting, selecting, and appointing phenomena for the position of academic leaders, from the faculty members up to the CEOs in Ethiopia's public university context.

In the Ethiopian higher education proclamation No 650/2009, in article 44 sub-article 1 (c & d), the mandate of appointing the CEO has granted to the education minister through the recommendation of the administrative board of the university. On the other hand, the mandate of appointing the vice presidents and other academic officers have granted to the administrative board through the recommendation of the president based on merit competition (FDRE, 2009).

The mandates for remaining academic positions have granted to the university CEOs team members. In this category, the recruitment and selection criteria as the implication of the policy dimensions weren't clearly articulated in the proclamation No 650/2009; however, article 52 (1-8) articulated about the appointment and performance evaluation of the president and vice president (FDRE, 2009). As well, explicitly defined academic employment policy has not yet identified in the study area. In the proclamation No 650/2009 article 52, however, the criteria to appoint the executive officers in sub-article 4 was found too subjective to nominate either the president who directly appointed by the education minister; as well, the vice presidents in which their appointments has been declared to be merit-based also processed using the noticed criteria.

As evidence, the HE proclamation No 650/2009, article 52 (4) articulated the standard criteria to recruit and select the CEOs team members to be commendable academic leadership and managerial ability. Likewise, the candidates towards the positions of the CEOs team members should have the noticeable commitment to the institutional change and development as well as to the Constitution and government policies (FDRE, 2009). The policy makers have articulated the statement to guide the recruiting and selecting processes of the candidate CEOs' team members in the PHEIs in Ethiopia. Then again, some of the issues such as individual commitment to the constitution and government policies were too difficult to measure accurately for the purpose of merit competition in learning institutions.

In this concern of the legitimate evaluation criteria, author asked participants if they came to the position through the stated criteria; how did their leadership competencies measure effectively to differentiate the applicant candidates; and to what extent the notion support to identify the best nominees for the position of the CEO and subordinate CEOs in public

universities in Ethiopia. In this regard, the reflections of the participant interviewees were differing; but they commonly agreed on the complexity of the sub-article and the subjectivity of the measured results. As some of the interviewees witnessed, the notion of this sub-article also used as criteria to select the middle and the lower academic officers from the applicant for the specified academic officers' job positions. Conversely, there were interviewees who commented on the notion of article 52 (4) as selection criteria to appoint senior academic officers at any hierarchical level (TLI-13; TLI-16). For these participants, the criteria led the appointment process to the more of subjectivity biases and the article 52 (4) intentionally incorporated to select faculty members who were loyal and the favorite of the university board members, or else governance system. In the article 52 (4) articulation, the leadership and management ability of the candidate can examine in terms of the applicant's candidate knowledge, skills, and experiences for the specified job position of academic officer.

As well, the applicants' commitment to subsume their belief and interest in the collective belief and interest towards attaining the institutional goal may provide options to examine ideally the development status of commitment. On the other hand, the applicant's commitment towards the constitution and government policy has measured, but it lets to bias. This is because every civil servant should respect the country's law that has formulated based on the country's constitution and policy dimensions. In this regard, the HE proclamation No 650/2009, article 52 (4) was found unclear to be used as the legislative selection criteria to appoint the CEO and subordinate CEO in public universities in Ethiopia. Besides, the responsibilities of the CEO have articulated in article 53; whereas the responsibilities of the subordinate CEOs and other academic officers were not clearly implicated in the current legal document, the HE proclamation No 650/2009 of Ethiopia.

Long ago, charter No 284/1961, has been ratified by the policy makers to establish the HSIU in Ethiopia. The charter has had the procedure to recruit and select the senior academic officers. Besides, the charter restricted the power and authority of the senior academic officers, including the authority of the board and the vice presidents. This charter includes clear objectives; but followed the traditional prescribed approach individual leader development. Nevertheless, the roles of the vice-presidents of the universities were better indicated in the charter No 284/1961, article 23 (b) (MOP, 1961) compared to even in the existing HE proclamation No 650/2009, article 54 (1) (FDRE, 2009). As evidence, the charter No 284/1961 article 23 (b) had been declared as follow

a) There shall be two vice-presidents of the university who shall be appointed by Us upon their nomination by the president and approval of the board. (b) One vice-president shall be responsible for academic affairs and the other vice-president shall be responsible for business and development (MoP, 1961, p. 37).

According to the pioneer charter during the establishment of public universities in Ethiopia, subordinate CEOs had appointed by the Emperor to execute a clear responsibility. In this respect, then that time vice presidents have had functional authority least to lead the academic affairs and the business and development as articulated in the charter No 284/1961 in article 23 (b) endorsed to establish the HSIU (now AAU) (MoP, 1961). This means, the oldest higher education, legislative policy dimension clearly indicated the functional role of the two vice-presidents. After 50 years, however, the improved HE proclamation No 650/2009 in article 54 (1) the responsibility of the subordinate CEOs has been articulated as follows;

The vice-president of a public institution, without prejudice to those responsibilities given to him under the establishing law of the institution, shall have the responsibilities to a) advise, assist and support the president in the exercise of his responsibilities; b) exercise the responsibilities the president may entrust to him (FDRE, 2009, p. 5018).

In this regard, the policy makers articulated in which the primary responsibilities of the vice-presidents to be the adviser, assistant, and supporter of the president. As well, the vice-presidents have appointed to exercise the responsibilities of the president may be through delegation. On the contrary, the interviewees verified that the vice-president positions require functional authority and special knowledge, skills, and experiences in line with their functional leadership roles. For instance, the administrative vice-president should have the knowledge, skills, and experiences to manage resources (human, financial, physical) and should challenge the CEO when resources consumed unwisely. In this sense, vice-presidents should be empowered least to do things right.

As shown, the article 54 (1) has been articulated to inform the role of vice presidents to be assisting, advising, and supporting the president; as well, exercising the responsibilities provided by the president. In this sense, the policy makers missed to indicate the legitimate functional role of the vice-presidents that help them to challenge unfair academic leadership preparation in Ethiopian public university terrain. Accordingly, the authority, responsibility, and the accountability measures cannot use for triangulation purpose. This might be the reason in which majority of the interview participants frequently spoke about the role mix confusions within the CEO team members in the study area. In this regard, in distributing power and in describing the

role of vice-presidents, the former charter No 284/1961 seem better compared to the existing HE proclamation No 650/2009 in the history of Ethiopia's public universities.

Moreover, law as of the emperor regime also guided the recruiting, selecting, and appointing processes of the Ethiopian public university administrative board members. Despite other criteria to recruit and select five board members, the charter No 284/1961 article 4 (b) articulated to appoint three administrative board members from each one of the ministries of education, agriculture, and public health as well as members have right to select a chairperson (MoP, 1961). On the other hand, the current HE proclamation No 650/2009 article 45 (1, 5) has been articulated to diminish gender disparity as well as to attract academically competent board members on top of the national or the local governing bodies. As well, the board chairpersons have appointed by education minister for all the current PHEIs in Ethiopia (FDRE, 2009).

In this sense, the intention of the administrative board team formation in the emperor regime had given the priority to produce graduates in the area of education, agriculture, and health that had demanded at that time. Conversely, the priority of the ongoing regime seems to focus on minimizing the gender disparity at the executive level. Nevertheless, the ongoing legislative HE policy dimensions provide options in which the institutions can further produce their own guideline to select the vice president in the article 52 (5) (FDRE, 2009). As a result, the guidelines prepared to recruit and select academic officers for the position of vice president, academic director, dean, coordinator of programs, program coordinator, and heads were found in the sample public universities as well as in the MoE in Ethiopia (HaU, 2013; MoE, 2017).

The selection guidelines seem formulated to use for merit competition. In this regard, some of the interviewees interpreted the ongoing the academic officers' recruitment, selection, and

appointment processes to the value of merit competition (TLI-1; TLI-3). In contrast, there were also interviewees who have had uncertainty on the practicality of the merit competition, particularly at the initial stage of managerial leadership development from head up to the CEOs team members (TLI-18; MLI-5; MLI-7; MLI-10). They interpreted the academic manager's appointment processes as the results of the political appointment towards the ethnic category of the local communities. In this regard, the consequence may satisfy few faculty groups who grew up in that local community and who have the advantage of joining the academic managerial positions. On the other hand, the majority of the faculty members who have not from the favored ethnic group were engaged in the academic jobs such as teaching, research, and advisory roles. This can be the reason in which the Ethiopian MoE (2017) produced the document entitled "Directive on the selection and appointment of leaders and managers in higher education institutions in Ethiopia" (MoE, 2017). During the qualitative data gathering process, few interview participants at the vice president position have had information on the contents of this document; whereas the document has not been identified during the data gathering processes in the sample public universities.

Nevertheless, the researcher has already emphasized majority of the issues noticed in these five objectives of the directives as problems in the proposal stage of the present study before the document introduced as an agenda. As well, the issues noticed in these objectives frequently vibrated in the interviews information as issues that frequently impede the expansion processes of ALD in public universities in Ethiopia. The observed objectives may help to understand the focus where the document guides to improve the quality of recruitment, selection, and appointment processes of the candidate senior academic officers. On the other hand, the document did not specify the separate role of the recruiting and selecting processes. Moreover,

the document has not addressed about how the ALD competencies expanded, as well as, how the academic leaders have retained within public universities in Ethiopia. Furthermore, the document sets tactics (establishing search and selection committees) to recruit and select the potential candidate of academic officers.

In contrast, the core academic concern, such as setting direction, creating alignment between academic work and performance, and gaining stakeholder commitment towards institutional goal were the less noticed frame in the document. Moreover, the initiation of the objectives seems to recruit and select the individuals who can be the CEOs team members through merit competition. In the document, however, the CEO appointment procedure has articulated in article 6.3 (2) in which the authority to appoint one CEO among the three top scorers has granted to the education minister (MoE, 2017). Such regulation shows that merit competition could not employ fully to select the highly skilled candidate for the CEO position in public universities in Ethiopia. This is because when the education minister of Ethiopia utilize his legitimate authority to appoint any one among the top three candidates in the shortlisted, the process may reduce bias; but may not be free from personal bias. Moreover, if the trend of choosing one among the three top scorers expanded from the minister up to the first line with academic officers, the system could interpret as if surrounded with the traditional academic management system.

In addition, the reflection of academic officers' narrated stories, opinions, and beliefs in the interview information were multidimensional contextual issues. The identified multidimensional issues seem policy issues that further demand for standardizing the leadership development policy towards the mission of Ethiopia's public universities. According to the reflection of the interview data, the majority of the faculty members who did not grow up in the region or who

did not grow up within the ethnic group in which the public universities were located in, have found less trusted to apply for the senior academic officer positions. This group of the faculty members found out less reactive when mistakes observed or when resources utilized unlawfully at any academic managerial hierarchy. In this tolerant, the academic governance landscape can be a threat to some of the faculty members. On the other hand, there were also interviewees who verified the implementation of merit approach during the recruiting and selecting process of the candidate academic managers in the middle and the lower hierarchical positions. In this regard, the interview data verified that some of the sample public universities, as well as, the FDRE-MoE, have the specific guidelines to be used for selecting and appointing the lower and the middle academic managers (AMU, 20017; HaU, 2013; MoE, 2017).

For instance, HaU set five broad criteria to be an evaluation form to select the applicant candidate for all hierarchical managerial positions including for the vice president positions. In HaU, any one of the faculty members has right to compete for the position of the head or program coordinator. In similar ways, competing for the position of dean, director, or programs' coordinator at least the applicant should have the best experience at the position of the head or program coordinator. Likewise, any candidate to compete for the vice president position at least the applicant should have the best experiences at the middle-level academic management, functional positions such as dean, academic director, or coordinator of the university programs.

Likewise, the applicant for the vice president position must have a minimum of five years' service in the university, the Ph.D degree in any field, and willingness to implement the country's legal document as that of the civil servant (HaU, 2013). In this respect, the vice president, and who has the delegation to the president position in one of the sample universities

reflected his views towards the motives, to produce a new guideline was taken to be a lesson for similar causes. The professor reflected about how the university guideline constituted to be the legislative, institutional criteria to select an academic officer for the position of the vice presidents up to the position of the program heads. According to this interview participant,

In the past, the work-related disputes have experienced around the top academic management team members. As a solution, MoE appointed the CEO out of the academic staff. The appointed CEO was genuine; but faculty members less cooperated and trusted him. In this sense, he may lack the staff commitment; because the academic work performance found out weak compared to its back history. This was the reason that the senior academic officers initiated to produce a new guideline that helps the institution to select the applicant candidate from the academic leaders who grew up within the academic community. In this line, the academic managerial positions from the head up to the subordinate CEOs appointed and will be appointing in the university (TLI-17).

The noticed story has strong support from the others' interview participants in the same university (MLI-6; TLI-16). The senior academic officers' concern can be a lesson for Ethiopia's public universities. This is because the dedicated leaders can learn that the existence of a problem creates a means towards its solution. In this regard, challenging the unwanted trends and system of the academic management can lead to the potential academic leadership preparation in public university context. Accordingly, the narrative description story observed in HaU can be a lesson for the others Ethiopia's public universities. This means the reflected story can signal the trust of faculty members on the selection of the CEO to be from the senior academic officers who have the adequate competencies in academic leadership in the university context.

According to another interview participant at the academic vice president position, the senior academic officers have two roles, leading the academic structure and leading the government political system in the current context of PHEIs in Ethiopia (TLI-13). In this sense, the expansion of the ALD may not be free from the political pressure. This may be the reason in which majority of the interview participants suggested the ALD to be free from political interference. The participants commonly agreed that the external political interference in the learning atmosphere seriously damaged the academic freedom and institutional autonomy. In this regard, the political decision may affect the expansion to produce learning direction, to create alignment between the academic competency and academic work, and to gain the willingness of faculty members in the PHEIs context.

Consequently, the way and the conditions that push the HaU academic officers to produce selection guideline have the remarkable lesson to the other public universities in Ethiopia. Moreover, the guideline sets the criteria to evaluate any one of the applicants in which the purpose is to select the appropriate candidate for the academic managerial leadership position. In the guideline of the HaU, the content of the criteria and the assigned value have described leadership competence (30%); communication and leadership skills (20%); disciplinary causes, the motivation to serve honestly and work ethically (10%); experience in management (two years, 5%; three-five years, 7%; above five years, 10%); and performance evaluation (management, teaching, research, and other relevant duties) (30%).

The evaluator's functional role seems vary based on the managerial vacant position; however, colleagues, immediate manager, the assumed immediate manager, and those who assumed the direct academic work relation were involved in the evaluation process. For vice-

president position, Senate members vote openly; whereas for the dean position, heads were involved to evaluate through the contents of the guideline. In addition, the applicant candidates have also presented their motivation for the vacant academic managerial position. In such type of the evaluation process, the top three applicant candidates reported to the respected CEOs team members as the short list of the selection processes. To end, the president has the right to choose one applicant among the top three applicants for middle and lower management positions. Finally, the administrative board has a right to choose one among the top three applicants for the vice president position. Such shreds of evidence may question the phenomena, whether the system really guided through the merit approach selection process to appoint the competent academic officers in the sample PHEIs in Ethiopia.

In AMU, the observed data shows that guideline used for selecting and appointing the lower and middle academic managers partially addresses the values of leadership competencies. The criteria and the maximum values noticed in the document usually uses in the other public universities in Ethiopia. Nonetheless, the value range proportion that has given to the academic rank (maximum 5% for professor, 4% for associate professor, 3% for assistant professor, and 2% for the lecturer) frequently commented on its gap even with the MoE (2017) guideline in which the range within the consecutive educational qualifications has noticed to be 5%. Moreover, the AMU's guideline has been failed to address the managerial aspects of the academic leadership characteristics in which its role to be the criteria to recruit and select the candidate academic officers for the positions of the middle and lower academic officers.

Anyhow, like HaU, the AMU president may also employ his right to choose the one among the short list of the top three applicants. In this sense, the merit agenda has failed to reach the

final goal of the merit competition as similar as that of the HaU and MoE (2017) practices. In spite of the merit controversial notifications, can the mentioned performance criteria help to effectively prepare the applicants to help them lead the academic institutions was the frequently asked questions in the present study. Next, the academic leaders' development and retention standards have analyzed in Ethiopia's public university context.

4.2.2.2 Leadership Development and Retention Strategy

An explicitly defined leadership development as well as retention policy standard has not yet been identified in Ethiopia's public university context. Nevertheless, there were and there are strategies in the legislative policy dimensions (FDRE, 2009) and training program (GIZ, 2017), which provide opportunities to the scientific and self-development activities. In addition, the humanistic approaches of leadership development such as empowering and power distribution through decentralization to create the necessary condition to expand, enrich, and improve the relevance, quality, accessibility and equity of education and training have been endorsed in the country's education policy sub-article 3.8.2 published in 1994 (FDRE, 1994). The sub-article 3.8.2 is important to expand leadership competencies legitimately that further hoist up the ALD towards policy values. Moreover, the country's academic management policy dimensions have also articulated to enhance gender participation and academic community involvement in its education and training policy sub-article 3.8.3 and sub-article 3.8.4 respectively (FDRE, 1994).

In sum, the education organization and management policy dimension have endorsed in 1994 in article 3.8 to guide the overall education organization management including higher education management and to posit up the expansion of managerial leadership development processes formally. Based on the notion of the education and training policy of FDRE (1994) and in accordance with article 55(1) of the constitution of the FDRE (1995), the Ethiopian HE

proclamations No 351/2003 and No 650/2009 have articulated legitimate criteria that guide the humanistic approach academic leadership preparation because of distributing power, academic freedom, and institutional autonomy. In distributing power, both of the proclamations seem the same and challenging. This is because the legitimate power to lead the public HEIs have granted to the board and the president. On the other hand, the vice presidents who have functional roles have been appointed fundamentally to consult, assist, support as delegate, and exercise the task given by the president or board in the proclamations No 351/2003, article 41 and No 650/2009, article 54 (FDRE, 2003, 2009). In accordance with the proclamations, the country has been also endorsed nearly the same regulatory charters to launch its PHEIs except the Ethiopian Civil Service Collage.

In the same year, the council ministers of Ethiopia have been endorsed regulations to re-establish PHEIs such as Adama, Arba Minch, and Haramaya Universities as well as the Ethiopian civil service collage in 2006 in accordance with proclamations No 471/2005, article 5 and No 351/2003 in the same country, Ethiopia. Unlike the regulations to re-establish the Adama, Arba Minch, and Haramaya universities (No 124/2006; No 111/2004; No 120/2006 respectively), the council ministers' regulation No 121/2006 to establish the Ethiopian civil service collage better grant authorities to the vice presidents than the regulations to establish the noticed public universities in the same country. In the Ethiopian civil service collage, regulation No 121/2006, article 12 clearly articulated the leadership roles of the vice presidents, which help them to lead their functional managerial roles. On the other hand, the core leadership roles of the vice presidents have not found out either in the country's proclamations or in the council minister regulations in public universities in Ethiopia. In this sense, civil service collage seems the prioritized institution than the public universities in Ethiopian current context. Thus, utility of

legitimate shared power in the senior academic governance differ in the nature of public learning institutions in Ethiopia. In this regard, the empowerment approaches of ALD vested to the civil service college; whereas the public universities have not granted the same legitimate empowerment for its subordinate CEOs.

Nevertheless, the HE proclamation No 650/2009 as the legislative policy dimensions have the ratified academic freedom (article 16) and institutional autonomy (article 17) in which the expectation is to retain the academic leaders within the country. Besides, academic employment, tenure and extension of retirement age (article 33) has been also articulated for the academic staffs (academic leaders) who have the academic positions of lecture and above in Ethiopian public universities (FDRE, 2009). In addition, Ethiopian public universities usually used written and unwritten directives to launch induction programs and short term pedagogical training for the newly hired faculty members. In addition, a year pedagogical training program in its other name the higher education diploma program (HDP) have also given for both the old faculty members whom to be in need of it and for the newly appointed faculty members. In addition, the ongoing HE legislative policy dimensions article 31 (1) provide options of professional development as the right of academic staffs.

Despite other limitations, the GIZ has been set program to build the management and leadership capacities of academic leaders in Ethiopian public universities (GIZ, 2017). The GIZ (2017) program supports to train senior and middle academic officers in some aspects of managerial leadership within and out of the country. The GIZ program coordinator informed as if the program was the first management and leadership capacity building program in Ethiopian public universities; whereas the focus of the development emphasized to individual leaders' development rather than collective leadership development. As well, the house allowance and the

work to home transport service were also designed to retain academic leaders within public universities in Ethiopia. Moreover, the senior academic officers also have the modern car to use it for service until their term of managerial position would have been completed or terminated.

Nevertheless, the car allowance regulation has not yet explicitly articulated in the country's HE policy documents. On top of that, the institutional autonomy and academic freedom articulated in the country's legitimate documents. On the other hand, some interviewees' reflections show that both the institutional autonomy and academic freedom partially experienced in the study area. This is due to the fact that external environment involve in the institutional decision, particularly in the appointment and firing of the CEOs team with partial or without legislative ground. The consequence may influence the development as well as the retention rate of academic leaders in public universities in Ethiopia. On the other hand, the gap between the HE legislative policy dimensions of academic leadership preparation and its implementation practices lacks clarity to reflect on their alignment. Next, the author explored the gap between the legislative policy standard criteria and its implementation practices to understand the experience for the future prospect academic leadership preparation.

4.2.3 Exploring Academic Leadership Development Practices

5.2 What developmental experiences are in place pertaining to standard criteria usually practices to recruit, select, develop, & retain academic leaders in Ethiopian public universities?

In Ethiopian PHEIs, the leadership development practices were nearly experiencing the same trend in all the generations. In this area, the traditional prescribed approach individual leadership

development notions seem to dominate the emerging collective approach of leadership development notions. As evidence, there were legislative policy criteria as of the 1961 charter No 284/1961 (MoP, 1961) up to the ongoing higher education proclamation No 650/2009 in the history of Ethiopia's public university context. In both conditions, the focus of academic governance improvement seems on the individual capacity rather than collective capacities.

In this regard, what the individual quality alone is ignoring the leadership role of the massive academic work force is the concern of the present study in public universities in Ethiopia. Currently, based on the proclamation No 650/2009, Ethiopian public universities produced their own guideline to recruit, select, and appoint academic officers. On the other hand, the study reports about the practicality of the standard criteria ratified to recruit, select, and appoint academic officers were scarce. In contrast, the observed public discourse induction informs as if the invisible rules shaded the strengths of the standard criteria for several reasons such as political pressure, nepotism, and the growing sectarian issues in the study area. In this regard, the component of this part of the study intended to examine the perceived gap between the legislative policy standard criteria endorsed to the development of leadership and the invisible rules, which were the usually employed activities in the preparation of academic leaders in public universities in Ethiopia.

The details of the invisible rules those employed to recruit, select, and appoint the senior academic officers were narrated based on the life experiences and the descriptions self-stories of the interviewee participants who were drawn from the senior academic officers in Ethiopian sample public universities. Accordingly, the senior academic officers' narrative description based on their own beliefs, values, life experiences, and self-stories; author categorized the final

qualitative findings under the recruiting, selecting, developing, and retaining practices. Finally, the researcher analyzed ALD trends with respect to the legislative policy standard criteria as well as its implementation practices those frequently used to recruit, select, develop, and retain academic leaders in public universities in Ethiopia.

4.2.3.1 Recruiting Practices

Recruiting is the cognitive operation of locating, placing, and attracting capable applicants for the occupation specified in the announcement (Robbins & Coulter, 2003). Currently, learning institutions such as PHEIs in Ethiopia usually recruited the academic staffs through public advertisement from the academic labor market in the country as well as out of the country. In addition, the recommendation also practiced as one option to recruit the faculty members from several sources in the country. In Ethiopian current context; nevertheless, the academic labor market within the country was failing to meet the country's faculty demand for its PHEIs. On the other hand, its' PHEIs dramatically expanded from eight in 1999 to 22 in 2006, 34 in 2014, and 45 in 2018 (MoE, 2016, 2018). Likewise, the need for the highly skilled faculty members can increase more than what we observe directly in current context. In summation to the highly skilled faculty members, the higher education expansions logically demand adequate academic officers who can serve from the head up to the president positions. In this regard, the intimate sources of the highly skilled faculty members were involved as a way to make the academic labor market in the country. On the other hand, the graduates who join the academic labor market were still failing to meet the academic vacant positions in the country.

In the current context of the PHEIs in Ethiopia, the original citizen academic staffs have increased from 15255 in 2010/11 up to 23990 (in which 10.2% were females) in 2014/15. On the

other hand, the expatriate academic staffs were increased from 631(4%) in 2010/11 up to 1812 (8.2%) in 2013/14 and decreased down to 1078 (4.3%) in 2014/15 (MoE, 2016). In the 2014/15 academic years, there were academic staffs for about 1506 (6.3%) PhD Degree and 12956 (54%) MA/MSc. Degree graduate faculty members including expatriates in Ethiopian PHEIs (MoE, 2016). On the other hand, the required standard set in the fifth education sector development program (ESDP-V) (2016-2020) has been observed to be 30% PhD graduates, 70% MA/MSc. Graduates, and 0% BA/BSc degree graduates (MoE, 2016). The overall faculty members (expatriates and citizens) proportions of the Ph.D graduates (7.7%) and the MA/MSc. (53.7%) graduates in the 2015/2016 academic years were noticed in the country's ESAA (MoE, 2017). Reaching the required proportions of the 30% (Ph.D) and the 70% (MA/MSc.) from where it was (6.3% Ph.D. and 54% MA/MSc.) at the target goal may be a challenge for the sub-sector. In this understanding, the first measure to address the target goal can be to look for the possible novelists of the highly skilled compatriots from the academic labor market in the country.

In the Ethiopian context, however, the numbers of Ph.D graduates were increased from 21 in 2010/11 up to 485 in 2014/15; whereas, the MA/MSc graduates were also increased from 5876 in 2010/11 up to 10203 in 2014 (MoE, 2015). Nonetheless, the situation around could not help to full fill the academic vacant positions. This is imputable to the fact that other observed sectors such as manufacturing and local private institutions were set up better in attracting the graduates than the Ethiopia's public universities. In this regard, the Ph.D and MA/MSc graduates partially satisfy the academic labor market in Ethiopia. For this reason, the country has let to seek the highly skilled expatriate faculty members from the low-cost academic labor market. Nevertheless, the present study verified that the low-cost academic labor market was problematic and failed to satisfy the academic communities in Ethiopia's public university context.

Regarding to expatriation processes, the majority of the interviewees spoke openly against the recruitment practices towards expatriate faculty from the low-cost academic labor market.

This is because most of the participants' reflection shows that the highly skilled faculty who had better transfer innovative knowledge may not access at the low-cost academic labor market conditions; whereas, the country's ability to compensate for the highly skilled expatriate failed to pull them from the standard academic labor market in the world. Moreover, graduate students also frequently observed reporting about the academic work performance of some of the expatriate faculty members who have recruited from the Indian academic labor market. In this business, what made differ, the ability to manage the expatriation processes or the professional ethics to draw in the pertinent expatriates' professors have examined in this study.

In this category, some of the interviewees witnessed that some Indian faculty members repatriated before the contracted time ceased for various causes such as document forgery, sexual molestation, and lack of professional competencies in accordance with the contract agreement (MLI-3; MLI-5; TLI-13). In this fear, the researcher asked some of the Indian professors about their expatriation processes from the Indian academic labor markets. As the observed data commonly witnessed, there were brokers as intermediaries between employers from the PHEIs in Ethiopia and employees for the academic job positions. Such relation has also witnessed from the employers' side; merely, the payment sources for the help of the brokers and the ethical consideration with regard to the academic labor market laws have yet been required further in-depth investigation. However, the hearsays around the Ethiopian public universities inform that the management of the expatriation processes victim to the corruptions. In this respect, the observed challenges to attract the highly skilled faculty members were the victim of two core

problems, lack of ability to pay for the highly skilled faculty members and lack of ability to legitimately managing the expatriation processes itself.

Therefore, the overall limitation of the selection process may issue from the legislative policy of academic employment in one manner and from the academic leadership standardization legislative policy dimensions in the other ways. Rather, the result can also emerge from the country's power to produce academic employment policy that protects the compatriots' academic employment right. In summation, the result can also emerge from the academic leadership development, standardization designed to attract adequate academic leaders. At this time, the country's MoE along with the public universities developed their own guidelines that may help its public universities to recruit academic, managerial leaders from the head up to the subordinate CEOs. The measures applied to recruit academic officers were set up most similar in its implementation practices.

As observed, the first and the second generations were usually attracted the potential applicants for the top academic officers' vacant positions from their own academic resources. Currently, for all the generations the recruiting operations for the top academic officers' position observed advertising through the public mass media. In the same room, the interview participants' reflection about the recruitment standards that have been usually employed to draw the potential candidate for the lower academic officer positions as easily as for faculty members' positions were also discovered through internal or external advertisement. The advertisement to attract the highly skilled faculty members for the offices of the vice presidents and the president, the authorized recruiters usually requires the higher qualification, better experiences, and publications.

Conversely, the majority of the interviewees in this study still believed that advertisement processes could not attract appropriate highly skilled academic officers because of the concern of political intervention in academic governance in line with the reports in the work of researchers in Ethiopian public universities (Mulu, 2012; Saint, 2004). As evidence, the audience data that reflected towards the senior academic officers' recruitment seem to be the sheer of political association, loyalty to the political system, or nepotism. The recruiting practices partially share the same courses with former regimes. On the other hand, the majority of the top academic officers who took part in the interviews witnessed they came to the current positions through negotiation or lobby. Nevertheless, the values of the negotiation or lobby not found noticeable as a strategy to attract the top academic officers in the public university context. For some of the participants, the recruitment process has been advertising publicly; but the negotiated applicants have suspected to be advantageous to pull ahead in the competition because of their closeness to the administration system.

On the other hand, the newly launched directive by MoE (2017) has set a strategy to establish "search committee." The expectation of the search committee seems to reduce the observed problems during the recruiting, selecting, and appointing processes of the candidate, particularly for the positions of the CEO team members in public universities in Ethiopia. Although the term recruiting less emphasized in the directive document, the search committee should start their task through recruiting the potential nominees. In fact, the character and strength of the committee members may find the caliber of the recruiting operation in the survey area. Consequently, the quality of the search committee members may require studying how the commission members themselves come up from the academic staffs in the target public universities. In this sense, the new guideline may or may not endorse the quality of the recruiting process for the executive

vacant positions. However, the observed data informed that still the recruiting process directed in the aforementioned trends, lobby, or negotiation.

Table 4-36. Summary of perceived leadership development practices

Position	<i>Hierarchical leaders' development practices: The interview data</i>			
	Recruiting Practice	Selecting Practice	Development Activities	Retaining Practices
CEO (President)	Recruitment towards higher qualification, publications, and experiences; but, the political commitment, lobby and negotiation dominated the recruiting practices. Currently, recruitment has been promoted to be merit competition, but the perceived reality alleged to be the discrimination appearing towards ethnic affiliation;	Selected by political, regional, ethnic affiliation; higher qualification, experiences, and loyalty to the political system. Currently, selection process announced to be merit competitions; but, choosing one among the three top scorers makes the merit system questionable.	Meeting, coaching, workshop, short-term training, self-learning, performance, feedbacks; but partially ineffective	Self- Interest, political loyalty, professional commitment, Allowances (car, house...)
Subordinate CEOs (vice-presidents)	Recruitment towards higher qualification, publications, and experiences; but few applicants usually recruited by negotiation and executive recommendation; Currently , recruitment has advertised to be merit competition; but the perceived reality supposed to be the discrimination appearing due to political affiliation.	Selected to the partially merit. The secret vote of middle managers and an open vote of Senate members involved; but the board selected one out of the three top scorers' candidates and let the merit competition questionable.	Empowering, Group coaching, meeting, workshop, short-term training, self-learning, performance, feedbacks; but partially ineffective	Self-interest, commitment, professional development, Allowances (car, house)
Middle (dean, director, programs' coordinator)	The recruitment through internal advertisement; negotiation, lobby, and executive recommendation; but noticed less discriminatory acts towards competencies.	Virtue based appointment, informal pressure, or usually appointed by negotiation or third House (1996)	Empowering, Meeting, group coaching, workshop, short-term training, self-learning, performance, feedbacks	Commitment to ongoing professional development
Lower (head, program coordinator)	Partially merit; negotiation, & lobby	Merit-based appointment, informal pressure or usually by negotiation	Meeting, self-learning, performance, feedbacks	Professional Commitment, allowances,
Faculty without officer positions	Merit, Negotiation, or recommendation	Merit, recommendation, negotiation	Coaching, mentoring, meeting	Allowances

Since lobby or negotiation has studied as a tactic in the subject area, the search committee may inform to the authorized body whom to be the targeted to have the chance to lobby or negotiation. In such position, the application letters out of the negotiated candidates for the vacant positions usually interpret the value free participations. Conversely, the negotiated applicant candidates may suspect to be the victor of the partially merit type competition. The result of such systematic alienation in attracting the potential candidates might be the reason that discouraged, majority of the senior academic officers contend for the CEO position in public universities in Ethiopia. On the other hand, some of the interviewees commonly argued about the participation of the political affiliation to lead the current Ethiopia's public universities. In this respect, the interviewees' reflection about the top academic officers' recruitment can be acceptable in the current Ethiopian public university setting. This is because some of the interviewees described the two roles of the CEO team members, leading the politics and leading academic work (MLI-5; MLI-7; TLI-11; TLI-12; TLI-13). The mentioned participants' views, thoughts, and beliefs reflected the interest of political influence on academic governances.

In this sense, a traditional leadership preparation system still dominates the preparation of academic leadership in Ethiopian public university setting. Except for expatriate staff, the recruitment process for the lower academic officer positions and for the faculty members towards the lecturer and above positions, the unlawful experiences were not speaking as a problem in the sample public universities. In this essence, the recruitment practices for the senior academic officers found less useful to attract adequate potential candidate academic officers in the study area. Moreover, the recruiting practice limitation seems sever for the senior academic officer positions compared to the first line academic officer positions in Ethiopia's public

universities. In such conditions of the recruiting practices, the author analyzed the selection practices of academic leaders from the faculty members up to the senior academic officers next.

4.2.3.2 Selection Practices

Selection is the process of screening, academic job applicants to ensure that most appropriate academic candidates are hiring in public universities in Ethiopia. In literature, scholars verified that the caliber of job applicants' selection determines the character of leadership development (Leskiw & Singh, 2007). In this sense, selecting appropriate academic among the competent applicants for the specified academic task is helping to hoist up the tone of ALD in learning institutions such as PHEIs. In Ethiopian PHEIs context; nevertheless, the processes of selecting the appropriate academic candidate from the academic labor market in the country have failed to meet the demand for the highly skilled academic staff members. Moreover, the rate of the highly skilled compatriots' migration from Ethiopia to Europe and North America where the learning environment as well as the academic salary was too high compared to the Ethiopian experiences. On the other hand, the participants noticed that academic job applicant; particularly in a low-cost academic labor market, conditions found severe and problematic to attract the highly skilled expatriates.

Specifically, the interview data were verified that academic job applicant selection process was found problematic in the Indian labor market (forgery documents, bribing) compared to the academic labor market within the country. Moreover, the country's academic labor market regulatory laws that sidestep the highly skilled compatriots seem to fail protecting the compatriot academic employment right in their own country. Because of the lack of explicitly defined academic employment policy, no merit competition has exercised to select both compatriots and

expatriates highly skilled academics that compete for the senior academic officers' positions. In the Indian academic labor market, the advertisement has noticed in the interviewees' reflections were less responsive. In this academic labor market, the proposed salary (3000 -3500USD for the professor) failed to draw the good professor. On the other hand, the current gross salary scale for compatriot professor noticed in the legal salary scale was less than 750USD in Ethiopian current context. Despite the pay gap, the Ethiopian PHEIs usually recruit and select expatriate faculty through the brokers' consent. According to the interviewees who have experiences in managing the expatriation processes reflected on the role of the brokers to attract the highly skilled expatriate faculty for the academic job positions in Ethiopia (MLI-8; TLI-13).

Likewise, the expatriate faculty also verified the use of the broker be to join the employer and the academic job seekers in that setting. In this aspect, the academic vice president or the legally delegated academic officers have led employers' team to recruit expatriate faculty members for Ethiopian's public universities. The team accepted the obligation to choose appropriate expatriate candidates. Sometimes they sent the candidates' CV to the sections in which the objective was to facilitate conditions that facilitate the applicant replied to the questions put forward by the department members through the Skype. The department head or the college dean usually suggested who to be in charge for the specified academic job positions.

On the other hand, the majority of the academic leaders from the head up to the CEO were untrained to manage the expatriation processes in the academic labor market in the world. Moreover, the country has no an explicitly defined expatriate faculty employment policy; but, there was and there is a legislative foreigner employment policy dimensions since 1962 (MoLSA, 2012). In this category, among 18 interviewees from the center up to the top academic

managers, only five interviewees (27.8%) have had the training related to the human resource management concepts. The remains have not had managerial aspect trainings to lead learning institutions. However, the majority of the interview participants trained in the HDP to lead the classroom level teaching-learning procedures in the public universities. In this sense, the system partially supports to attract appropriate applicants for the senior academic management job positions from either the internal academic labor markets or the international academic labor markets in Ethiopian PHEIs.

More significantly, the wide spread of the interview participants reflected their witness about how they have appointed by institutions to the office of academic officers, with or without merit competition. For few participants who have promoted through the so-called merits competitions also ends to uncertain merit. As evidence, the education minister has a lawful right to choose one among the three top applicant candidates to the president position (MoE, 2017). Likewise, the board can also legitimately appoint one among the three top scorers for the offices of vice presidents. Involving the board or the CEOs unlimited right to choose and appoint one among the three top scorers through the aggregate evaluation results have discovered to be the weakness of the selection procedure. In this movement, participants also reflected their witness as the imports of such type of selection process discouraged not only the applicants who scored the highest point; but also the evaluators who participated in the selection procedure. Specifically, according to the interview participants, the assignment for academic officer positions sometimes uses the merit type competition; whereas in majority causes, loyalty, favoritism, ethnic association, political affiliation, and negotiation have reflected to be the hidden criteria usually applied to choose the academic officers at the CEO level in the study area.

During the recruitment and selection processes to the position of subordinate CEOs as well as CEO position, the interviewees' reflection shows that negotiation, favoritism, loyalty, ethnicity, and political affiliation were frequently mentioned (MLI-1; MLI-2; MLI-3; MLI-6; MLI-7; MLI-8; MLI-10). On the other hand, the selection process to appoint academic officers at lower and middle layers were found less affected by loyalty, favoritism, and political association. Usually, appropriate and respected academic officers may not apply to the announced vacant academic managers' positions. In the majority cases, senior academic officers or external stakeholders usually engaged to negotiate or to lobby the preferred academic officers for the vacant managerial positions. After negotiating, the assumed candidate would submit an application letter to the vacant managerial position.

Granting to the majority of the interview participants' witness in this study area, the applicant candidate was coming to the middle and top academic managerial positions through negotiation and personal lobby. Among 18 participants in the middle and the top managerial positions, 67% (12) have appointed through negotiation; or else, without rivalry. As evidence, one of the interview participants spoke as follows,

In the Ethiopian culture, well competent and ethical individuals may not hurry to accept high responsibilities. However, once he/she took the duties they can execute whatever challenging the task, duties, and responsibilities dedicated to them (TLI-17).

As best example, one participant has served from program coordinator up to the vice president position for 31 years. As he justified, he did not apply to any one of the managerial positions he has served from the coordinator up to the subordinate CEO positions since 1986 until now rather he accepts responsibilities through negotiation. Moreover, this participant was

asked if he concerned by his current vice president position for “community employment and initiative development.” He pronounced “no” and his disappointment has reflected the mismatch between the community demand and the supply from his agency, community engagement as follows.

There are frequent professional requests from the community side and the community engagement demands free service duties of the staff. Providing free service has not yet internalized within our academic community; whereas the section has not enough financial resource that can call for the appropriate staff members to fulfill the community requests. In this condition, I served for close to eight years in the vice president spot. We can exercise more; but there are several obstacles such as deficiency of attention to provide free help from the faculty side and to access sufficient budget for the community services from the organization side, aiming to defend the community engagement duties. In this sense, our office was failing to sustain the residential district. Hence, heartily, I am not interested in my current office circumstances (TLI-17).

This narrative description shows the work initiation and commitment of the person that has an appointment through negotiation at the view of the vice president in one of the public universities in Ethiopia. He talked, as he was unsatisfied; because, the situational factors impeded him to direct the community matters. In this sense, appointment by negotiation can be useful to identify the committed and ethical candidate for the post of senior academic officers when the institutional conditions verified unfavorable to recruit and select the best candidate through merit competition. Regarding to the community service engagement, some participants witnessed that Ethiopian higher education road map have intended the academic work divisions

to be 60% teaching, 25% research, and 15% community service since 2017 up to 2030. In this sense, the negotiated and appointed professor for the position of the vice president seems intrinsically motivated to discharge his responsibilities. Similarly, another participant (TLI-16) from the administrative vice president position who comes to the position through the negotiation has also witnessed the identical experiences in the same university. For this participant, the professors along with students usually engaged in the community service for two purposes, (1) to learn from the society and (2) to transfer technology to the company.

The scholars gather data about the communities' current problems and provide the answers to the problems particularly around the agrarian community. Such exercises can be considered as evidence in which the community engagement endorsed by that public university. Such cases of community involvement can help to build the network to exchange innovative idea in which the operation involved the stakeholders of the public universities to evolve them in the LDMFs in Ethiopian public university setting. Thus, the appointee of the middle and the senior academic officers through negotiation and lobby may support the ALD experiences when the situations impede the merit competitions in public universities in Ethiopia.

Conversely, there were participants who commented on the influences of ethnic affiliation and political pressures to recruit academic officers. Among the interviewees, one of the female participants interpreted the recruiting and selecting processes of the senior academic officers as if leading by invisible rules and introduced as follows

Ethnicity and political affiliation not implied in the written criteria that policy makers have endorsed to select academic officers; but ethnic and political affiliations are the invisible criteria that usually used to appoint academic managers particularly at the top

layers. The system even advertised as the affirmative action has used to motivate female faculty members for the higher-level management position; whereas, the system still beliefs as females are less effective in the academic leadership position. In this understanding, the recruitment and selection processes of the candidate academic managers at any one of the hierarchical positions is dominated by the unwritten criteria compared to the written criteria that has been enacted to be the legal documents in PHEIs in Ethiopia. Equally important, experiences also used as selection criteria; but the valued experiences should be acknowledged for those who have been selected through merit competitions (MLI-10).

For this participant invisible rules guided the ongoing ALD experiences in the present study area. Her reflective interpretation has strong support from the interviewees in all of the sample public universities (MLI-1; MLI-3; MLI-4; MLI-6; MLI-7; MLI-8; TLI-13). Even values of the work experience that has measured through a number of years could not make them trusted. Moreover, for the majority of the interviewees, the academic managers' job positions that have taken through merit competitions interpreted to be the experience, rather than measuring the values of experiences with the time length to which the appointment has given without merit competition.

Furthermore, among the 18 interviewees, almost 10 (56%) of them verified as the ethnic-based political affiliation on senior academic manager's appointment impose excessive pressure on the teaching, research, and community engagement activities in the sample public universities in Ethiopia. In line with the ethnic-based political pressure, the senior female interviewee (MLI-5) who has had long experience as an academic manager from the status of

head up to the dean in the PHEIs and as a president in one of the private university colleges questioned the extent of the transparency during the recruiting and selecting processes of academic officers. For this interview participant, direct appointment of the academic manager was the more honorable than the uncertain competition that was pseudo type merit. Consequently, the practicality of the selection criteria frequently used to nominate the applicant candidate for the academic officer's position at the executive level perceived the most problematic area to apply merit competition.

On the other hand, there were participants who talked about the selection process administered to engage the faculty members through merits. In some instances, however, the opportunity to transfer the faculty members were easy to the applicant who got up in the region or ethnic members in whom the PHEIs was located in. The majority of the participants commonly agreed in which the transferring and hiring procedure of the faculty members has received through recommendation, negotiations, or the virtue plan of competitions. In this category, participants witness that the selection process of the faculty members at institutional level was not seriously the victim of political influence and ethnic affiliation. The quality of selecting academic job applicants in the academic labor market terrain determines the character of academic officers who to be appointed to position from the head up to the CEO in Ethiopia's public university context. In this respect, the interviewees' life story, life experiences, and their beliefs in the selection procedure of the academic officers from the head up to the CEO have interpreted ineffective. Since the selection, quality has determined leadership preparation, the researcher looks into how the institutional members to be evolved in the collective approach academic leadership roles and processes; as well how were academic leaders working together in Ethiopian public universities.

4.2.3.3 Development Practices

Once the recruitment, selection, and appointment processes of the academic job applicant candidates successfully accomplished; further the candidates should be given work related orientation or induction to enable them aware about the working nature along with the working environment of the new academic job area. In addition, the newly appointed academic leaders/officers' role should formally inform of the reason of accountability measures in the learning organization. As importantly, the newly appointed candidates' developmental activities also require the awareness of legitimate ground to utilize resources legally that assist them achieve the institutional mission towards the development goal of the nation. In this regard, the researcher asked the interviewees how they evolved their subordinates and how they have evolved too in leadership roles. Further, the researcher asked the interviewees the frequently used LDMFs to swell the ALD competencies in the sample university context. In addition, he asked also participants if the HE legislative policy supports to prepare the entire academic leaders in leadership roles and processes in Ethiopia's public university context.

As a result, the researcher has examined the qualitatively gathered data from the senior academic officers based on three categories. These are: (1) common academic work direction that shows institutional goal; (2) alignment between the leadership competency and the academic leadership role; and (3) academic leaders' commitments towards institutional goal. The formulated categories have been projected based on the McCauley et al.'s (2010) views of setting direction, creating alignment, and making commitments (DAC) to define leadership towards the ontology of leadership outcome. Moreover, the leadership development experiences have used the social capital network. In this sense, what the social capital network alone contributes to the expansion of ALD options was the question emphasized in this work. This is

imputable to the fact that scholars have discovered the intellectual capital network as the best alternative to the development of leaders in the university context (Freeman & Kochan, 2012).

Further, the proposed categorical guideline used to explore following points. (1) The institution widespread perceived argument of academic leadership at all hierarchical levels about the HE legislative policy goals, directs, and mission, (2) the perceived coordination link strengthens between the academic competency and the academic functional work towards the learning goal, and (3) the members' willingness to accept delegation and empowerment in public universities in Ethiopia. In this sense, the McCauley et al.'s (2010) framework of leadership development has used to study the ongoing ALD practices in Ethiopian public university setting. Consequently, the researcher explored LDMFs to see the tendencies of academic LDMFs in Ethiopian public university setting. In this business, the formulated three categories used to explore data that help to examine the ongoing ALD practices in Ethiopia's public universities.

In this regard, based on the interview participants' narrative description, the researcher explored the methodological academic LDMFs those frequently used to develop academic leaders in leadership roles and processes as summarized in Table 4.37. The explored academic LDMFs include coaching, mentoring, self-learning, training, meeting, sharing experiences, and workshops. These LDMFs have strong evidences in the current literature (Bolden, 2005; Bush & Grover, 2004; Day, 2001). Moreover, the revealed LDMFs were important to expand academic leadership competencies in public universities in Ethiopia. Among the leadership development forms, the interview participants frequently uttered the utility of coaching and mentoring. On the other hand, the utilized way of the coaching and mentoring approaches to extend the ALD practices were less observed in the study area.

Since coaching is a one to one learning approach, the immediate leader expected to train their subordinates as well as to extend the academic leadership competencies through the intellectual capital network processing system. In this work, apart, no evidence identified that indicates whether the leadership competencies of the immediate leaders were more honest compared to subordinates in public universities in Ethiopia. Nevertheless, the interview data inform that group coaching in the form of meeting seems to cascade the leadership competencies in which the top academic leaders have acquired it through the work-based competency development activities.

Table 4-37. Exploring leadership development practices in Ethiopia's PHEIs context

	Development Forms/Practices	Descriptions	Development Target
1	Executive Coaching	The process of providing goal focused one-to-one feedback to enhance subordinate's existing leadership capabilities.	Behaviors, beliefs, attitudes
2	Mentoring (formal, informal)	The process of experienced academic leaders guided the newly appointed academic leaders usually to build the leadership competencies in the organization.	Behaviors, beliefs, attitudes
3	Self-learning	Learning by doing, reading, observing; self-sponsor learning.	Behaviors, beliefs
4	Pedagogical training (on the job)	The process of expanding the pedagogical skills through on-the-job training such as short-term induction process as well as HDP (providing a year pedagogical skill training to the entire faculty members)	Behaviors, beliefs
5	Delivering leadership courses (off the job training)	The process of providing competency specific leadership courses out of the trainee's organization.	Behaviors
6	Meeting	The process of learning from weekly, monthly, semester, or year reports on academic management.	Beliefs
7	Sharing of experiences	Expanding the collaborative learning techniques	Behaviors, beliefs

Mentoring is a formal and informal learning approach by its nature and partially similar to the group coaching (Day, 2001). The act of unstructured, opportunistic, and unplanned learning from others and experiences has been taken as informal learning. On the other hand, the structured and planned approaches to learning have taken as formal learning. In this sense, the

mentoring and coaching characteristics of learning have both formal and informal approaches to the learning effect, which is permanently changing the leadership behaviors. This is because ALD is the consequences of learning in organizations. In this study, almost all of the interview participants reflected as the approach of mentoring and coaching used to evolve their subordinate in academic leadership roles and processes in home universities. In contrast, mentoring and coaching approaches were not useful LDMFs that improve the leadership behaviors in the quantitative inquiry in public universities in Ethiopia. In the observed data; nonetheless, mentoring was the less observed in the formal activity of leadership preparation in the sample PHEIs in Ethiopia.

On the other hand, the observed data indicate that the middle and senior academic officers frequently engaged, taking part in the meeting in which the purposes interpreted to be work related evaluative activities along with sharing experiences. In summation, there were also frequent short-term trainings for the middle and senior academic officers in which the targets usually understood to be imposing the government intentions and to cascade the government intentions up to the ground root of the academic communities. More importantly, self-learning found as the responsibilities of every one of the participants for those who were independently making their academic leadership roles. Some of the audience participants were horizontally pursued another degree or post-graduate diploma that helps them establish their own leadership roles (MLI-10; TLI-12). Conversely, others make their academic leadership roles through reading and observing leadership preparation events (MLI-1; MLI-9; TLI-14). In this form of leadership development, the institutions were not still legitimately refunding the self-sponsor learning cost. In summation, the highly skilled adults know how to gain the knowledge and develop skills in the university setting.

In this sense, the professors cannot know all the knowledge area in their programs; but they cognize how to recognize the new knowledge area within their playing areas of studies. As a result, the academic leaders' at all hierarchical levels can prepare themselves in the academic leadership roles through self-sponsor-learning exercises. On the other hand, the legislative policy dimensions partially support to extend the academic leadership competencies in Ethiopian public university setting. This is imputable to the fact that, except the TVET in some views, higher education's still they have not organized to grant a grade or certificate for learning from experiences; or else, for informal learning opportunities in the country. On the other hand, academic officers build their leadership capacities through informal learning compared to the schematic or the non-formal learning opportunities. In this regard, the policy gap in academic leadership preparation failed to sustain the self-development activities through informal learning.

More important, although Freeman and Kochan (2012) have noticed that the Ph.D programs usually provide elective courses to enable graduates to manage universities, evidences have not yet noticed in Ethiopia's public university context. On the other hand, new graduates usually have appointed up to the CEO position. In this aspect, the researcher asked the interviewees if they got the chance of training to lead HEIs either in the MA/MSc or in Ph.D programs. The response from the participants were almost the same, no scheduled options to train the prospective graduates that help them to lead HEIs; but one who has impressive story to be a lesson for the future academic governance.

When we pursued the MSc in one of Ethiopian PHEIs, we learned the bureaucracy more than the academics. For our team, it had taken from four up to six years to complete the MSc program; whereas those who got scholar in Europe and America had completed

within one year. We were not poor, but the completion years were too long because our advisers were not satisfied to accept the results of our project even if the graduate committee had accepted our works be defendable. Later, we all the victims involved the academic governance. The conditions help us to discuss thoroughly about the overall limitations along with options to protect learning time in postgraduate programs. We built commitment to produce graduates on time and we warned students to accomplish their project within the scheduled time intervals. Up to now, I have had over 100 MSc candidates and no one of the MSc projects extended to more than two years (TLI-17).

The story informs us the practical problem is a school where we have the opportunities to learn from lived experiences. When such types of learning opportunities have supported by commitment, intrinsic work motivation may occur. In this regard, few academic leaders may ignite the entire organizational members to work together towards organizational goal in a meaningful ways.

As well, leadership development practices can occur through multidimensional activities, which bring the entire organizational members to work together trustily towards organizational goal. This is because everyone who involve in the students learning can determine the students' success, in which currently observed as sever problems because of the ethnic politics spreading in the study area. In accordance, the relationships of the students, supervisors, and support and technical staffs required the legitimate law to protect the right of every one of the stakeholders to enhance the education policy values in the higher learning organization. In this aspect, standardizing the legitimate policy advances the ALD attribution in PHEIs in the study area.

4.2.3.4 Retaining Practices

For the question raised on what and how public universities retain their academic leaders at the all hierarchical levels, the interview participants reflected both the pushing factors and the pulling factors. The internal issues such as lack of academic freedom, lack of social justices, lower income, and political pressure have used as pushing factors; whereas the external factors such as academic liberty, social justices, and high income for the same academic job have used as pulling factors. In this regard, providing academic freedom, institutional autonomy, and social justices have key roles to retain academic leaders than any case of incentives within learning institution. As well, they reflected also offering learning opportunities can retain the academic leaders than either material or monetary incentives within the institutions.

In this sense, the retention of academic leaders depends on the degree of academic freedom, social justices, and institutional autonomy exercised within the establishment. As a reaction to this concern, the Ethiopian HE proclamation No 650/2009 as legislative policy dimensions have declared article 16 and article 17 to protect the freedom of the academic community and the autonomy of HEIs respectively (FDRE, 2009). On the contrary, the participants' reflective perception shows that systematic discriminations gradually grew up in favor of political pressure. Accordingly, the perceived systematic discrimination can deter the values of academic freedom in which the outcome can also cut the institutional autonomy. On the other hand, the academic freedom and institutional autonomy are interlinked and commonly reflects the central parts of the academic leaders' stability in public universities in Ethiopia. The presence of academic freedom and institutional autonomy logically retain the academic leaders; whereas its absence can further escalate the proportion of the highly skilled out-migrants those seeking the developed countries where the faculty members can be honored. In this business, the senior academic officers have

asked how they retain academic leaders in their own public universities. In this category, one of the CEO who served about 10 years on the president position reflected.

In a president position, I served for ten years along with the two vice-presidents since the establishment of the university. We did it and we will do, because, we are committed to advance academic work with the university academic communities. Still, we missed several better chances because of our engagement in academic governance. Nevertheless, our vision is to hoist up the university's standard at international level (TLI-11).

The practicality of the coded commitment has support from the observation as well as in the interviews in the same university (MLI-4). Although some hearsay around the faculty members alleged the CEOs team members to be slightly favored the political system, the observed collaborative academic work seems to be reducing the power gap between the CEOs team members and the faculty members in those sample universities. More important, the coded narrative description implies that commitment can stable academic leaders more than incentives. On the other hand, the majority of the participants (66.7%) reflected in which the material incentives such as the house allowances, family to work transport services, and establishing community schools were the commonly offered to stable the academic leadership. Consequently, the material incentives and service provision have adopted as an advantage to stable the academic leaders in public universities in Ethiopia. Such courses of action have also mentioned in some of the sample public universities and usually run by the internal directives. Although some of the participants spoke as the mentioned material incentives were not adequate to hold the academic officers in their academic positions, the confidence of faculty members to book in

the university houses were the often-noted experiences in some of the sample public universities such as Adama, Arba Minch, and Haramaya Universities.

In this logic, the house and other allowances may partially support to retain faculty members in the country. Moderately, the interviewees those frequently spoke around the introductions as well as part of the interview data reflected the drive to the adverse of the core education policy values such as lack of academic freedom, lack of institutional autonomy, and deficiency of social justice. The turnover of the senior academic officers escalated because of the outside pressure usually related to political stress and the level of institutional autonomy to sustain the academic freedom in public universities in Ethiopia. In addition, almost all interview participants commonly argued for the gap between the desired academic governance and the perceived academic governance conditions aggravated the academic leaders' turnover at all hierarchical levels. Such pushing events may act upon the expansion processes of ALD in Ethiopia's public university context.

Moreover, some of the interviews' participant believed that systematic discrimination appeared because of the invisible rulers in the academic governance styles. In this respect, the observed public discourse that usually noticed as the public exposition words was the term "we" and "they" enunciation. This treatment was widely observed even among the highly skilled faculty members in whom the categorization has named sectarianism by religion, neighborhood, cultural group, or political associations. In this business, how can follower and leader in academic institutions transparently interact to accomplish the institution's common goal, as well as, how can the pragmatic nature of the instructors be practiced to achieve the institutional common goal have been also spoken publicly. However, the current observed (after data

collected) synergy towards the national unity may reduce the discriminatory tension of academic leaders through reducing the political pressure in Ethiopian public university setting. Differently, the ALD practices may give out to integrate the rational values of every one of the faculty member's contributions to the evolution of leadership competencies in public universities in Ethiopia. This is imputable to the fact that the observed public discourse around and within the PHEIs in Ethiopia was usually acknowledged, as the academic resources were frequently felt to the systematic discrimination.

In this respect, the privileged team violates the legal right of academic leaders in which the consequence may push the highly skilled academic leaders to the brain drain. In this sub-sector, the public discourses have observed frequently and widely resonating as the system surrounded by sectarian politics in which the bases were ethnic, regional, religious belief, or even academic study/program; whereas, in reality, whether the sectarian pressure or the systematic entrepreneurship strategy circumvented the system has not yet investigated in the present work. This is because even the political coalition groups, those planned towards the hegemony of similar ethnic groups or philosophical paradigms were also in conflict each other. On the other hand, the hearsay around the conflicting issues was widely observed to be the resource that benefited the individuals rather than the collective members. Similarly, in the public discourse, the portions of formal and informal groups seem engaged to aggravate the act of systematic discrimination, in which they interpreted as if to be intellectual genocide.

As evidence, in addition to the noticed pushing factors, the original highly skilled faculty members have paid too much less than the expatriate academics in equal or more academic status. Such high range discriminatory payment policy in higher education may promote the

internal highly skilled academic resources to migrate to the high-income nations. If such trend further continuing, the country loses its highly skilled compatriots rather than reversing its brain drain that may permit to the intellectual genocide as that of the dergue regime noticed because of the massacre in the work of Saint (2004) in the country. In this sense, the legislative higher education policy dimensions were failing to protect the employment right of the highly skilled compatriots in public universities in Ethiopia. As a result, the expansions of leadership development processes necessarily experiences challenge. Thus, the researcher further conducted the attribution of challenge in academic leadership preparation to better explore the role of challenges in ALD in Ethiopian public university setting.

4.2.4 Exploring Challenge in Academic Leadership Development

5.3 What developmental challenges are in place pertaining to ALD phases in Ethiopia's public universities?

The possible sources of challenges in ALD were multidimensional in the present work. Granting to the interview participants, the well-known challenges of the ALD have categorized into internal and external roots of challenges. The data gathered through narrative description of the participants' personal story or animation experience in challenging the ongoing leadership preparation activities were internal sources; whereas the challenges usually linked to policy formulation, political interference, and external body involvements were the external sources of challenges. The author examined the gathered internal sources of challenges with respect to setting the direction (policy goal), creating alignment between the professional knowledge and the academic work, and gaining stakeholders' commitments towards institutional goal. In this regard, the observed academic leadership preparation found the less supportive of the

educational activity, research, and community services in Ethiopian public university setting. Since, the intimate sources of challenges noticed between the desired and ongoing patterns of ALD phenomena, its roots found out from the multidimensional sources. Among the number of issues observed in the interview data, the role mix conflict, lack of high-skilled faculty, lack of clear goal, lack of leadership competency, lack of members' commitment, and lack of explicitly defined leadership development programs were spoken frequently.

In addition, lack of confidence to decide on academic issues, influences of collegiality on academic decision, deficiency of the education policy values, the mindset of executives to accept the contextual reality, and the conflict of personal interest to build team spirits were also the reflected challenges that requires immediate adjustment. The majority of the internal sources of the challenges were nesting around the novelty such as innovative knowledge, skills, and experience; the conflict between individual interest and group interest, imposing hidden agenda through pseudo type commitment; lack of setting goal; and the influence of adverse roles either to adjust or to create learning environment in the study area. Nevertheless, the majority of the internal sources of the conflict have used as a mirror to look through the means to convert the challenges into potential development in the learning organization. In this regard, one of the interview participants reflected that

The one who fails to interact with the academic team members to resolve the challenging issues and the one who fails to divert the challenges towards development forces can be the one who has a closed mindset. In this sense, there are academic officers who command subordinate using the phrases 'I said do it, do it' approach. The act, beliefs, and

the commitment of such types of leaders are to put their own self-interest as if the priority interest of the institution (TLI-16).

The interviewee's long experiences at the subordinate CEO's position help him to reflect about the academic officers' act, beliefs, and values as noticed above. His strong motive to improve the management of the university's service area as well as the teaching, research, and community services observed in his facial expression. Moreover, his overall spoke regarding the frequently observed challenges can be used as a lesson to learn from the challenging issues. For him, managing challenges as development forces have not yet internalized in public universities; rather the academic officers act seem partially tyrannical.

Such academic officers cannot benefit from the faculty challenges to re-settle academic issues those, which have observed frequently during the program executions in the public university context. Further, the interview participant who served for the three terms in the vice president position has also deep reflections that inform about the menace of the strong team spirit. For him, the subordinate CEOs team spirit sometimes viewed as a threat for the CEOs in the public university context. In this regard, few executives have had the change resistive role rather than leading the change towards institutional goal. The participant also formed a triangular link among the MoE, governing board, and the university executive bodies as a frame to narrate the story of his personal experience in one of the sample public universities in Ethiopia.

If the team members at the executive officers' position have similar language (team spirit, commitments) towards institutional goal, the chief executive officer usually afraid of losing his position. Soon the team spirit can interpret as if it was the potential threat to the organization. Consequently, the team leader has discouraged intentionally by the

chief executive officer in which the consequence may lead him to the calculated risk, further to intimidate others. Soon the system becomes victim to the conflicts of personal interest. In such cases, neither the MoE nor the governing board genuinely mediates or seek solutions to reverse the team spirit or members' commitment even to the benefits of the public institutions. Such trends of the superior academic managers have observed frequently in Ethiopian PHEIs (TLI-16).

The noted reflective view has been widely observed in public discourse in some of Ethiopia's public universities. This means, when the institutional benefits have been influenced by the individual personal interest the policy makers have been also interpreted less reactive to solve academic problems in public universities in Ethiopia. In this sense, Ethiopia characterized by the dominance of authoritarian academic governance in its current regime. This is because the country's public universities have not still fostered the political atmosphere for the existences of the external and internal sources of challenges. The external sources of challenges usually arise in the processes of policy formulation and confirmation. In contrast, the internal sources of challenges usually emerge in the implementation practices. Converting the external challenges into the development forces requires the government intentions. On the other hand, converting the internal roots of challenges into the development forces requires setting clear goals, aligning the academic work and the academic competencies, and members' commitment towards the growth of academic leaders in the public universities.

Ultimately, the summarized perceived internal and external sources of challenges have presented in Table 4.38. Accordingly, the challenge exerted from the external sources has considered as the external roots of challenges, which exerted more severe challenges compared

to the internal sources of challenges. In this sense, the alternative to assuage the external sources of challenges may request a policy adjustment out of the institution.

Table 4-38. Exploring challenges in academic leadership development

Internal Sources	Descriptions	Development Target
The role mix conflict	Unclear power divisions, especially between the CEO and the subordinate CEOs (lack of clear responsibilities)	Sharing responsibilities towards an academic job
Leading without clear goals	Leading public universities without having a clear goal	Aligning institutional goal towards development goal
Lack of novelty	Lack of new leadership knowledge, skills, & experiences	Behaviors
Lack of commitment	Lack of dedicated academic officers towards institutional mission	Behaviors
Academic leaders turnover	The frequency of replacing academic leaders with a new academic leader	Gaining commitment, trust
Nepotism	The systematic favor granted to kin person or other groups who have common personal interest	Belief, attitude, Behaviors
Double roles of executives (academic & politics)	Tether on urgent; but, less important to academic issues (In addition to academic tasks, acting as fire brigade personnel to refreeze internal political initiation of sectarians) ***	Aligning the academic work & faculty role
The influencing tactics of informal organization	The hidden clout of some members on academic tasks (the role of informal authority in leadership development) **	Goal setting
Power flux	Want of confidence to decide on academic matters	Behaviors, belief, attitude
Deficiency in policy values	Low status of education quality, autonomy & academic freedom,	Behaviors, moral
Line-staff personnel conflicts	The tension between academic staffs & support staffs***	Goal alignment, beliefs
Lack of decision acceptance	Rejecting executive decision through the court	Legitimate accountability
Executive disrupt	Executives intimidation to collapse subordinate team spirit	Aligning functional roles
Conflict of interest	The rise of concealed agenda within a teamwork	Goal alignment, behaviors
Rigid mindset	I said do it, do it myth, Inflexible mindset;	Behaviors, beliefs
Cultural barriers	Environmental obstacles to discuss academic issues	Behaviors
External Sources	Descriptions	Development Target
Political pressure	The influence of local or national government on the managerial leadership preparation processes	Behaviors, belief, or attitude
Globalization, brain-drain	The influence of a high-income country to attract the highly skilled compatriots	Trust, behaviors
Hidden agenda	Imposing personal or group agenda from external sources as public issues	Goal setting, trust building
Sectarianism	The role of external influence on academic governance	Goal setting, trust building
Lack of setting direction	Lack of goal setting in policy standards	Linking institution's goal to country development goal

On the other hand, the depicted internal sources of challenges relate to the micro context in which the alleviation efforts perform at the institutional stage. With this wisdom, the challenge to

be a development force the managerial leadership network requires task based knowledge, skills, and experiences with respect to the existing institutional context. In contrast, the majority of the interview participants commonly agreed that political interference usually influences the ALD practices in PHEIs in Ethiopia. In this regard, the investigated challenging issues can be a development force; if and only if, the challenging issues logically contributing to the improvement of the legislative policy standards, academic working culture, and academic leadership preparation styles. This is imputable to the fact that qualitatively investigated challenging issues summarized in the table inform about the inner and outside sources of challenges in academic leadership preparation. The author has discussed some of the severe and deep-rooted challenging sources, next.

The role mix conflict: Interviewees frequently spoke, as the role mix conflict was a serious challenge in the development of the middle and top academic officers' leadership competencies. For instance, one interviewee commented on even the current Ethiopian higher education proclamation No 650/2009 for its clarity of role distributions to the executive team members, vice presidents. According to one of the senior academic officer participants,

The proclamation No 650/2009 has not granted the authority to the vice presidents. The vice presidents have appointed the assistant and the formal advisors to the president. As consequences, our activities can determine in the good will of the president or the board of the university. Nevertheless, without contemplating the authority gap, we created cooperative approach academic working culture (TLI-13).

In this regard, the responsibilities of the advisory board and the president of the university listed in detail and might use as the guiding law rather than showing policy dimensions. On the

other hand, the responsibilities of the vice presidents were not functionally noticed in the legal documents such as proclamation N^o 650/2009, article 54 (1-3) that noticed the responsibilities of the vice presidents (FDRE, 2009). Besides, the contents of the declaration also lack clarity to describe the tasks, duties, and responsibilities of the vice presidents. In this category, the functional roles of the vice presidents have been described better in the former charter No 284/1961 (MoP, 1961) as compared to the existing HE proclamation N^o 650/2009 (FDRE, 2009). Because the legitimate power sharing has been better just as the HE foundation compared to the existing conditions, the academic working culture developed through processes may help them to work in cooperative approaches as noted in the interviews.

Moreover, the interviewee's critique has strong legitimate evidence. For triangulation, the proclamation N^o 650/2009 article 54, sub-article 1 (a) declared as the responsibilities of the vice presidents have been advising, assist, and support the president as well as sub-article 1 (b) declared to exercise the responsibilities of the president when the need for that role. In addition, the sub-article 2, 3, and 4 have articulated to inform additional responsibilities that have given by the board. Moreover, the declaration noticed that the vice presidents shall not have the associate vice presidents; but, all vice presidents, as well as, the president was found working with legally appointed assistances who were legitimately granted the assistance positions. Nevertheless, the need for assistance to the executive positions further requires in-depth investigation in which this study has not addressed it. During the Emperor regime, however, the vice-presidents have had a relatively clear role to lead their responsibilities as articulated in charter N^o 284/1961 article 23 (b) (MoP, 1961). As well, the academic governance has also noticed flexible and provides better academic freedom compared to the two consecutive regimes (Amare, 2005; Mulu, 2012; Saint, 2004). This made the functional roles of the vice presidents questionable. Nevertheless, one of

the interviewees, the president, reflected to show the role and competency gap between the president and the vice presidents as follows

Being appropriate to the position of vice president do not mean appropriate for the president position. The two roles are not same. The president more works with the external bodies; whereas, the vice presidents work with internal communities. The competency should be in line with the specified role of the position level. As well, being proficient in leadership courses does not mean effective in the top leadership position. There should be a real commitment towards academic leadership hierarchical goal in the Ethiopian context (TLI-11).

In this view, the two roles, the president and vice president seem to vary and requires not only knowledge, skills, and experiences; but, also an authentic commitment towards the success of the university missions. With this wisdom, academic leadership competency can be the linking of academic leadership knowledge, tasks, and skills that help to create learning opportunities. Therefore, the university leadership courses further require academic task related training or preparation, adequate experiences sharing network, and commitment towards the mission of the public universities in which he/she may assume to be academic leader/officers in it. Nevertheless, the interview data reflected that the culture of academic work related induction program has less implemented to evolve academic senior officers in leadership roles and processes (TLI-16). As well, among the quantitative sample units about 82.8% have not been educated to lead academic institutions. The combined effect of the leadership development policy and competency gaps made the status of ALD practices partially effective and let the system to the role confusion. In this regard, the conflict of role mix influences the processes of

aligning the academic task, duties, and responsibilities and the appropriate academic leaders/officers in public universities in Ethiopia. In this sense, there are mismatches between the academic management job descriptions and the job specifications, particularly at the subordinate CEOs level in which the consequences influence the managerial leadership effectiveness in public universities in Ethiopia.

Moreover, the majority of the decisive roles on several academic program issues, promotions, and terminations have given to the advisory board; whereas the advisory board has meeting schedules, three times a year. In this regard, the advisory board working time in a public university in which they have appointed might not enough to examine several academic issues and to make acceptable decisions in the current context of Ethiopia's public universities. Subsequent to the advisory board, the responsibilities of the university president described; but the academic vice president appointed to support the president or to discharge the president's role when he is absent.

Accordingly, the mentioned legal document was failing to show managerial work direction in which the consequences push to the role mix conflict; whereas the role clarity from the executive down to the grass root level and the alignment of functional roles towards institutional goal expands the processes of ALD in the study area. This is, because, the concepts of linking functional hierarchical roles towards institutional goal seem partially satisfied with the McCauley et al.'s (2010) concepts of producing DAC (setting direction, creating alignment, and gaining commitment). In this acumen, the process of creating alignment between the academic work and the adequate competency to do that work may help to link the role of the managerial box (academic, managerial job descriptions) and the minimum required qualification of the

academic officers (academic officers' job specification such as the minimum knowledge, skills, and experiences). Thus, the role mix conflict can make everybody accountable in which no one can be accounted in practices. On the other hand, the clarity of managerial leadership roles logically enhances the expansion process of ALD competencies within the academic leaders' at all hierarchical levels in the study area.

Lack of novelty: interview participants noticed that lack of knowledge, skills, and experiences of academic leadership as a serious challenge to impede the developments of academic leadership. In contrast, the hypothesis test failed to justify in which lack of knowledge, skills, and experiences of academic leadership as the potential sources of challenges that meaningfully account for the development of academic leadership outcome in public universities in Ethiopia. In this category, the qualitative investigation has the support in the literature; because, the scholars considered that lack of novelty is the potential source of challenges in the leadership development efforts (McCauley et al., 2010).

In this sense, expanding the processes of ALD knowledge, skills, and experiences in collective approaches overcomes the gap exerted in the novelty. The expansion processes of the leadership development knowledge, skills, and experiences can help the whole faculty members to evolve them in academic leadership roles and processes in collectives in the study terrain. In this category, however, the quantitative results and the qualitative findings fail to converge; but the qualitative findings have the support in the previous studies in the literature (Bolden et al., Day, 2001).

Lack of clear goal: leadership development outcomes initially focus on setting the direction towards the institutional goal (McCauley et al., 2010). In contrast, some of the interview

participants have had questions if some academic leaders really know the institutional mission that they leading in public universities in Ethiopia. The consequences further arouse questions such as why we educate students, to increase the numbers of degree holder or to fulfill the demand for the highly skilled workforce in the labor market in the country. Such question frequently arouses to comment on the expansion of higher education institutions without fulfilling the academic workforce requirement in the study area.

In this sense, McCauley et al.'s (2010) description of setting direction is important to examine leadership development outcomes. On the other hand, lack of setting direction may affect the ALD dimensions in which the concepts emphasized in the instructional leadership behaviors as of 1982 (Hallinger, 2003, 2008). Consequently, aligning institutional goal towards the broader goal of the country and expanding the alignment of goal setting from the operational level up to the policymakers might provide clear options to re-set the unclear goal into the clear goal. The clarity of the goal setting may help to communicate the goal in which the consequences attribute the ALD in learning organizations. Thus, expanding the processes of setting the goal towards an intentional goal can help to build the sense of direction in ALD activities in the present study terrain.

Lack of commitment: The academic work forces' commitment towards the institutional goal found a serious challenge to expand the ALD practices in public universities in Ethiopia. As one of the interview participants spoke,

Faculty members' commitment towards the community services with free cost is coming to decreasing whereas the demand for the community services is increasing from time to

time. On the other hand, the budget allocated for community services is too small; if not, less supports to address the community problems (TLI-17).

More important, the interviewee critiques the faculty members for their lack of commitment to provide free services to the social community; although the interviewee himself showed his dissatisfaction (in words as well as in facial expression) on the current salary of the professor per month (< 724USD gross in the rate, 1birr = 27.6USD) in Ethiopia's public university context. In this sense, the current academic wage was failing even to reduce the professor's dissatisfaction who was paid relatively better compared to the lecturer's monthly salary (around 379USD) in the study area. Accordingly, lack of commitment might consider as the problems, which addressed every academic stakeholder in the country. Such problems might improve through aligning individual needs, trust and wants with the needs, trust, and wants of the entire academic stakeholders towards the mission of the public universities in Ethiopia. Thus, expanding the alignment of individual needs, trust and wants along with the collectives' needs, trust and wants towards institutional goals reasonably employ as the means to gain members' commitment in ALD efforts in the context of the study area.

Hidden agenda: Interview participants of the subordinate CEOs frequently spoke as they were acting as 'fire crew' who assent to serve the fire off in the study area (TLI-13; TLI-14). This is because the current context of public universities in Ethiopia was observed sometimes surrounded with latent conflict even among the academic communities in which the signal to be interpreted to challenge 'systematic discrimination.' Besides, some participants seem to believe the ongoing learning milieu has influenced by the sectarian pressure (MLI-1; MLI-10). On the other hand, the suspected sectarian proponents have originated in whom systematically

struggling towards their own personal benefits rather than struggling to the benefits of the sectarian categories in which they advocated to stand for. As the majority of the interviewees' agreed upon, the core sectarian, groups have categorized under political coalitions, religions, regions, or ethnic groups in this study area. The informal groups organized in the name of the mentioned sectarian category may be exerted power that helps them divert the governance opinion towards their interest. If not, the latent conflict may explode at any times to the spontaneous riot. In this regard, some of the interviewees' perceived reflections inform that the shadow groups were working sometimes to initiate and the other time to neutralize the conflicting issues in Ethiopia's public university context. In this concern, the participants' perceptions about the role of informal groups who have used invisible rules to promote the hidden agenda seem the same interpretations. Nevertheless, whether the invisible rules have used either to protect the academic right of the group members or to protect the academic right of the overall sectarian category requires further investigation.

According to some of the interview participants' reflection, the conflicting groups were emerged mainly in the name of the ethnic or language commonality, religions, political coalitions, or sometimes-common interest. The idea dissemination strategies/tactics within the interested functional groups have shaded by public agenda. Such sources of the hidden agenda may be from the political coalitions, religious categories, or ethnic entrepreneur teams. The teams who involve promoting systematically their personal agenda on behalf of the public agenda may intentionally ignite the conflicting issues within the academic communities. In this regard, scholars noticed about the existence of contradictions and dilemma as that inevitably creates tensions and the need for managers to work out the hidden along with an overt agenda in Ethiopian PHEIs (Ashcroft & Rayner, 2011). Therefore, the consequence made the current

academic leadership preparation efforts more of problematic in public universities in Ethiopia. In this condition, understanding the motive of hidden agenda as the potential sources of systematic challenges and resolving the issues through academic session can have advantage to strengthen the social cohesions. The social cohesion among academics can help to bind the entire academic communities to act towards the institutional goal. In this wisdom, the trust and the motive of the informal group should subsume with the trust and the motive of the entire academic stakeholders who jointly move towards the mission of Ethiopia's public universities.

In sum, creating the social cohesion among the academic leaders can help to reduce the systematic discrimination that has been expanding through the invisible rules. So, the hidden agenda thesis may alleviate through employing governance policy standards formulated to the public interest. Moreover, using appropriate legitimate strategy, the experienced academic leaders can convert such types of sources of challenge into development challenges in the public university context.

Conflicts of personal interest: In public universities, conflicts among the individual personal interests against public interests are coming to a potential source of challenges that resist development of the team spirits in the institutions (TLI-16). In this sense, the conflicts of personal interest viewed as the tension occur between the intended goal and untended goal observed in the team approach academic preparation activities (MLI-1; MLI-5; MLI-10). Although the Ethiopian HE proclamation No 650/2009, article 43 has articulated in the sense of setting ground to build the academic managing teams, powerful individuals who have had a personal self-interest against the institutional goal dominate the roles of the team members. In this respect, the individual leaders who act against the education policy goals logically challenge the expansion

processes of ALD efforts. For instance, the team members of the managing council (president, vice presidents, and student affair) and university council (managing council, deans, program heads...) include members of the academic staffs and the support and technical staffs. The team includes the characteristics of the line personnel (academic staffs) who was working to attain directly the institutional goal, as well as, the characteristics of staff personnel (support and technical staffs) who were technically supporting the line personnel to help them attain the institutional goal. In this category; however, there were tensions usually observed aggravating the conflict between the personal interests and collective interests to achieve institutional mission. Accordingly, the author asked interviewees to reflect on the tension between line personnel and staff personnel to prepare academic leaders in leadership roles and processes in their own public universities in Ethiopia.

The majority of the participants' beliefs shows that staff personnel have found less considerate compared to the line personnel to attain the institutional goal. Conversely, for some of the interview participants, staff personnel who have higher functional managerial positions such as finance, auditing, and personnel were using the civil services and financial laws without considering the academic working nature in Ethiopian public university context (TLI-12; TLI-16; TLI-18). Such problems frequently observed in every one of the PHEIs in Ethiopia.

As one interviewee reflected, "top managers of the university were engaged on the task of feeding students rather than engaging in formulating the strategy and implementing the strategic views towards institutional goal" (TLI-14). For this participant, facilitating the lodging and feeding processes of the students might not be the responsibility of the university president and vice presidents. The responsibilities to feed and lodge students and to legitimately manage the

functional role around students' services were interpreted the most problematic area in public universities in Ethiopia. This view also observed in the other sample public university in the same manner (TLI-18). In Ethiopian public university context, universities provide the lodging and feeding services to the students; if not, the access rate of the students could not be accommodated students coming from the low-income social communities in the country. On the other hand, to facilitate the services of the students sometimes request the act of risk-taking to feed students against the civil services and the finance law of the country (TLI-16). For TLI-16, taking the risk to feed the students heartily seems ethical and morally a must duty. In contrast, the practice can open the door to corruptions. In this stance, the interviewees have commented the federal auditing agency's frequent report that noticed as if the public universities have surrounded with serious corruptions to the country's parliament (TLI-12; TLI-14; TLI-16). For them, the country's financial laws and the nature of the public university current conditions were found divergent and require immediate readjustment.

Interview participants also spoke of the conflicts of interest within the team members while attempting to implement the change management techniques. In this act, members may exert hidden agenda to have the benefit from the attempted implementation of change management techniques. Such events observed and reflected as the conflicts of interests were affecting the preparation of the academic leadership roles and processes in public universities in Ethiopia. Some of the participants have had experiences of personal conflicts during the attempts to implement the change management techniques in public universities in Ethiopia.

The conflicts usually observed among the top academic officers in some of the public universities in Ethiopia; whereas the maturity of the executive bodies to manage conflict towards

development driving gears was not observed in the study area. Rather interview participants witness that neither the university advisory board nor the ministry of education executive personnel have acted meaningfully to resolve the conflicts at the spot. In this sense, the author verified that Ethiopian public universities failed to transform the conflicting agenda into the benefits. On the other hand, scholars have noticed conflict a means to build leadership development in organizations (Kouzes & Posner, 2013; Giber et al., 2009). In sum, the conflict of personal interest can re-align towards institutional goal in which the consequences improved the ALD practices. Further, the conflict of personal interest can also be resolved through linking the academic decisions to the benefits of the learning goal.

In summation of the overall noticed challenging elements, top academic officers frequently spoke in the interview data as they tied on urgent; but less imperative issues in the academic advancement (TLI-14; TLI-18). For one of the participants, any one of the top academic officers has two roles, leading the academic and leading the political duties in Ethiopian public universities (TLI-13). In this sense, the recruiting, selecting, or appointing processes have injected politically as noticed in the previous studies in the work of Saint (2004). Nevertheless, the author verified from the quantitative results and qualitative findings that political influences less support to expand the process of ALD competencies, as well as, to envisage an academic leadership outcome in Ethiopia's public university context.

Accordingly, the sources of challenges, those observed in the qualitative inquiry were new and partially differ in their nature with the quantitative results. Nevertheless, both the qualitative findings and the quantitative results reflect the current ALD challenging issues in public universities in Ethiopia. In this sense, the combination of the quantitative results and the

qualitative findings partially diverge, but complement to address the potential sources of challenges, which logically accounts for the ALD practices. As well, the qualitative findings and the quantitative results seem partially triangulate, in which the results enhance the quality of the research outputs.

In addition, the traditional ways of academic governance have been widely known by its favoritism, loyalty, and politics. The favoritism, loyalty to the governance system, and political influence in academic preparation perceived higher compared to the majority of the items. As supportive evidence, this item was not showing the statistically significant association with the development of academic leadership outcome in the study area. In this sense, traditional ways of academic governances that was the victim to the governance favoritism, loyalty to governance, and the politics have failed to explain the development of members' extra effort, effectiveness, and satisfaction in public universities in Ethiopia. Nevertheless, the political influences on the governances of public universities usually observe in the education policy of the country (Maitra, 2007). Then, the researcher discussed the legislative policy dimensions of ALD with respect to its theoretical foundations, the state of the art ALD practices, and sources of developmental challenges those attribute to academic leadership development, next.

CHAPTER FIVE

5. DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Discussions

The major aim of this study is to understand the ALD policy, practices, and challenges in Ethiopia's public university setting. Further, the researcher used the major purpose of the study to answer the five research questions. In this base, the researcher discussed the quantitative results and qualitative findings of ALD status, practices, and challenges in Ethiopia's public university context. Accordingly, participants interpreted the ongoing status of the ALD practices partially effective. Nevertheless, the transformational, instructional, and laissez-faire leadership behaviors meaningfully explain the development of academic leadership outcome. Besides, the LDMFs are better to explain the full-scale instructional leadership behaviors than the full range leadership behaviors. Further, challenging the status quo, staying up to date and questioning for deviation from policy values are the best methods to explain the development of academic leadership outcome in the study area. Equally important, the ongoing legislative policy standard criteria and the explored standard criteria those usually employing to recruit, select, develop, and retain academic leaders partially converge into ALD practices. Likewise, the academic leadership preparation has surrounded with the emerging potential challenges that requires immediate solution to divert them into development forces in Ethiopia's public university context. To discuss the results, the researcher designed the mixed question to guide the discussion part of the present study. The author designed the mixed research question that guides

the discussion part of this study in line with the views of concurrent mixed method design (Creswell, 2012, 2014). In this acumen, the researcher has preferred to employ the concurrent mixed method question to guide the mixing procedure as follows;

To what extent the quantitative results and the qualitative findings converge into ALD policy, practices, and challenges in the present study?

According to Creswell (2012, 2014), such type of mixed method question is usually designed to guide the parallel mixed method design. In this design, the researcher, mixed the separately analyzed quantitative results and qualitative findings in the discussion part of the study. In this sense, the mixing procedure done through comparing the quantitative results and qualitative findings to understand if the policy standards support the ongoing ALD practices in the study area. In addition, the researcher examined if the quantitative results and the qualitative findings converge towards ALD policy, practices, and challenges in Ethiopia's PHEIs context.

5.1.1 Status of Academic Leadership Development Practices

The researcher used the complemented theoretical framework to examine the status of ALD practices in Ethiopia's public university context. The complemented theoretical framework includes the full range leadership model (Bass & Avolio, 1991; Sosik & Jung, 2010) and the full-scale instructional leadership model (Hallinger & Wang, 2015). The full range leadership development is the extensions of transformational leadership theory that fundamentally helps to transform followers into leaders (Bass, 1997, 1999; Bass and Avolio, 1995; Bass et al., 1987). On the other hand, the full-scale instructional leadership model is the extension of Hallinger's and his colleagues' instructional leadership and used to build instructional leadership behaviors.

Besides, there are conceptual assumptions used to measure the status of academic leadership development. These are: (1) Transformational leadership and instructional leadership theories are complementary concepts (Hallinger, 2003; Marks & Printy, 2003; Stewart, 2006). (2) The authors have measured the leadership practices in terms of the patterns of leadership behaviors, beliefs, or attitudes (Gibber et al., 2009; Yukl, 2010). (3) The similarity of the upper leaders' behaviors and lower leaders' behaviors are the indications of leadership development expansion in organizations (Drath et al., 2008). In this regard, the formulated complementary ALD components such as transformational, transactional, laissez-faire, and instructional behaviors have used to measure the status of ALD practices in Ethiopian public university context.

In the result section, the perceived mean scores of the transformational (2.7), transactional (2.3), laissez-faire (1.8), and instructional (2.4) leadership behaviors were partially matched the standard criteria frequently noticed in the literature. Regarding to the constructed components, scholars have proposed the standard criteria to make decisions on the status of the balanced mix of transformational, transactional, and laissez-faire leadership behaviors to measure the status of leadership effectiveness (Bass & Avolio, 1995; Lievens et al., 1997). Accordingly, the perceived mean scores of transformational (3 or above), transactional (2 or below), and laissez-faire (1 or below) have been noticed as an optimally balanced mix for the full range leadership development in the rating scales from 0 - 4 scale points (Lievens et al., 1997). As well, the perceived mean scores for all instructional leadership behaviors factors items have been noticed above three mean score points on the rating scale from 1-5 scale points (Hallinger, 2008; Hallinger & Wang, 2015). In this study, however, the researcher changed the rating scales of instructional leadership behaviors from 1-5 scale points to 0-4 scale points to use the same scale points with the full range leadership development tool items (MLQ-5X). In this sense, taking the midpoint

and above as sufficient scale points, the perceived mean scores of 2 points was arbitrated to utilize it as satisfactory mean scores and above the 2 mean score points were also used to be a component of a balanced mix of academic leadership behaviors in the present study.

Using a follower rating form to measure academic officers' (program head - CEOs) leadership practices was found better compared to faculty members' (who did not have experience as academic officers) rating their immediate leaders' behaviors in the study area. Taking the assumptions that leadership practices defined in terms of behaviors; the expansion processes of leadership development knew by comparing the similarity of the upper level leaders' behaviors and lower level leaders' behaviors. Thus, the statistical tests have used to examine the differences between each level of the academic officers and the faculty members' perceptions about their immediate academic leaders' behaviors in the study area.

As verified in the test of hypothesis-1 of this study, the faculty members and academic officers made the perceptual gap in interpreting their immediate leaders' instructional leadership behaviors. On the contrary, the *t*-statistics were not significantly differs between academic officers and faculty members' interpretation of their immediate leaders' transformational, transactional, and laissez-faire leadership behaviors. Further, the researcher employed hypothesis-1 to examine whether faculty members and academic officers (head up to the president) were showing significant differences about the follower interpretation of their immediate leaders' transformational, transactional, laissez-faire, and instructional leadership behaviors in Ethiopia's public university context.

In this hypothesis-1, the *t*- test results did not show statistical significant differences between the faculty members and the entire academic officers' interpretation about their

immediate leaders' transformational, transactional, and laissez-faire leadership behaviors, but instructional leadership behaviors in the study area. In this regard, scholars noticed that similarity of the upper leaders' behaviors and lower leaders' behaviors are the indications of leadership development expansion in organizations (Drath et al., 2008). Similarly, the present study meets that lower and upper leaders' behaviors were interpreted nearly the same; but the results were below the expected values. As shown in the result section, except instructional leadership behaviors, the measured transformational, transactional, and laissez-faire leadership behaviors were below the standard criteria proposed in the literature (Lievens et al., 1997).

In this sense, except for instructional leadership behaviors, the remains multifactor leadership behaviors did not show significant perceptual differences between the overall academic officers and faculty members. In this regard, the middle and top academic officers seem better compared to the lower academic officers to evolve their own subordinates in instructional leadership behaviors; whereas, the upper and lower academic officers seem similar in exercising the transformational, transactional, and laissez-faire leadership behaviors. Therefore, it is the challenge for senior CEOs to coach their subordinates to transform them into effective leaders. In the same manner, using MLQ-5X tool items, the author investigated that academic officers' interpretation of the expatriate CEOs' leadership success is partially effective (Girma, 2014). As well, the consequences of the expatriate CEOs' governance let the compatriot senior and middle academic officers to the serious disappointment in the Adama and Mekele universities (Girma, 2014). In this sense, leading through either the highly skilled expatriates or the highly skilled compatriots could not let to effective leadership preparation strategies in public universities in Ethiopia. Concurrently, the qualitative inquiry provides insight on the overall limitations of academic leadership preparations in the study area.

In this regard, the leadership development practices have been interpreted less effective. Then, to investigate the reasons that made the status of leadership development practices lower, the qualitative inquiry has examined the quality of academic leadership preparation from the initial phases (recruitment and selection) up to its development and retention phases in Ethiopia's public university context. Although the operational level of academic leaders' preparation was found nearly free from political influences; the initial phase of the senior academic officer preparation were found the victim of political influences and the competition processes partially lost its merit values.

According to the qualitative findings' evidence, the ongoing standard criteria used to recruit, select, and appoint the senior academic officers were partially unclear. As well, the ongoing merit type competitions were also interpreted to be less effective to attract appropriate CEO when the education minister to exercise his/her authority to select any one of the three top scorers (MoE, 2017). Moreover, the initial phase of the leadership development process was also understood more of prescribed type that can satisfy the appointer rather than the entire academic communities. Furthermore, the initial phase of leadership development was suspected in utilizing the invisible rules compared to the legitimate regulations, when the top executives' select any one of the candidates among the top three scorers in the merit based competition. Similarly, the trend may expand up to the lower level officers' position.

In this sense, the academic officers seem to rate their immediate leaders' behavior relatively higher may be because of the favor they have during the appointment process compared to the instructors' rate their immediate leaders/heads behaviors. On the other hand, the overall status of ALD was investigated partially effective; or else, ineffective. Since the upper level leaders and

lower level leaders have similar leadership behaviors (H1), executives may face challenge to evolving the entire members in leadership roles. This might be because of the deficiency at the initial phases of ALD in Ethiopian public university context.

In this favor, all participants have similar opinions, discourages the top scorers in which the consequences discourage the voters that further influences the coming competitions. On the other hand, if the lowest score achiever, (the 3rd) has appointed to the vacant position; he may assume losing his morality as well as his personal power to lead the highly skilled academics confidently. In this regard, the initial phase of leadership development at the executive level partially loses its quality for several reasons such as political influences, loyalty, and systematic discrimination. Since the quality of the initial stage of leadership development determines the quality of leadership development (Groves, 2007; Leskiw & Singh, 2008), the quantitative results and qualitative findings converge in the present study. In this understanding, the deficiencies in the initial phase of leadership development phenomena further determine the ongoing status of ALD practices in the study area.

Subsequently, the measured low status of the ALD practices may be because of the deficiency of the initial phases of leadership development at all levels. Nevertheless, the preparations of ALD at the executive level encumber the expansion processes of leadership development competencies in public universities in Ethiopia. In this sense, the individual prescribed leadership development style still dominates the ALD practices in Ethiopia's public university context. Further, the leadership behaviors that predict the development of leadership outcome have discussed to recognize the link between leadership behaviors that are useful to improve academic leadership outcome in Ethiopian public university context.

5.1.2 Linking Leadership Behaviors to Leadership outcome

The researcher used the stepwise regression associations to investigate the link between the best subsets of leadership behaviors (IV) and the development of academic leadership outcome (DV) in Ethiopia's public university context. The link is useful to construct a theoretical model that helps to prepare the academic leaders in leadership roles towards the institutional goal in which the consequence reveal leadership outcome. In this sense, the researcher designed the hypothesis-2 to examine the stepwise regression associations between the best subsets of leadership behaviors and the development of academic leadership outcome in public universities in Ethiopia. The hypothesis focuses on the attribution of major leadership behaviors on the variation in leadership outcome. The results further insight new dimensions of leadership development in public universities as response to the report of the distinguished professors about the paucity of leadership development theories in HEIs context (Dopson et al., 2016).

As a response, the investigated subsets of leadership behaviors that include transformational, instructional, and laissez-faire leadership behaviors best predict the development of leadership outcome. This best subset of the leadership behaviors was accounted about 63.1% of the variation in the development of academic leadership outcome in the present study. In this regard, the *F*-statistics verified that the regression relationship between the best subsets of the leadership behaviors (transformational, instructional, and laissez-faire) and the leadership outcome $F(3, 397) = 225.98$ at $P < 0.001$ was obtained significantly. Further, the *t*-statistics revealed that the relationship between transformational behaviors and leadership outcome ($t = 16.2, P < 0.001$), between instructional behaviors and leadership outcome ($t = 8.3, P < 0.001$), and between laissez-faire behavior and leadership outcome ($t = -3.6, P < 0.001$) were obtained statistically

significant. To the contrary, the relationship of the transactional leadership behaviors and the development of leadership outcome were not statistically significant in the present study.

In this sense, trainees can learn transformational and instructional leadership behaviors coherently to prepare themselves in academic leadership roles and processes in public universities in Ethiopia. Moreover, this test revealed that transformational and instructional leadership behaviors are the complementary concepts. On top, practitioners can use it for similar purposes, to evolve themselves in leadership roles in public university context. The test result has strong support in the literature; particularly in the primary and secondary sub-sectors (Hallinger, 2003; Marks and Printy, 2003; Stewart, 2006). On the other hand, the author proposes laissez-faire behavior, usually to empower the highly skilled faculty members in public universities. In this aspect, the empowerment dimension of leadership development model (Bush and Grover, 2004) has a support in the present study.

As well, laissez-faire behavior helps to provide academic leaders an academic liberty with accountability measures to make decisions on academic issues particularly at the program execution level. In addition, reducing some aspects of laissez-faire behaviors such as absenteeism when needed, eluding decision-making, and shelving urgent work related questions in leading the academic work in public universities could augment the leadership development outcomes. This is, because, a laissez-faire behavior and leadership outcome was inversely proportional. Therefore, the present finding is in line with the previous studies in the literature (Avolio et al., 1999; Bass, 1997, 1999). Consequently, the present study investigated the subset of transformation behaviors, instructional behaviors, and laissez-faire behavior attributes for about 63% variation in leadership outcome. Conversely, the transactional leadership behaviors'

attribution (11%) failed to improve the members' extra efforts, performance effectiveness, and satisfaction meaningfully in the present study area. In this acumen, the test reflections inform that every one of the faculty members can perform their academic job successfully in the absence of transactional leadership behaviors. Nevertheless, with less members' extra effort, effectiveness, and satisfaction; the transactional leadership notion conditionally utilized to evolve academic leaders' role to attain learning goal.

Transactional leadership behaviors help to clearly determine and define the role and tasks required to followers and known for its corrective criticism, negative feedback, and negative reinforcement (Avolio et al., 1999; Avolio & Bass, 2002; Bass, 1997, 1999; Bass & Avolio, 1995; Sosik & Jung, 2010). The mentioned transactional leadership behaviors have observed in the literature and its presence may enhance the organizational successes in the business industry. On the contrary, learning organizations such as the public universities seem to the less utilize the transactional leadership behaviors to improve the development of academic leadership outcome in Ethiopia's public university context. This is; because faculty members are highly skilled personnel and they know their academic leadership roles without a doubt. In this regard, the complement of transformational, instructional, and laissez-faire leadership behaviors support to enhance the academic leaders' extra efforts, effectiveness, and satisfactions. On the other hand, the transactional leadership behaviors that use routine control and corrective action looks as if partially support the development of leadership outcome in public university context.

The combination of transformational and instructional leadership behaviors significantly predicts ALD outcomes in Ethiopian public university terrain. In this sense, the notion of complementing the transformational and instructional leadership behaviors has also evidence in

the works of distinguished scholars in the previous studies (Hallinger, 2003; Marks & Printy, 2003; Stewart, 2006).

Table 5-1. Leadership behaviors that predict the development of leadership outcome

No	Best Subset Model	Descriptions	Development Target	Effect
1	Transformational	Expanding the processes of transformations of followers into leaders towards development goal;	Behaviors, beliefs, or attitudes	Members' Extra effort, Effectiveness, Satisfaction
2	Instructional	Expanding the processes of building learning environment in collectives;	Behaviors, beliefs, or attitudes	Members' Extra effort, Effectiveness, Satisfaction
3	Laissez-faire	Reducing laissez-faire behavior such as absenteeism when needed;	Behaviors, beliefs, or attitudes	Members' Extra effort, Effectiveness, Satisfaction

As evidence, the combined contributions of transformational and instructional leadership behaviors attributed to improve for about 61.9% variation in the development of academic leadership outcome (Model-2 in Hypothesis2). In this hypothesis test, further the best subset (Model-3) has accounted for about 63% of the variation in the development of academic leadership outcome by involving the transformational, instructional, and laissez-faire behavior as shown in Table 5.1 of the present study. In this regard, laissez-faire behavior was significantly attributed the variation of 1.5% to the development of academic leadership outcome in university context where the highly skilled academic resources working in its terrain. Since, laissez-faire behavior and leadership outcome factors are inversely proportional (Bass, 1997, 1999), reducing the excessive laissez-faire behavior attributes to increase the consequences of the ALD outcome in the present study area. Subsequently, the researcher justified that the complement of full-scale

instructional leadership and full range leadership models are important to advance the understanding of ALD expansions in the public university context.

Nevertheless, the description of the subset of transformational, instructional, and laissez-faire that predict the development of academic leadership outcome cannot be enough to better recognize the improvement of leadership development outcomes in the present study area. This is because the complete academic leadership behaviors require appropriate LDMFs to expand its useful behaviors in collectives. To do so, the researcher investigated the best subset of the LDMFs, which best explain important academic leadership behaviors and its discussion has presented, next.

5.1.3 Linking LDMFs to Leadership Behaviors

In this survey, the author examined the link of academic LDMFs to the useful leadership behaviors with respect to the quantitative results and the qualitative findings. In the quantitative study, the majority of the leadership development vital activity items (72.7%), which used to study the ALD challenging experiences, perceived by the participants below the mean values. The LDMFs, which were set up to be the best subset to prepare the line personnel in academic leadership roles, identified in the present study. In this regard, seminars, meetings, or workshops (2.0), action learning (learning by doing) (2.0), on-the-job training for the deans and above (2.0) were investigated to be the leadership development methodological forms; but, the result showed nearly average. Besides, counseling (1.9), leadership exchange or sharing experiences (1.9), multifactor feedback (1.9), and on-the-job training for members below the dean position (1.9) have ranked below average. Even offering the formal leadership courses (1.8) also found less experienced in the development of academic leaders in the present study area. Moreover, the

LDMFs such as coaching (1.8) and mentoring (1.8) in which the qualitative participants frequently spoke about its usefulness and utilized frequently to build academic leadership competencies ranked at a lower place, below the average scores.

In the qualitative findings, the LDMFs in academic leadership preparation in which the senior academic officers frequently spoke about in the interviews' investigation were coaching, mentoring, group meeting, and self-sponsored-learning (TLI-11; TLI-13; TLI-14). Some members of the interviewees (22%) spoke about pedagogical training such as the higher diploma program (HDP), on- the- job short-term pedagogical training, sharing experiences, and informal learning methods were applied to develop the academic leadership in academic leadership roles and processes (MLI-3; MLI-6; TLI-12; TLI-15). Although the quantitative results and qualitative findings of this study showed gaps in the utility of coaching to expand leadership competencies, coaching has been noticed widely in the previous leadership development studies (Bolden, 2005, 2006; Bush & Grover, 2004; Carter et al., 2005; Day, 2001; Giber et al., 2009; McCauley et al., 2010). In this respect, coaching may serve to expand academic leadership competencies in the scholarly system.

In the qualitative component of the present study, the subordinate CEOs seem better in the utility of coaching and mentoring to develop academic leaders in the academic leadership roles and processes compared to the middle and lower academic officers similar activities in this study area. In this sense, the elaboration of the ALD knowledge, skills, and experiences through coaching might be impeded at somewhere between the peak and lower academic managerial leadership echelons. This is because the senior academic officers (executives) proudly spoke about the utility of coaching to train their subordinates in leadership roles and processes in the

team sprits. However, the majority of the participants who rated their immediate academic leaders' coaching experiences found less useful to improve academic leadership behaviors in Ethiopian public university setting.

Despite its stability in the utility of experiences, the LDMFs such as coaching, mentoring, self-learning, training, work based meeting, action learning, sharing experiences, and informal learning were explored as if the frequently utilized forms of ALD activities in public universities in Ethiopia. Nevertheless, the government bodies such as the education minister and the university board members' focus of leadership development was to improve the leadership competency of the senior academic officers. Rather, the managerial academic leadership task, duties, and responsibilities have appended on the shoulder of the first line academic officers who accept a direct connection with the whole faculty members. In this sense, the design of ongoing leadership development seems lacking to understand the direct purpose of the foundation. The consequence may widen the gap between academic study and academic responsibilities in which the consequences further impact to gain faculty's commitment towards institutional goal.

Accordingly, the limitation of priority choice influences the extent of expansion processes of ALD competencies in favor of training opportunities. In general, there were efforts by using the LDMFs to prepare academic leaders for the public university context; whereas the leadership development options (models) that predict the academic leadership behaviors were less known in the context of the study area. As the response, this study has used the stepwise regression to predict the best subsets of methodological forms that predict useful academic leadership behaviors in public universities in Ethiopia. The researcher used stepwise regressions to examine

the associations of the best subsets of LDMFs (IV) and academic leadership behaviors (DV) in the context of the public universities in Ethiopia.

In this regard, hypothesis-3 includes four sub-hypotheses to examine the stepwise regression associations of the best subset of LDMFs with each one of the transformational, transactional, laissez-faire, and instructional leadership behaviors' variation because of the tools in the study area. The researcher tested the dissected hypotheses to recognize the best subset of LDMFs that significantly predicts essential academic leadership behaviors in public universities in Ethiopia. As a result, hypothesis3.1 examined the stepwise regression association between the subset of multifactor feedback and action learning (IV) and the transformational leadership behaviors (DV) and the computed result was ($R = 0.4$) nearly moderate. The multifactor feedback and action learning methods attributed for about 15.2% variation to the development of transformational leadership behaviors in the study area. Moreover, the associations between each one of the best subsets of multifactor feedback and action learning (IV) and the transformation behaviors (DV) found statistically significant.

In this regard, the distributions of F -statistics $F(2, 388) = 34.7, P < 0.001$ for the stepwise regression relationship between the best subset of the multifactor feedback and action learning (IV) and the transformation leadership behaviors (DV) at the significance level of $\alpha < 0.05$ was found significant. Further, the stepwise multiple regression associations between each of the independent variables and the dependent variable were also statistically tested. As results, the stepwise regression relation between multifactor feedback and transformational leadership behaviors ($t = 4.3, P < 0.001$) and the stepwise regression relation between action learning and

transformational leadership behaviors ($t = 3.4, P < 0.001$) at the statistical significance level of $\alpha < 0.05$ were also found significant.

The test results were in line with the findings in the previous studies tested in the context of developed countries. In this regard, there are studies, which concluded that the multifactor feedback and action learning have been noticing the best LDMFs usually use to advance the transformational behaviors (Day, 2001; McCauley, 2010; Sosik & Jung, 2010). Multifactor feedback usually employs to evaluate individual leaders; whereas expanding the process of evaluating individual leaders with the appropriate feedback can help to improve the network of academic leadership systems. The problem in point can be if the evaluator failed to provide feedback for each of the points, he/she has evaluated. In this case, the evaluation can play a discouraging role rather than preparing academic leaders in leadership roles and processes. Furthermore, expanding the preparation of academic leaders into the network of academic leadership can never occur. In this sense, to be the benefited from the multifactor feedback, knowledge-based evaluators should administer the evaluation processes in learning institutions.

Action learning is the best known as learning by doing. It also considered as one of the best LDMFs to expand self-leadership development processes usually on the small amounts of leadership skills, development phenomena (Leonard & Lang, 2010). According to Leonard and Lang (2010), action learning has considered the best method to improve leadership competencies compared with the multifactor feedback, coaching, or mentoring. In consequence, the contribution of multifactor feedback and action learning towards the development of transformational leadership behaviors found meaningfully important compared to the contributions of the remaining nine leadership development elements in Ethiopian PHEIs.

Similarly, in the H3.2 test of analysis, the stepwise regression relation between the best subset of the mentoring, training, and attaining leadership courses (IV) and the transactional leadership behaviors (DV) ($R = 0.4$) was found nearly moderate. This study revealed that the methodological form of mentoring, on the job training, and off the job formal leadership learning perceived attribution was to the variation of 12% of the transactional leadership behaviors because of the methodologies. Likewise, the distributions of F statistics $F(3, 387) = 17.47$, $P < 0.001$ for the stepwise regression relations between the best subset of forms of mentoring, on-the-job training, and formal off-the-job leadership education (IV) and the transactional leadership behaviors (DV) at a significant level of $\alpha = 0.05$ was found statically significant.

Furthermore, the researcher examined the stepwise regression relations between each of the best subset of mentoring, on-the-job training, and off the job leadership courses learning (IV) and the transactional leadership behaviors (DV). In this regard, the stepwise regressions associations between mentoring and transactional behaviors ($t = 2.70$, $P = 0.007$), on the job training for lower academic officers (below dean) and transactional behaviors ($t = 2.67$, $P \leq 0.01$), and between off the job formal leadership education and transactional behaviors ($t = 2.35$, $P \leq 0.01$) at a significant level of $\alpha = 0.05$ were also found meaningfully useful. In this sense, the subset of mentoring, training, and providing formal leadership courses significantly useful to improve the transactional leadership behaviors; whereas the transactional leadership behaviors were found less important to improve academic leadership outcome in this study area.

Likewise, in the H3.3 test of analysis, the stepwise regression relation between the best subset of methodological practice in leadership development (leadership exchange) and laissez-faire behavior ($R^2 = 0.015$) was attributed for about 1.5% of variation in laissez-faire behavior.

Moreover, the stepwise regression, association between leadership exchange and laissez-faire distribution $F(1, 389) = 6.042, p = 0.014$ at the significant level of $\alpha = 0.05$ was found significant. Further, the stepwise regression, association between leadership exchange and laissez-faire behavior ($t = 2.46, P = 0.014$) was also found statistically significant. In this regard, the test identified that leadership exchange usefully predicts the laissez-faire behavior; whereas the remains ten leadership development elements were found less useful to improve laissez-faire behavior in the study area.

Moreover, as verified in the hypothesis-2 of the present study, laissez-faire behavior was found useful to predict the development of academic leadership outcome; but, laissez-faire behavior and leadership outcome has been noted inversely proportional in the literature (Avolio et al., 1999). In this sense, reducing some aspects of the excessive laissez-faire behavior can enhance the leadership outcome. In this regard, expanding the process of reducing undeserved laissez-faire behavior to the lower limit as well as enhancing the empowering aspects of laissez-faire behavior may help to augment the development of members' extra effort, effectiveness, and satisfaction in the PHEIs.

More important (H3.4), the stepwise regression relation between the best subset of independent variables (multifactor feedback, counseling, seminar or meeting, and action learning) and dependent variables (instructional leadership behaviors) ($R = 0.63$) was found strong. Moreover, the proportion of the stepwise regression associations between the mentioned best subset of LDMFs and instructional leadership behaviors (39.1%) was found higher compared to the earlier stepwise regression associations' proportions in H3.1 (15%), H3.2 (1.5%), and H3.3 (12%) as examined in the Chapter four of the present study. Further, the

distributions of F statistics $F(4, 386) = 61.9, P < 0.001$ for the stepwise regression relation between the subsets of multifactor feedback, counseling, meeting/workshop, and action learning (IV) and the instructional leadership behaviors (IV) at a significant level of $\alpha = 0.05$ was found statistically significant. Furthermore, the stepwise regression relations between each of the mentioned independent variables and the targeted dependent variable were also tested. In this regard, the stepwise regression associations between multifactor feedback and instructional behaviors ($t = 5.86, P < 0.001$), between counseling and instructional behaviors ($t = 2.91, P = 0.004$), between seminar/meeting/workshop and instructional behaviors ($t = 2.83, P = 0.005$), and between action learning and instructional behaviors ($t = 2.36, P = 0.019$) were found statistically significant at $\alpha = 0.05$ level of significance.

In this modeling process, the four best development forms meaningfully attributed to improve the instructional leadership behaviors. This means multifactor feedback, counseling, meeting, and action learning can help to build and expand instructional leadership behaviors. In addition, the combination of this model also includes the best subset of LDMFs (multifactor feedback, action learning) that predict transformational leadership behaviors. In this regard, the model can help to build and expand both the instructional and transformational leadership behaviors in which the two behaviors to be attributed to the variation of nearly 54.3% in the development of academic leadership outcome.

Accordingly, the best subset of LDMFs that include the multifactor feedback; counseling; seminar, meeting, workshop; and action learning help to build as well as to expand the instructional leadership behaviors along with the transformational leadership behaviors in public universities in Ethiopia. Likewise, the researcher investigated the quantitatively mentioned

subset of LDMFs in the qualitative findings of this study. In this sense, instructional and transformational leadership behaviors interpreted as complementary concepts to expand ALD competencies in the public university context. To sum up, the LDMFs in academic leadership preparation seem advantageous to improve instructional leadership behaviors (39%) compared to the development of the transformational (15%), transactional (12%), and laissez-faire (1.5%) leadership behaviors in the quantitative results in Ethiopia's public universities. Although coaching and mentoring were frequently spoken as the tools to expand leadership competencies in the present qualitative findings (TLI-11; TLI-14; TLI-16), the investigation has less evidence from the quantitative sides in the present study.

Nevertheless, these two development forms have evidences in the leadership development literature, even in the higher education context (Bolden et al., 2008, 2009; Braun et al., 2009). Moreover, the document of leadership development program for higher education in Ethiopia (GIZ, 2017) also noticed the two approaches, coaching and mentoring, to advance the competency of academic leaders in the training programs. Nevertheless, the specific way of delivering of the two approaches to evolve academic leaders in leadership roles (coaching and mentoring) rarely observed in practices. Almost the quantitatively investigated useful LDMFs also noticed its utility in the qualitative part of the present study (MLI-3; MLI-6; TLI-12; TLI-15). Further, the qualitative inquiry informed that academic leaders educated using self-sponsor learning in leadership and management programs (MLI-3; MLI-9; MLI-10; TLI-12). In this awareness, the investigated ALD elements have summarized in Table 5.2. In this sense, the attributions of the best subset of the ALD elements that influence each one of the academic leadership behaviors found out valuable to expand the ALD roles (a set of behavior patterns) and processes with/within the Ethiopian public university context.

Table 5-2. Summary of useful ALD methodological practices

	LDMFs	Descriptions	Leadership Development Target
1	Multifactor feedback	Multi-source ratings of performances and providing immediate and transparent comments,	Transformational and instructional behaviors
2	Action learning	Project-based experiential learning to reduce the focused problem; learning by doing,	Transformational and instructional behaviors
3	Mentoring	The formal process of senior faculty members advising the junior faculty members within the academic program,	transactional leadership behaviors
4	Off-the-job training	Providing formal leadership courses in the regular program,	transactional leadership behaviors
5	On-the-job training	Providing pedagogical training (short-term & HDP training)	transactional leadership behaviors
6	Leadership exchange	Sharing experiences or learning through dyadic relation,	Laissez-faire behaviors (enhancing empowerment; reducing absenteeism)
7	Counseling	The process of advising, academic leaders about the best ways of academic leadership	Instructional leadership behaviors
8	Seminar/meeting	The processes of disseminating governor's intention towards institutional goal,	Instructional leadership behaviors
9	*Coaching	Practical, goal focused, one-to-one and face-to-face learning opportunities,	Behaviors, beliefs, attitudes
10	* Learning from experiences	Learning from the fire of experiences, which is the best school in the absence of teacher in the profession.	Behaviors, beliefs, attitudes

Further, the quantitatively investigated best subsets of the major academic leadership behaviors (transformational, instructional, and laissez-faire) have accounted for the development of the ALD outcome. The complement of transformational and instructional leadership behaviors has evidence in the literature in which their combinations attribute to improve leadership outcome in the context of learning organizations (Hallinger, 2003; Mark & Printy, 2003; Stewart, 2006). In this study; however, reducing laissez-faire behavior through experience sharing may significantly account to enhance the variation in the development of academic leadership outcome in Ethiopia's public university context. Besides, in certain conditions, laissez-faire behavior such as empowering may also attribute to improve academic leader's extra effort, effectiveness, and satisfaction in learning organizational context. Equally important, the

expansion processes of ALD competencies could not experience without challenges. The present study conducted the advantage of developmental challenges that account for the development of academic leadership outcome in the study area and the result have discussed, next. .

5.1.4 Linking Developmental Challenges to Leadership outcome

The focus of this part of the study was to discuss the quantitatively surveyed and the qualitatively explored sources of challenges in ALD practices in public universities in Ethiopia. Although the acts of the sources of challenges were usually interpreted as ‘impediment force’ to the institutional success, this study hoist up the developmental notion of challenges in some aspects of the efforts. This is because the contribution of challenge has been significantly accounted to break the old status quo, to reverse systematic discrimination in academic governance, and to ignite members to stand against the unethical act and to support ethical academic governance in learning organization. Besides, the potential sources of challenges have been also accounted for the development of innovative academic leadership goal in the study terrain. In this regard, the researcher employed the quantitative and qualitative paradigms to examine the sources of challenges in ALD processes to question the system formally and to examine the legality of the ongoing ALD processes in Ethiopia’s public universities.

In the quantitative part of this study, participants rated their own utility experiences of the developmental challenges in the preparation of academic leadership efforts in which the items reviewed from the literature (Carter et al., 2005; Giber et al., 2009; Kouzes & Posner, 2013; McCauley et al., 2010; Yukl, 2010). The seven rating item questions constructed for the present study were employed to survey participants’ self-experiences in challenging the activities of academic leadership preparations in Ethiopia’s public university context. Consequently, the

sources of challenges those surveyed in the quantitative inquiry used to examine their contributions to explain the development of leadership outcome in Ethiopia's public university context. In the previous studies; however, the best combinations of the sources of challenges that predict the development of academic leadership outcome has not yet identified in Ethiopia's public university context. As a response, this study employed the stepwise regression to examine the associations between the widely known potential sources of challenge items as independent variables (IVs) and the development of leadership outcome items as the dependent variable (DV) in public universities in Ethiopia. As results, the stepwise regression associations between the best subset that includes challenging the status quo, staying up to date, and asking what we can learn questions when academic work departure occurs (IVs) and the development of academic leadership outcome (DV) ($R = 0.4$) was found nearly moderate.

Likewise, these potential sources of challenges were accounted for about 13% of the development of academic leadership outcome in the study area. On the other hand, the remains four potential sources of challenges such as lack of novelty, looking for innovative ways of academic work, risk-taking in academic decisions, and members challenge against the coercive academic governances were less important to the development of academic leadership outcome in public universities in Ethiopia. Further the F -distribution test for the significance of the stepwise regression, association between the potential sources of challenges in leadership development and the development of academic leadership outcome $F(3, 393) = 19.74, P < 0.001$ was found significant at $\alpha = 0.05$ level of significance.

As well, the t -statistics for the association between challenging the status quo and the leadership outcome ($t = 3.58, P < 0.001$) found statistically significant at $\alpha = 0.05$ level of

significance. Likewise, the t -statistics for the associations between staying up to date and the leadership outcome ($t = 2.1, P = 0.037$), and between asking what we can learn questions for academic governance visible limitations and the leadership outcome ($t = 2.03, P = 0.043$) found statistically significant at $\alpha = 0.05$ level of significance. As shown, the three variables, namely, challenging the ongoing status quo, staying up to date, and questioning for deviance in academic governance were found the best subsets that significantly attributed to the development of academic leadership outcome in Ethiopia's public university context. In this sense, the researcher investigated the potential sources of challenges that best attribute to the development of leadership outcome in line with the scholars' contributions in the current literature (McCauley et al., 2010). Moreover, at the end of the questionnaire, there was also partially open-ended question to collect data from the academic leaders who participated to fill the questionnaire.

Accordingly, the author asked the participants if they have additional information that they thought important to build the future prospect ALD in public universities in Ethiopia. As the response, the majority of the participants commonly reflected as the public university governing system should be free from the political interference. Besides, the participants' overall responses commonly noticed that the senior academic officers, including the CEOs' appointment to be guided by the true merit competition. In this part, the majority of the participants' perceptions about the appointment of the senior academic officers, particularly the appointments of the CEOs team members seem to experience a pseudo type of the merit competition. As consequences, the faculty members interpreted the senior academic officers with the political appointees who loyally serve the interest of the appointer rather than the entire academic institution. Incidentally, the academic staffs may adversely challenge the system in which the consequences can let either to the learning crises or to the learning improvement. It depends on the leadership competencies

of the academic leaders from faculty up to the CEO who have the ability as well as the opportunities to convert challenges into development forces.

For that reason, there should be in-depth qualitative investigations to understand deeply the consequences of logical challenges in the development of academic leadership in public universities. The author employed the conceptual framework for the qualitative inquiry to examine the legislative policy standard criteria usually used to recruit, select, develop, and retain academic officers and its implementation practices in Ethiopia's public university context. In this study, the qualitative finding noticed the existences of political influence that resist the ongoing ALD processes, particularly at its initial steps. In this sense, the quality of recruiting and selecting processes of the potential candidate academic leaders determine the quality of leadership development.

As evidence, scholars logically verified that the quality of recruiting and selecting processes of the potential candidates determine the quality of leadership development in organizations (Leskiw & Singh, 2007). Moreover, the efforts to prepare academic leaders through meetings, seminars, workshops, and short-term trainings for executive and middle academic officers' level have focused on some managerial skills. On the other hand, the leadership preparation lacks transferring the knowledge, skills, and experiences that help to improve the teaching, research, and community service activities in public universities in Ethiopia. This is because authors have noticed that lack of knowledge, skills, and experiences are the potential sources of challenges in leadership development in the literature (McCauley et al., 2010).

The concept implies that lack of novelty is the reasonable potential sources of challenge in the ALD activities. In this sense, understanding and fulfilling the gap of novelty improves the

ALD processes; whereas lack of novelty was not a source of challenges that enhances leadership outcome in the quantitative part of the present study. Instead, the academic leadership preparation through meetings and short-term training were usually to transferring the intentions of the government rather than improving the academic leadership novelties towards the mission of the teaching, research and community services in the study area. Accordingly, the qualitative inquiry informs that lack of managerial novelty found as a potential challenge that influences the academic leadership development. Conversely, the quantitative results inform that the status of lack of novelty was the lower potential sources of challenges compared to the other factors utilized in the present study.

Furthermore, the qualitative inquiry was used the interview method to explore the potential sources of challenges in practices in the study area. The explored data further categorized into internal and external sources of challenges, which influence the ALD practices in the current context of public universities in Ethiopia. The major potential sources of challenges frequently noticed in the qualitative investigation include a role mix conflict, lack of clear goal, lack of commitments, invisible rules to promote hidden agenda, and conflict of personal interest. In addition, the influence of personal relationship has considered as potential sources of challenges even that partially shaded the legal right of the academics. Besides, the senior academic officer interview participant reflected that

Tethering on urgent; but, less important issues are the challenges usually influence the academic officers' role. Senior academic officers should innovates the means to advance the execution of academic programs, but we, the CEOs' team members currently engaged in feeding, lodging, and shielding students (TLI-18).

The noticed source of challenges has the supportive views (TLI-14) from another sample university and informs our current academic work conditions. The focused activities seem important for the majority of students to learn; but who should responsible for the task that shows role confusion in which the consequence affects the leadership development practices. In this sense, all sources of challenges can't attribute to the development; but, those challenges which produce change towards setting direction, creating alignment between academic work and academic competencies, and gaining faculty members' commitment can attribute even to establish an ALD network in the public university context.

Accordingly, the best subset of sources of challenges significantly accounted for the development of leadership outcome in the quantitative results and the potential sources of challenges frequently aroused in the qualitative findings have summarized in Table 5.3. For this concern, the first three sources of challenging items those investigated through quantitative inquiry have also strong evidence in the qualitative inquiry; whereas the remains are the newly emerging sources of those challenges require immediate resolution towards learning goal. Thus, the author preferred to discuss the first three items in the table to capitalize their importance to academic leadership performance expansion in the study area context. The remaining qualitative findings also used as complementary to the quantitatively investigated sources of developmental challenges in public university context.

Challenging the status quo: In challenging the traditional ways of academic working such as teaching, supervising the students' project, research, and community services to the individual faculty interest, academic officers were found better as compared to the faculty who do not have academic managerial positions in the quantitative results. This is because the item made

significant perceptual differences ($t = 2.5$, $P = 0.012$) between the academic officers (from program heads up to the CEOs) (average = 2.7) and the faculty members (without formal office positions) (average = 2.4) at $\alpha = 0.05$ level of significance. Although faculty members who have no managerial positions were not drawn in the interviews, faculty members are found the least reactive to change the traditional trends in the teaching, supervising, and research participation. In the literature; however, instructional leadership guides the teaching processes (Hallinger, 2008) and transformational behaviors of supervisors enhance students' success in the project work or research outputs (Barbutto et al., 2009; Laguerre, 2010).

Table 5.3. Challenges in context

No	Challenges	Resolving systems	Development Target
1	Challenging status quo	The processes of urging the old ways of thoughts to ignite new ways of thinking, the paradigm shift;	Behaviors, beliefs,
2	Stay up to date	Self-learning to meet the international standard;	Behaviors, beliefs
3	Questioning deceptive governance	Logically questioning when academic work decisions don't go towards the timely institutional goal;	Behaviors, beliefs
4	The role mix conflict	Expanding the processes of linking the leader's role towards institutional goal;	Behaviors, beliefs
5	Lack of novelty	Expanding the process of new leadership knowledge, skills, and experiences;	Behaviors , beliefs
6	Lack of clear goal	Expanding the development process towards a purpose;	Setting goal; beliefs,
7	Lack of members' commitment	Expanding the processes of subsuming each one of the members' goal into institutional goal towards development goals of the country;	Building attitude, trust, beliefs, or interest
8	Hidden agenda	Reducing the sectarian acts from the external bodies through invisible rules by promoting the rule of law;	Setting learning environment
9	Conflict of interest	Reducing the tension between the personal goal and the institutional goal through challenging unfair academic decision;	Creating goal alignment;
10	Challenging an unfair academic decision	Linking academic decisions towards education policy values (academic freedom, quality, fairness);	Culturing the "rule of law" towards policy goal

Accordingly, breaking the old ways of preparing academic leaders can attribute to search innovative idea to expand the competencies of academic leaders' development into ALD in the study area. Nevertheless, breaking the old status quo is useful tactics to improve leadership outcome; but breaking the old status quo may interpret as if the rule breakers in academic

institutions that further lead to the serious personal risks. Therefore, safely and legitimately challenging the old status quo reasonably hoists up the ALD notions in which the consequences enhance members' satisfaction and commitment to change the old trends, beliefs, and practices in the present study area.

Stay up to date: being “staying up to date” on the expansions of the new options of ALD processes was also found one of the sources of challenges that attribute to improve academic leadership outcome on the quantitative results of this study. Staying up to date, as the source of challenges was not showing the statistical significant mean score difference between academic officers and faculty members' self-interpretation about their own challenging experiences through self-learning. This result has also supported the current literature. As evidence, Kouzes and Posner (2013) noticed that “stay up to date” has used to challenge the leadership practices in organizations.

Similarly, interview participants reflected from their experiences that self-learning rose frequently to build their leadership knowledge and skills in the qualitative findings in which the process builds self-awareness that can challenge the gaps in the ALD processes in this study area (MLI-2; MLI-3; MLI-9; TLI-12). According to the view of the interviewees, challenging through self-innovation can take to be the developmental forces and contribute to build leadership development. Such phenomena have strong support in the leadership development literature (Carter et al., 2005; Giber et al., 2009; McCauley et al., 2010). In this sense, both the quantitative results and the qualitative findings converge at the potential sources of challenge that significantly account for the development of academic leadership outcome in public universities

in Ethiopia. Thus, building self-development culture in ALD is important to expand leadership competencies through providing and facilitating learning opportunities in learning organization.

Questioning deceptive governance: questioning when the acts and beliefs of academic governors deceptively leading the ongoing public universities against its mission have been confirmed to be the potential sources of challenges that significantly attribute to the development of academic leadership outcome in the quantitative result. Besides, this question reflected in the interviewees' opinion when they narrated their own story while challenging the executive who frequently breaks the academic work policy dimensions, procedures, and rules. Such challenging efforts may adjust even the act of executives not to use coercive power, loyalty, or nepotism to the advantages of their favorites. In this regard, there were hot issues spoke in the interviews that reflected about discouraging role of favoritism in the two sides, the preferred, and the not preferred. As evidence, two of the interviewees have had their own story or experiences in which one of the participants who has lost and the other who has gained advantages to win the higher ladder academic officers' positions.

As well, the majority of the interview participants commented on the competition approaches for its pseudo type merit. Really, questioning what we can learn from the pseudo type of merit competition for learning organizations can be a strong challenge to adjust the drawbacks in the merit competition. In this regard, the logical challenge from the participants against the unethical academic decision can help to rethink on the limitations and to reduce the activity of the pseudo-type merit competition for the future prospect of leadership preparation. Moreover, the qualitative findings were also questioned the unethical practices such as unfair decisions in the academic career, disciplinary matters, program expansions, and research budget distributions. In

this regard, the challenging of the unethical act seems in line with the work of the scholars in the previous study (Kouzes and Posner, 2013). Nevertheless, long ago, the Ethiopian church education best known for its ethical and authentic education governance while delivering its HE system (Girma, 1967). Such types of challenges against unethical academic domination have options to learn from the church education, in which the consequence logically improves the unethical academic governance in public university context.

Further, there were also the best experiences explored from the interviews' data that used as a lesson to the academic community in the public university terrain. For instance, all of the presidents and the vice president in the sample public universities were engaging in the classroom teaching and supervising the students' project. In this logic, the senior academic officers such as the president and vice presidents have teaching, research, and community service tasks, duty, and responsibilities in which they were responsible to their particular academic programs' heads. The mentioned roles made the academic leadership complex; because even the president can be accountable to the program head while executing the teaching role, accountable to the research coordinator while perusing the research duties, tasks, and responsibilities; and accountable to the structure who was heading the community service activities and others.

As indicated, the academic personnel who were under the span of control of the senior academic officers were also leading the executive bodies when they execute their own specific academic professional duties in the public university terrain. In this regard, one of the vice presidents in one of the sample universities spoke follows

I have two immediate leaders, namely the president and the department head. I have noted in my CV, both the president and department head mine immediate references. I

indeed respect both the department duties including the meetings as well as my role as the vice president in the university. So, the academic personnel have more than two superiors (TLI-17).

The remaining interview participants repeated the same message in different phrases. For instance, one of the interviewees reflected that his first immediate leader is the program head and the president can be the next (TLI-12). Similarly, the remaining interview participants also commonly agreed the academic leadership role and the followership role exist within academic leaders in the university context. Thus, the observed leadership practices show that the academic work was on a collaborative approach, which is the sign of developmental practices that has evolved through time. In this academic leadership wisdom, the mentioned what we can learn questions or questioning the deceptive irregular governors act can be raised when the noticed type exemplary shared leadership roles were suddenly diverted towards the governors' self-interest. Accordingly, both the quantitative results and the qualitative findings converge on the reflections of "what we can learn" questions when academic leadership norms do not go as expected or when unethical academic leadership phenomena have observed in the form of deception in learning organization. Consequently, both the qualitative findings and quantitative results converge on what we can learn questioning when systematic alienation occurs to discourage parts of academic communities in Ethiopia's public university context.

5.1.5 Leadership Development Policy into Practices

This part of the discussion endorses to understand if the legislative leadership development policy supports the development of academic leadership in Ethiopia's public university context. The explored leadership development policy standard criteria usually used to recruit, select,

develop, and retain the academic leaders, as well as, its implementation practices discussed to provide ongoing evidence in academic leadership preparation in the study area. In addition, this part of the study discussed with respect to the legal documents, participants' life-experiences (storytelling), and participative observations in the sample PHEIs context. Besides, the literature also used in the discussion to provide evidence for quantitative results and qualitative findings' reported about the ALD in the present study. In this sense, this part of the discussion is important to understand if the legislative policy dimensions of HE support the ongoing ALD processes in Ethiopia's public universities.

5.1.5.1 Recruitment Policy into Practices

The quality of the recruiting process of the potential candidate academic leaders determines the quality of ALD in learning organizations. This is because recruiting is the processes of locating, identifying, and attracting capable applicants for the job specified in the advertisement (Robbins & Coulter, 2003). In this regard, the academic management job descriptions may help to attract the competent academic officers whose knowledge, skills, and experiences satisfy the requirement of the minimum academic governors' job specifications. In this study; however, the recruitment process for the senior academic officers' positions (vice president) were still lacking clarity in linking the vice presidents' functional roles (managerial leadership job descriptions) and the minimum required knowledge, skills, and experiences (managerial leadership job specification) in public universities in Ethiopia.

According to the senior academic officers' view, the duties, and responsibilities of vice presidents who were leading the academic affairs, research and community development, and administration and student services were required functional competencies (MLI-5; TLI-11; TLI-12; TLI-16). For instance, the administration and student services require resource management

competencies. On the other hand, the declared duties and responsibilities of the vice presidents have been noticed in the proclamation No 650/2009 article 54 (1-4) seem lacking clarity.

Nevertheless, the responsibilities of the presidents and the advisory board (article 44) of the public universities have declared in the document; however, the interview data of this study reflected that both the executive parties considered the political evocative rather than academic officers. As evidence, the higher education proclamation No 650/2009, article 52 and article 45 (2) have been articulated, in which the presidents and the board chairperson to be appointed by the education minister respectively. Further, the advertisements usually used to attract academic officers for the positions of the vice presidents were lacking clarity to address the relevant competencies towards its functional roles.

Moreover, the veto right that has been granted to expatriate CEO's has discouraged the compatriot CEO team members (TLI-13); however, the veto right has not yet identified in the country's law. As well, the overall interview participants deeply disputed the practices of attracting expatriate CEO who may not have the experience of the academic leadership of the Ethiopia's public universities. In this sense, the advertisement should focus on relevant academic management job descriptions and job specification in line with the functional roles of the vice presidents in public university context.

On the other hand, the advertisements to attract the potential candidates for the positions of middle level and lower level academic officers have not found problematic as that of the advertisements to attract the potential candidates for the positions of the CEOs team members. Nevertheless, the present study found that the advertisement process to attract the potential candidates for the positions of the middle level (deans, directors, or the program coordinators)

and the lower level (program head or program coordinator) academic officers with certain problems related to merit competition.

In this concern, the qualitative inquiry used to explore the problems around the attraction process of the potential candidate for the positions from the program head up to the academic director positions. In these categories, the discriminatory problems towards the lower and middle academic officers recruitment possesses were less spoke compared to the team members of the CEOs' recruitment processes in the present study. Thus, the recruiting aspects of the legitimate policy standards enacted to take on the academic leaders seem to partially support to attract the highly skilled academic leaders in public universities in Ethiopia.

5.1.5.2 Selection Policy into Practices

In this work, the author used the selection policy standard criteria to examine the selection practices of the potential candidate for the advertised vacant positions. The standard criteria used to examine the selection policy dimensions were the legal documents such as the HE proclamation No 650/2009, senate legislation, guidelines, and other legal document prepared by the institutions along with the MoE in Ethiopia. The data collected about the selection practices for the attitudes of several academic officers' positions discussed to see better the disruption between the standard selection criteria and its implementation practices. The participants' selected stories during the selection process for their current academic officers' positions descriptively narrated. In addition, the participants' beliefs, judgments, and lived experiences of the selection policy and its implementation practices discussed to better see the qualitative link between the policy and its implementation practices in the research area. In this sense, the integrated stories of the ongoing selection policy and its implementation practices thoroughly discussed to reflect on the character of the initial stage of ALD preparation in the research area.

Equally well, the integrated accounts of several participants' selection experiences were induced relevant idea to read better the issues to select the potential candidate academic leaders in the study area. Further, the author employed the literature to examine the existing issues influencing the choice procedure of academic leaders with regard to international standard. To begin with the legislative policy dimensions of the HE proclamation No 650/2009, its article 52 (1) has been formulated to guide the designation procedure of a president in public universities in Ethiopia. According to the articulation,

The president shall be named by the Minister or by the head of the appropriate state organ, as the case may be, from a short list of candidates supplied by the Board... (FDRE, 2009, p. 5015).

As shown in the declaration, the appointment of the presidents of the public universities seems based on the political affiliation; whereas, currently, the appointment of the president of the public universities announced in the new guideline to be merit competition (MoE, 2017). However, even the timely announced merit competitions were not found free from political influences to be meritorious; because, notwithstanding the final appointment procedure of the president has been guided by article 52 (1). As a tangible and actual evidence of the presidential selection process in Ethiopia, the education minister still uses his right to appoint the president from the short list of the nominees provided by the panel. Consequently, both the advisory board and the ministerial roles to select the university president for the final date can be in whom they presumed to be patriotic to the political system. Among all, the MoE (2017) guideline could not have legal ground to amend the FDRE (2009) HE proclamation article 52 (1) articulation. Therefore, the executive bodies can use the guideline to reduce bias, not to improve the merit competition in its PHEIs.

Furthermore, the interview data witnessed that the dates of the presidents of the public universities take on two roles, leading the political responsibilities and leading the academic duties (MLI-7; MLI-8; MLI-10; TLI-12; TLI-13). These might be the reason in which the education minister has assumed the authority to name the presidents who take on dual roles (political and professional) for the public universities in Ethiopia. On the other hand, the common assumption about the political responsibilities in the sector organization may be to the minister. In the Ethiopian context, even the deputy ministers may presume to be more professional rather than political appointees. The rank of political participation in academic institution may ask round the counter party who stands against in which the consequences emerge sectarian conflicts in the arrangements. In this sense, little political pressure can influence against the broader arena of professional contributions of the academic leaders in the public universities. The results of this little political pressure may also discourage the initiations of academic leaders to go upwards towards the higher academic governance position.

For representative, the author asked all audience participants a trust reflection question. The query was, “if the public university president vacant position will be promoted to the merit competition, will you compete for the president positions?” In this regard, among 18 interview participants (deans up to the vice presidents), only two participants (11.1%) were showing interest to compete for the president position. The remains 88.9% (16 participants, including the president) were not expressing interest to compete for the president position. In this sense, attracting competent and highly skilled academic officer for the office of the president seems questionable in the current Ethiopian HE context. In practice, however, there were people who were observed holding the president position based on the articulated rule.

For the majority of the participants' interpretation, the ongoing presidents' leadership roles were focusing on multidimensional tasks, duties, and obligations in which the major characters have not linked to the direct mission of the public universities in Ethiopia. Likewise, the majority of the participants (67.7%) considered that the designations of the president positions have injected politically to meet the political commitment. In addition, the authorized appointer expected to choose the candidate who can be considered loyal to the national or local government bodies; if not, loyal to the governor of the local community around the creation. In the selection process, the scholars' reported about the political pressure of academic governance during the beginning of higher education transformation in Ethiopia (Ashcroft & Rayner, 2011; Saint, 2004). Still now, the political pressure observed influencing the selection practices of top academic officers in the study area. Therefore, the issue of political influences may reduce the commitments of faculty members that can constitute the intellectual capital network and impedes the motion towards ALD activities within the public universities.

However, the appointment criteria of the vice presidents have detected in the HE proclamation No 650/2009 based on merit competition. In this declaration, the governing authority vested in the university board and the president. On the other hand, the authorities of the vice presidents have not clearly enunciated. The effect lets the senior academic officers to the role mix confusion that further, let them to the role mix conflicts. Further, there have been issues frequently spoke about the authorizations of the governing board to pick out one candidate among the three top scorers from the short list. Equally, one of the interviewees spoke his story in the merit competition that he has rated to be the third in the mean score and has named to the vice president position was too disappointed in the choice procedure.

In this fact, the position may give to him, ignoring the first and second top ranks noticed in the short list. As the interviewee honestly witnessed, even him, the privileged appointee did not trust on the practices of appointing the lower scorer (the third among the three nominees in the shortlisted) ignoring the top two scorers. Such practices may take place when some of the potential candidates were drawn based on the executive lobbying. This is, because, interviewees who were attracted by negotiators have the appointment opportunities while they were in the third rank in the shortlisted.

On the other hand, the candidates who were in the foremost rank in the shortlisted were found morally discouraged and disappointed on the existing appointment practices. As grounds, despite the audience participants who commented on the practices, the female who have long managerial experiences with a Ph.D degree seem discouraged with the practice of the ongoing selection process. For her, the competency of the executive team of the university to lead the merit competition was interpreted unclear; if not, problematic. Consequently, what establishes the selection process a merit was the logical question in which the trend frequently vibrated nearby the discourses of the academic community. Also, the interview data verified as such the trend of designation the senior academic officers (ignoring the voice of the rater) are extending the crack between the regulating board and the raters who were taking part in the open vote or hidden vote during the selection of the appropriate candidate for the office of vice presidents in the survey region. Therefore, the potential candidate selection and assignment processes for the offices of vice presidents also found partially problematic in Ethiopia's public university context.

Moreover, the issue of selecting one potential candidate among the three top scorers might be a case to produce the "yes senate members" in Ethiopian public university setting. This may be the reason in which the senate members sometimes lacked to resist unethical academic decisions

proposed by the president as well as by the board members. Such trends of accepting unethical decisions without considering the results of the decisions may lose the faculty members' commitment to accept similar executive decisions. In this sense, the trends of selecting either the third or the second scorer ignoring the first experience may discourage the voters, as well as, the potential candidate who impressed to join the CEO team in public universities in Ethiopia.

The author explored the procedure of taking the potential candidate for the middle and lower academic officers' positions in the sample Ethiopia's public universities. In these grades, the interview data confirmed, in which the politics partially influence the selection processes of the potential candidates for the middle and lower level academic officers' positions. The selection procedure of the potential candidate academic leaders for the middle and lower level academic officers' position announced to be the merit competition. Even so, the interview data confirmed that the majority of the selection processes of the potential candidate academic leaders were through negotiation. In this regard, the selected stories of the interview participants inform that the academic officers' working culture cannot make an attractive learning environment in public universities in Ethiopia. Besides, such practices of the selection procedures also noted in the lower floor of the academic officers' positions and their reasons may be similar to those who were participating in the middle academic officers' positions.

Moreover, faculty members who do not have academic officers' positions have academic leaders/leadership roles as those who have academic officers' roles; but have experienced at lower hierarchical level. This is because every one of the faculty has roles to counsel, lead, teach, do research, and serve the national and local communities in the study area. Similarly, the recruiting and selecting processes of the faculty members have also the means to test the character of ALD processes. In this category, the criteria to pick out the candidate faculty

members could be almost like in the sample public universities. Conversely, the criteria to attract and pick out the expatriate faculty members were differing compared to the compatriots' faculty members that sidestep the highly skilled citizen in the current Ethiopia's public universities.

The criteria developed in the AMU and HaU to guide the appointment of academic staffs were nearly similar. Since all public universities are going to use the national budget of the state, the policy dimensions of the selection criteria expected similar for the entire public universities in Ethiopia. For example, the minimum selection criteria noted in their senate legislations such as the undergraduate cumulative grade point average ($CGPA \geq 2.75$), work experience linked to instruction, research, or community services, affirmative action (5% in AMU, +3 points in HaU), and the employment procedures (contract types) were founded nearly similarly. In HaU, however, the age variable as selection criteria noticed were 40 years and 50 years for MA/MSc and Ph.D degree holders respectively. The ages as selection criteria usually observed in several public universities were differ from the European trends.

For instance, Germany has used age as selection criteria and only the age groups above 35 can induce the chance for selection to be the prospect of academic staffs (Eurydice, 2008). In contrast, the ages below 35 for the lecturer usually chosen as a potential age group to be a prospect of academic staffs in Ethiopia's public university context. Such observed evidence in some of the Ethiopian public universities may also implement as a major criteria to employ academic staffs in the national academic labor market conditions. On the other hand, the supply to the academic labor market cannot meet the need for the highly skilled citizens to fill the vacant academic personnel positions in the state. Moreover, the dramatic expansions of public universities from 22 in 2006 up to 44 in 2017 (MoE, 2017) were still renting the country expatriate seeker. In this sense, the expatriate faculty members who acted as an academic staffs

were approximately 8.2% of the whole faculty members in the 2013/14 academic year (MoE, 2014). Nevertheless, the concern in this portion of the study was how the expatriation processes of staff members have managed to better interpret the patterns of the recruiting, selecting, training, and repatriating processes of the candidate expatriate faculty members in Ethiopian public university setting.

In this category, Ethiopia has not the explicitly defined academic employment policy that may aid to protect its highly skilled compatriots' employment right in one way and to attract the highly skilled foreigner for its higher academic institutions on the other ways. Still, the country has the HE proclamation No 650/2009 (FDRE, 2009), guidelines prepared by the ministry of education (MoE, 2008, 2017), and other guidelines prepared by each of the universities which were used to hire academic staffs. The usefulness of these legal documents; even so, partially support the quality of the selection process of the faculty members in general and expatriate staff members in particular. The capability of the country to attract the highly skilled expatriate faculty members in the international academic labor markets were found low (maximum monthly salary range for expatriate professors 3500 USD + 300 USD house allowance) (MoE, 2008).

On the other hand, the low-cost academic labor markets which supply faculty members who agreed to be hired (except retirees) for the mentioned salary were surrounded by troubles such as forgery, lack of competence, and sexual molestation. Moreover, the students in graduate programs, deans, program heads, and some of the faculty members frequently spoke in staff meetings about the competency of the expatriate faculty members chosen for low cost academic labor market conditions. Agreeing to some of the interview participants, there were also expatriate faculty members who had repatriated before the contract agreement that ended because of lack of academic competency, forged documents, and sexual molestation in some of

the sample public universities (MLI-5; MLI-8). Instead, the highest salary and allowance for the highly skilled compatriot professors during the data collections were < 750 USD that was almost twice the house allowance that has been budgeted for expatriate professors.

Moreover, in similar academic disciplines, qualification, and experiences the compatriot professor's salary (750USD) per month was almost 4.7 times less than the earnings of the expatriate professors (3500USD) per month. Nevertheless, the scheduled salary for the highly skilled expatriate faculty was for whom coming from low-cost academic labor market. In this regard, the policy dimensions of academic employment practices seem to fail protecting the academic employment right of the highly skilled compatriots. The cumulative impacts of the members' selection process further impacts on the quality of ALD practices in Ethiopian PHEIs.

Since the quality of selecting academic officers' process determines the quality of leadership development, the quality of the ongoing ALD practices has interpreted lower and its practices less support the leadership development preparation in the public universities in Ethiopia. In this sense, the noticed lower status of the ALD practices surveyed in quantitative inquiry may be because of the inadequacies of the academic leaders' selection process investigated in the qualitative inquiry. Consequently, the effect of the low-status ALD practices recognized in the quantitative design seems because of the investigated limitation of members' selection practices in the qualitative inquiry. In this sense, the qualitative findings of selection practices of academic leaders complement the recognized results of the ALD practices surveyed in the quantitative inquiry. In sum, the transformation of the selected standard criteria into implementation practices is partially supporting the ALD practices in the study area. Further, the qualitative aspect of leadership development and retention findings and the quantitatively recognized ALD practices have discussed, next.

5.1.5.3 Development and Retention Policy into Practices

The quality of leadership development begins with the quality of recruiting, selecting, and appointing processes of members in the organization. Once the researcher verified the status of the initial phases of leadership development, further, he studied if the legitimate policy supports the preparation of academic leadership practices in the study area. In this regard, the researcher examined the state of the art leadership development practices in Ethiopia's PHEIs context. In the sample public universities, explicitly defined ALD policy wasn't identified; whereas the newly appointed generic academic leaders at any level usually requires orientations least about the academic leadership work environment, institutional setting. The institutional context of one country can ponder in its education policy dimensions (Maitra, 2007). The education governance policy may inform about its leadership development policy dimensions such as empowerment policy. Despite the conceptual confusions between leader development and leadership development, the author asked the interview participants how they have been evolved in academic leadership roles when they appointed for the first time in the current managerial positions in the sample PHEIs.

In this regard, interview participants who have had managerial leadership positions from the dean up to the president have not provided for the immediate training that may help them lead faculty members under their span of command. On the other hand, some of the interview participants found building their content, particularly in managerial skills using self-sponsor learning even before appointed to the current academic officer position. Besides, all interview participants at the senior academic management positions have had several short-term training, repetitive meeting, seminars, and experience sharing tour to evolve them in the institutional managerial skills. Furthermore, executive coaching, formal mentoring, and repetitive meetings

have offered to the academic leaders to evolve them in leadership roles and processes in HEIs. Equally important, interviewees spoke about development through self-learning along with learning from experiences. These trends of leadership development practices have the support of the literature that describes the leadership preparation from the fire of experiences (Giber et al., 2009; McCauley et al., 2010).

In this regard, however, except the HDP that focus on pedagogical skills training, the contents of training were partially emphasized the development of academic leadership roles in the learning organization. Rather, the training seems to induce the government intentions that help them settle political environment around the Ethiopia's public universities. As evidence, some interviewees' perception about the objectives of the repetitive meetings and short-term training were not supportive to enhance academic leadership. According to participants' perceived interpretation, the government provided training schedules and repetitive meetings to impose the intention of the governing body (MLI-7; MLI-10). In this regard, the public questions usually raised about imposing the governance intention are purely the policy issues. If the country has the explicitly defined ALD policy, such type of critique may not observe as public issues. Nevertheless, the CEOs team members have worked in collaboration and cooperation manner; despite the fact that the ongoing legal documents endorsed the vice presidents to be the consultant and assistance of the presidents in the earlier HE proclamation No 351/2003, article 41 and in the active HE proclamation No 650/2009, article 54 (FDRE, 2009).

Similarly, the council of ministers regulations No 111/2004, No 120/2006, and No 123/2006 endorsed to establish Arba Minch, Adama, and Haramaya universities respectively, have articulated, in which the fundamental roles of vice presidents to be the consultant and assistance

of the president or the board. Unlikely, the council of ministers' regulation No 121/2006 better shared power to the CEOs team members in Ethiopian civil services collage than the power sharing articulations in the council of ministers' regulations enacted to establish public universities in Ethiopia. This is the evidence that verified the academic leadership preparation surrounded with systematic discrimination even within academic officers in Ethiopian PHEIs. Moreover, the legitimate bases of the humanistic approach of ALD have experienced with the discriminatory nature of empowerment in utilizing similar sources of public budgets. In this sense, the existing leadership development policy dimensions (written, unwritten) are discriminatory and less supportive to expand the processes of academic leadership competencies through legal empowerment in the study area.

On the other hand, providing authentic ALD options can be the means to retain the academic leaders/officers at least within the country. Although academic officers' turnover was frequently reported, the explicitly defined academic leaders/officers' retention policy was not identified; however, there were some tactics projected to retain the academic leaders (faculty up to the CEOs) within Ethiopia's public university context. The tactics employed to retain academic leaders were providing furnished house/ house allowances, home to work transport services, and providing equal opportunity for professional development which was discerned in the legal documents such as the Senate legislations, guidelines, and proclamation (AMU, 2013; FDRE, 2009; HaU, 2013; MoE, 2008).

Further, the trend shows that senior academic officers, particularly the CEOs team members have relatively luxury cars up to the end of their terms of authority; whereas to whom the car to be a protocol requires legitimate ground to effectively utilize the cars for the direct academic

purposes. Furthermore, the legal documents indicate some aspects of the retention policy dimensions focus on academic freedom, institutional autonomy, and social securities. Among the means of retention elements, the majority of the participants have preferred primarily academic freedom and social justices. In this sense, legitimately protecting the academic right and the social security of academic leaders are useful to reduce faculty turnover in public universities.

In this regard, the Ethiopia's higher education proclamation No 650/2009, article 16, 17, and 18 articulated about the academic freedom, institutional autonomy, and autonomy of the academic units respectively. These articulated articles have used as the indication of the core policy value in which the academic communities usually commented on its practicality in the study terrain. Accordingly, the policy contents, which related to the academic freedom and institutional autonomy, were to understand if the legislative policy dimensions of the academic freedom, institutional autonomy, and autonomy of academic units support to retain the highly skilled academic leaders within the country. In this aspect of a policy proposal, the majority of the senior academic officers' interview participants have commented on the practicality of the ongoing Ethiopia's HE legislative policy dimensions that has been interpreted by its designer and some of the participants to be tailor made policy (TLI-16). In the same manner, the public discourse out of the public universities and the observed faculty members' reflection inform us the legislative policy partially protect the highly skilled citizens' academic employment right. As well, the policy dimensions partially support the institutional autonomy to protect the academic liberty along with the legitimate accountability measures in public universities in Ethiopia.

In this concern, Ethiopia best known for its intellectual group migration for several reasons such as poverty, drought, political repression, forced repatriation, and forced resettlement

(Fransen & Kuschminder, 2009). These authors confirmed that as many others agreed upon the fact that Ethiopia has suffered substantially from out-migration of the highly skilled compatriots over the years. According to these scholars, the out-migration of Ethiopian medical staff has estimated above 25.6 % and the emigration rate of tertiary educated individuals has estimated around 17.0 % (Fransen & Kuschminder, 2009). Accordingly, the out-migration because of the deficiencies of the policy values let the country everlasting expatriate seekers for its public HEIs. In this sense, the findings of the present study inform that the ongoing HE policy dimensions partially fail to attract the highly skilled compatriots as well as expatriates from global academic labor markets in one way and to retain its highly skilled academic resources in the other ways. Accordingly, the Ethiopian government begins to call its diaspora for citizenship duties; whereas the country has not yet set its project that may adjust the country's academic work conditions and reversing the brain drain.

Nevertheless, the core policy values such as academic freedom, institutional autonomy, as well as the social security, such as tenure and retirement conditions have articulated in the active HE proclamation No 650/2009. On the other hand, the academic freedom of faculty members, the autonomy of the public universities to protect their faculty members' academic freedom, and the practicality of the academic tenure observed to be a tension of academic leaders that require alleviation in the sample public universities. However, the sound ALD that supports the academic retention program requires a practical and well-established academic freedom, institutional autonomy, and accountability measures towards lawful activities, status of efficiency, and degree of effectiveness. The utility of academic freedom, learning autonomy, and the indicated accountability measures reasonably create conducive academic work environments

that retain the academic leaders than any monetary and material incentives utilized in public universities in Ethiopia.

5.1.6 Summary

The researcher categorized the reflective summary of the discussion part of the present study under the leadership development standard policy, complete leadership development model, leadership development practices, and challenges in leadership development in Ethiopia's public university context. He used the combination of the overall reflective summaries of ALD policy, practices, and challenges to draw conclusions and recommendations in the present study.

Leadership Development Policy Standards: In the present study, the author investigated that the academic governance, legislative policy standards is partially supporting the ongoing ALD phases in Ethiopian public university setting. This is because, from the beginning, Ethiopia has not the explicitly defined academic employment policy and leadership preparation standards for its higher education. Nevertheless, there are legislative policy standard criteria that help to guide the recruiting, selecting, developing, and retaining the candidates from the faculty members up to the senior academic officers. The quality of the standard criteria can determine the character of ALD phases. Further, the quality of public policy can be examined by analyzing how the policy has been conceived, endorsed, and implemented (Fowler, 2000).

In this concern, the interviewees in the present study informed about how the legislative leadership development policy has conceived, endorsed, and implemented in PHEIs in Ethiopia. According to some of the interviewees' witness, the ongoing legislative policy conceived by the executive bodies, framed by experts or lawyers as the substantive elements and procedural regularities told them by policy makers (the tailor made approach); ratified by the executives

with less public participation; and implemented with less emphasis to the pilot study values; or else, without pilot study. Moreover, there are also guidelines that show standard criteria to be used in recruiting, selecting, and appointing the potential candidate academic leaders while in practices, the invisible rules dominates the written standard criteria, which have been ratified to be used to recruit, select, and appoint the potential candidate, particularly at the senior academic officers in public universities in Ethiopia.

Furthermore, the observed legislative policy dimensions partially emphasized the development and retention aspects of leadership preparation in the present study area. On the other hand, the recruitment, selection, and appointment aspects of leadership preparation have emphasized in legislative policy; but its practicality is coming to questionable. As policy standard criteria to recruit, select, or appoint the potential candidates of academic leaders, there are legal documents produced by FDRE, MoE, and public universities themselves. In contrast, the contents of the mentioned standard criteria partially lack to create the link between the academic governance roles (manager job descriptions) and professional competencies (managerial job specifications) particularly at the subordinate CEOs level. In this concern, the finding has also supported in the work of Mulu (2012) while he examined the quality and quality assurance with respect to the ongoing academic governance in public universities in Ethiopia.

For instance, the federal HE proclamation No 650/2009, article 54 (1-3) as policy dimensions has not clearly articulated the managerial leadership roles of the vice presidents. Consequently, the Bush and Grover's (2004) humanistic approach (empowerment) ALD option is not properly utilizing to evolve the CEOs team members in leadership roles. On the other hand, the participants in the position confirmed that the vice president positions require managerial leadership, functional roles in which their work execution processes have needed

functional specialization. Nevertheless, charter No 284/1961, article 23 (b) that had articulated to establish the HSIU (now Addis Ababa University) had shared the relatively clear authority from that time vice presidents compared to the ongoing similar practices.

In contrast to the ongoing legitimate ground, the current vice presidents seem to work through the expanded and cultured trends from its foundation article No 284/1961 in the study area. This is, because some of the interview participants perceived the HE academic, governance role has been restricted to the president as well as to the advisory board members; whereas the majority of the vice president interviews have not understood the legitimate base of their power, but found working through learning from the shared experiences from the past. Nevertheless, for middle and lower officers, interviews witnesses, those Ethiopian public universities have formulated their own standard criteria to manage the academic leadership preparations.

Conversely, the ongoing legislative standard criteria neither attract nor retain the highly skilled academic officers in public universities in Ethiopia. For this sub sector, the Ethiopian MoE (2017) produced a new directive to be used to guiding the selection and appointment of senior academic officers in public universities in Ethiopia. In the directive, five objectives can address the ongoing academic governance issues. As well, there are also tactics designed (such as establishing search committee) to attract the best senior academic officers in public universities in Ethiopia. The directive document focuses on prescriptive approach individual leader development notion to select leaders who fit the system. On the other hand, the public university academic leadership roles are demanding the shared goal, distributed authority, or collective leadership approaches by its nature (Bolden et al., 2008; Middlehurst, 2004, 2012).

In this sense, the directive has failed to address the quality of a leadership development system that involves the entire academic leaders from the classroom instructors up to the CEO team members. Moreover, even the newly formulated standard criteria have failed to create an academic network to expand the processes of leadership competencies from the sources towards the development target of academic leadership in the public universities. Consequently, the endorsed prescriptive approach individual leaders' development may not help even to achieve the intended objectives in the directives' guideline (MoE, 2017).

Furthermore, the noticed legislative policy dimensions set standard criteria to manage the merit competition. In contrast, the majority of the interview participants showed less agreement to accept the guidelines as well as the legislative standard criteria to use it for the merit competitions for several reasons. Among the reasons, political affiliations, nepotism, and systematic discriminations are the frequently noticed issues that affect the merit competition. Moreover, participants perceived that invisible rules dominate the formal legislative policy standards, particularly at the initial stage of leadership development in the study area. In this regard, the legislative policy standards can partially support to prepare academic leaders in leadership roles and processes in the learning organization. Additionally, the ongoing legal documents used to expand leadership development processes are found the less supportive to practically attain the intended education policy values such as academic freedom, education quality, and social justice. In this regard, the legislative policy dimensions of leadership preparation partially support the development and retention aspects of academic leadership practices in Ethiopian public university context.

In general, the theoretical foundation and the policy dimensions of leadership should focus on emergent collective approach leadership development that involves all members to evolve

them in the academic leadership roles and processes in public universities in Ethiopia. Such focus can provide options to expand the processes of setting direction towards institutional goal, creating alignment between academic work and academic competencies, and gaining members' commitment towards institutional goal. In this regards, the present study confirms that the theoretical alignment between the ALD policy and the ALD practices partially converges in Ethiopia's public university context. Thus, the legislative policy standards ratified to be used to recruit, select, develop, and retain the potential candidate academic leaders partially support the preparation of practices in Ethiopian public university context.

Complete Leadership Development Model: In the present study, the author combined the models of full range leadership development and full-scale instructional leadership to produce a complete ALD model in Ethiopia's public university context. The produced complete ALD model comprises transformational, instructional, and laissez-faire leadership behaviors. In contrast, except contingent rewards, the transactional leadership behavior factors are less useful to explain the members' extra effort, effectiveness, and satisfaction in the present study. In this perceived result, the faculty evaluation of their immediate leaders' behaviors and the head, dean, or subordinate CEOs' evaluation of their immediate leaders' behaviors has not made significant differences and nearly the same at lower, middle, and top leadership echelons. In this sense, the perceived status of ALD practices is the commonly acceptable perceived reality.

Consequently, the role of officers to evolve their subordinates in leadership roles and processes through coaching are less useful in public universities in Ethiopia. Despite the deficiencies in executive coaching, the author verified the complete leadership development model is important to measure the status of academic leadership behaviors as well as to prepare the academic leaders in leadership roles and processes in public universities in Ethiopia. In the

present study, however, the ongoing status of ALD practices measured through the complete ALD model is below the required status; or else, partially effective in Ethiopia's public university context.

Moreover, the stepwise regression associations between leadership behaviors and leadership outcomes revealed that the combination of transformational, instructional, and laissez-faire leadership behaviors meaningfully explain the development of academic leadership outcome. In contrast, the transactional leadership behaviors are less useful to explain the development of academic leadership outcome. Furthermore, the subset of the full range and full-scale leadership sub-behaviors (intellectual stimulation, contingent rewards, inspirational motivation, building learning environment, idealized influence-attributions, laissez-faire, and idealized influence-behaviors) that significantly predicting the development of academic leadership outcome are investigated in the present study area. Among the complemented conception, four of the five transformational leadership sub-behaviors (intellectual stimulation, inspirational motivation, idealized influence-attributions, and idealized influence-behaviors), one transactional leadership sub-behavior (contingent rewards), one instructional leadership sub-behavior (building learning environment), and laissez-faire leadership behavior are meaningfully attributing to the development of academic leadership outcome in the present study.

Conversely, one of the transformational (individualized consideration) leadership sub-behavior, two transactional leadership sub-behaviors (active-management by exception and passive-management by exception), and two instructional leadership sub-behaviors (defining institutional mission and leading learning programs) are investigated to be less important to the development of academic leadership outcome. The author justified the two transactional leadership sub-behaviors such as active-management by exceptions and passive-management by

exceptions are less important to supervise the teaching, research, or community services to the interest of faculty members. The management by exception sub-behaviors of the transactional leaders have characterized by corrective criticism, negative feedback, and negative reinforcement (Avolio & Bass, 2002). On the other hand, the mentioned characteristics are less useful to transform the highly skilled academic leaders to the further highly skilled academic leaders/officers. In this sense, the two transactional sub-behaviors are less useful to expand the processes of ALD competencies in public universities in Ethiopia.

Then again, the two instructional leadership sub-behaviors such as defining the institutional mission and leading the learning programs are also less important to the development of leadership outcome. Nevertheless, the items of these two instructional leadership behaviors usually used to develop school principals' leadership effectiveness (Hallinger, 2003, 2008; Hallinger et al., 2013). In this sense, the concepts of defining the institutional mission and leading the learning programs have noticed in the previous studies helpful, but have failed in the present study. In this regard, the investigation requires further modifying the tool towards the leadership of the public university context to verify its leadership importance to predict leadership outcome. Although the subset of transformational, instructional, and laissez-faire leadership behaviors predict the development of academic leadership outcome in Ethiopian public universities; the country cannot show the readiness to optimally expand the values of the required academic leadership behaviors in its PHEIs context.

Further, the investigated academic leadership behaviors can help to constitute ALD programs; whereas establishing the explicitly defined ALD program is just a desire in Ethiopia's public university context. More importantly, transformation leadership theories are the best known to transform followers into leaders towards shared goal. Expanding the processes of

transforming followers into leaders within the public universities can help to build all faculty members in transformational leadership roles and processes. In contrast, individualize consideration of the transformational behavior less support to create the social capital networks to expand the transformation activities in the study conditions. Rather the intellectual stimulation is better in creating conditions to form an intellectual network to hoist up the development of academic leadership roles and process in higher learning organizations.

In this evidence, the intellectual capital network provides better opportunities to expand ALD competencies compared to the separate social capital network attributions to expand leadership development competencies in Ethiopia public university context. In this sense, the intellectual capital network can better expand the processes of transforming academic leaders' development in ALD compared to the attributions of social capital medium for the same purpose in Ethiopia's public university context. Thus, the proposed complete ALD model is useful to expand the ALD competencies compared to the full range leadership model separately attributes for the same purpose in public universities in Ethiopia.

Leadership Development Practices: In this study, the author investigated the ongoing status of ALD is partially effective. Besides, participants have not made a significant difference in evaluating their immediate leaders from faculty members up to the CEOs' team members. In this sense, immediate academic leaders may face challenges when they attempt to evolve their predecessors through coaching as well as mentoring methodological practices in Ethiopian current public university context. Accordingly, the transformation of leaders' development into leadership development requires to choose other methodological options that can help to expand the processes of academic leadership behaviors, beliefs, attitudes, acts, values, experiences,

forms, and trends, in which the notions further impact on the development of academic leadership outcome in the study area.

In this regard, the stepwise regression is employed to investigate the leadership development forms/practices (multifactor feedback and action learning) that likely attribute to the development of transformational leadership behaviors. Likewise, the author employed the stepwise regression associations to investigate the subset of LDMFs (multifactor feedback, counseling, meeting or seminars, and the action learning) that likely account for the improvement of instructional leadership behaviors. In addition, among the eleven leadership development forms, the leadership exchange/experiences sharing method significantly predict the laissez-faire behavior that further account to improve the leadership outcome.

In view of that, expanding the processes of academic leadership competencies through multifactor feedback, action learning, counseling, scheduled meeting, and sharing experiences are significant to the development of academic leadership behaviors in Ethiopia's public university context. In the stepwise regression associations, the subset of multifactor feedback and action learning methods predict the variation of transformational behaviors (15.2%) in which transformational behaviors further attribute to the development of leadership outcome. Besides, mentoring, short-term training and formal leadership courses predict the variation of transactional behaviors (11.9%), but, transactional behaviors less predict the development of academic leadership outcome. In addition, the 'experience sharing' method also most likely predicts the laissez-faire behavior variation (1.5%) in which laissez-faire behavior component also significantly contributes to the development of academic leadership outcome.

More importantly, the multifactor feedback, counseling, seminar, and action learning meaningfully improve the development of instructional leadership behaviors (39.1%) in which its one component (creating learning environment) further improve the development of leadership outcome in the present study area. In this sense, the LDMFs are better to improve the full-scale instructional leadership behaviors compared to the development of the full range leadership behaviors in Ethiopia's public university context. Furthermore, the qualitatively explored ALD practices include coaching, meeting, mentoring, self-learning, pedagogical training such as HDP, off the job-training, meeting, sharing experiences, and learning by observation. The qualitatively investigated LDMFs such as coaching have failed to predict the development of leadership behaviors meaningfully in the present quantitative inquiry.

Nevertheless, coaching is a costly one-to-one learning practice in leadership development and reviewed to be the dominate tool in the leadership development activities in the literature (Bush & Grover, 2004; Carter et al., 2005; Groves, 2007; McCauley et al., 2010). In contrast, the coaching method has failed to improve significantly the leadership behaviors in the quantitative part of the present study. Moreover, the leadership development practices that predict transformational (multifactor feedback, action learning), transactional (mentoring, short-term training, leadership courses), laissez-faire (sharing experiences), and instructional (multifactor feedback, counseling, seminar, and action learning) leadership behaviors are investigated in quantitative inquiry. Some of the practical LDMFs those have noticed in the quantitative inquiry are nearly partially congregating in the qualitative inquiry too. Regarding the investigations of the ALD forms, the quantitative results and the qualitative findings, nearly partially converge in Ethiopia's public university context.

Consequently, the combination of multifactor feedback, action learning, sharing experiences, coaching, mentoring, self-learning, on-the-job training, and off-the-job training can help to expand the complete ALD notion. Nevertheless, the coaching and mentoring approach of leadership development logically face a challenge because of the same status of leadership behaviors of academic leaders' at all hierarchical levels in public universities in Ethiopia. As well, the expansion of ALD competencies within certain policy context cannot process without experiencing challenges.

Challenges in Leadership Development: Among the items of challenge used in the quantitative inquiry, giving out the status quo, staying up to date, and questioning for the divergence of academic governance norms are important to better advance the academic leadership outcome in public universities in Ethiopia. The remaining variables such as lack of novelty, risk taking, and traditional loom (using favoritism, loyalty, and politics) are useful to improve the evolution of academic leadership outcome in this study area. In this regard, the meetings that usually employed to disseminate government intentions have not supported to improve the academic work performances in Ethiopia's public university context. In this category, academic officers and faculty members (without officer positions) do not significantly differing in staying up to date and in questioning for the deviation from academic leadership norms in this study area. For the other items, academic leaders who hold officer positions are better engaged in challenging the academic preparation system compared to the academic leaders who have not been holding additional officer positions in public universities in Ethiopia. In this concern, the ongoing academic working conditions seem to discourage the wider academic stakeholders and the consequences made them passive in the preparation of academic leaders in Ethiopian public university context.

Further, the qualitatively explored potential sources of challenges in ALD have categorized into internal sources of challenge and external sources of challenge in Ethiopia's public university context. The internal sources of challenges in ALD processes include the role mix conflicts, lack of novelty, lack of the sense of goal, lack of members' commitments towards institutional goals, invisible rules, and the conflict of personal interest against the collective interest. On the other hand, the external sources of challenge in academic leadership preparation emerge, usually during the policy formulation and legalization processes and out of the institution. In addition, the sheer of political pressure or ethnic affiliation to recruit, select, or appoint academic leaders against the merit competition seem the sever challenge in the preparation of academic leadership in the study area.

These potential sources of challenges help to ignite the controversial policy issues within the public issues to dare the unethical internal motives. For instance, the role mix conflict, the hidden agenda that ignites the initiation of members toward the sectarian agendas and the attempts to value the personal interest against the collective interests are informing the demand for setting legal directions towards institutional goals. As well, the legal documents should focus least on linking the academic governance job description with the relevant academic governance job specification in which the managerial leaders can be emerged through the merit competitions. The focus on such types of sources challenges can inform the gap between the desired and the actual practices of ALD that further improve the development of academic leadership outcome. Thus, the logical challenges that navigate towards development goals can improve the leadership development in Ethiopia's public university context.

In addition, the quantitative study investigated the subsets of potential sources of challenges that predict the development of academic leadership outcome. Among the seven items, the

subsets of sources of challenges that predict the development of academic leadership outcome are challenging the status quo, staying up to date, and asks what can we learn question when the academic work go to corrupt or to fully or partially unethical. This means the quantitatively investigated potential sources of challenges can influence against the academic leaders' act towards academic corruption in the learning organization. Despite the fact that the sources of challenges investigated in the qualitative part are multidimensional, some of the issues are context related and cannot be investigated in the quantitative inquiry. In this regard, the qualitative findings and quantitative results also partially converge; but the quantitative results and qualitative findings complement in investigating the potential sources of challenges in the ALD process in Ethiopia's public university context. In this regard, knowing what (content), knowing how (procedures, strategies, tactics, or methods), and knowing who ought to learn are the base to leadership development and have answered in the present study.

5.2 Conclusions

The major purpose of this study is to understand the ALD policy, the state of the art leadership development practices, and challenges in leadership development in Ethiopia's public university setting. The author employed the concurrent mixed method design to investigate the ongoing status and the future prospect ALD policy, practices, and challenges in Ethiopia's PHEIs. In the quantitative method, the author employed questionnaire that has been constructed from the complementary standard tools (MLQ-5X and PIMRS). The tools employed to investigate the perceived status of ALD practices as well as to investigate the complemented leadership behaviors that best predict the development of leadership outcome. Furthermore, the complemented tool items along with the self-build CLDMFs' items has been administered to

investigate LDMFs that predict useful leadership behaviors as well as to investigate the sources of challenges that attributes to improve leadership outcome. On the other hand, in the qualitative method, the author employed the legal documents, interviews, and participative observations to explore the legislative standard criteria, norms, and trends frequently uses to improve the ALD phases in Ethiopia's sample public universities. As well, the author organized and analyzed both the quantitative and qualitative data separately. Further, the author mixed the quantitative results and the qualitative findings in the discussion section. Finally, the author used the combined mixed results to provide new insights towards the understanding of the ongoing status as well as the future prospect ALD policy, practices, and challenges in Ethiopia's public university context.

In this wisdom, the present study concluded that the current legislative policy standards of leadership development partially support the ongoing ALD phases in public universities in Ethiopia. The legislative policy standard criteria endorsed to guide the recruiting, selecting, developing, and retaining phases of ALD practices are more of traditional. This is; because, in Ethiopia's PHEIs, the merit competition is partly experienced; the governance system is somewhat surrounded by the ethnic oriented political affiliation. Moreover, the invisible rules still dominating the legal laws, rules, and procedures; and the education policy values are ignored in which the consequences let to fail either to retain the highly skilled compatriots or to attract the highly skilled expatriates. Accordingly, its integral consequences let the status of ALD practices to the partially effective; or else, ineffective phenomena.

Although the combinations of the computed leadership behaviors as well as its performance outcome are below the standard values, their values are important to predict useful behaviors those accounts to improve leadership outcomes. As a result, the combination of transformational,

instructional, and laissez-faire leadership behaviors are useful to explain academic leaders' extra efforts, effectiveness, and satisfaction in Ethiopia's public university context. In the same way, the combination of multifactor feedback, action learning, meeting, consulting, and sharing experience are the useful methodological practices to improve the instructional, transformational, and laissez-faire leadership behaviors. On the other hand, the combination of mentoring, work related training, and providing leadership courses is useful to explain transactional leadership behaviors; but transactional behaviors are less important to explain academic leadership outcomes. Besides, the present quantitative analysis confirmed that coaching which is the frequently noticed methodological best practice in qualitative inquiry is not important to predict useful academic leadership behaviors. The others LDMFs those explored in qualitative inquiry are nearly the same to the quantitative results in the study area.

More important, the combination of challenging the status quo, staying up to date, and questioning deceptive academic governance is useful to improve the collective academic leaders' extra effort, effectiveness, and satisfaction. Then again, the role mix conflicts, lack of novelty, lack of clear goal, lack of members' commitments, the role of invisible rules against legal laws, and the conflict of personal interest against the collective interest are the qualitatively explored sources of challenges of academic governance those requires immediate adjustment in the study area. Accordingly, the qualitatively investigated challenges require immediate action to convert them into development forces. Transforming the expansion processes of setting academic work direction towards institutional goal, aligning the academic work & competency performance, and subsuming individuals' interest and beliefs with collective interest logically reverse to development goal. Specifically, the present study confirmed that standardizing leadership development policy is important to endorse useful standard criteria that guide the recruiting,

selecting, developing, and retaining phases of ALD in public university context. As well, the HE leadership development policy is useful to empower academic leaders to help them challenge the unethical academic governance as well as unlawful leadership development efforts in PHEIs.

In this concern, the ALD phases are the consequence of the standard criteria that help to legitimately guiding the recruiting, selecting, developing, and retaining phases of leadership development in the learning organization. Besides, the complete ALD is the complement of full range and full-scale leadership development models. The model is useful to improve the behaviors of academic leaders in a collective manner in the higher learning organization. Moreover, the LDMFs are attributing to expand the processes of useful academic leadership behaviors in the public universities. Further, the developmental sources of challenge are a mirror to show the limitations to adjust the ALD phases towards institutional mission. Accepting the members' rational challenges towards institutional benefits is reasonable to enhance the members' extra efforts, effectiveness, and satisfactions in PHEIs context. In this concern, utilizing rational challenges are useful to improve leadership performance in PHEIs context.

In this esteem, setting the leadership development policy standard is important to legitimately direct the roles of academic leaders from the classroom instructors up to the CEO team members towards institutional goal. Moreover, standardizing the leadership development policy is important to guide the merit competition towards recruiting, selecting, and appointing the appropriate potential candidate academic leaders, which are the foundation for the quality of leadership development in the learning organization. Since setting, the standard criteria determine the quality of the recruiting, selecting, and appointing phases of academic leadership development, the ongoing quality of ALD preparation is partly effective in Ethiopia's public

university context. Likewise, the country's academic employment legitimate policy dimension is failing to protect the citizens' academic employment right in one way and to attracting the highly skilled expatriates on the other ways. In this sense, the existing legislative policy standards partially support the development and retention phases of ALD practices in the public universities in Ethiopia. Accordingly, attaining the policy values such as academic liberty, institutional autonomy, and social justices are useful; but less focused to retain the academic personnel compared to incentives. On the other hand, institutions have used the house allowance and material incentives as a tactic to retain academic leaders within the institutions; but the tactic minimally attributes to retain academic leaders within public universities in Ethiopia.

In addition, standardizing the leadership development policy towards institutional mission is the millstone to adjust the learning environment that further help to involve the entire academic leaders to advance them in academic leadership roles and processes in collectives. In Ethiopian public university context; however, the legitimate standard criteria ratified to guide the recruiting, selecting, and appointing processes of the potential candidate academic leaders are partially supporting the preparation of ALD at its initial stages in the study area. Furthermore, there are the country's standardized legitimate policy dimensions of leadership preparation for the primary and secondary school teachers, supervisors, and principals (MoE, 2015).

In Ethiopian public universities; however, an explicitly defined ALD policy dimension as well as the explicitly defined academic employment policy that protects the academic employment right of the highly skilled compatriots are just at the desired stage. Entirety, the ongoing legitimate policy dimensions of ALD partially support either to attract or to retain the highly skilled academic leaders in Ethiopia's public universities. Moreover, the ongoing

legitimate policy dimension is less support to indicate clearly the roles of the subordinate CEOs in one way and to legitimately sharing the executive powers on the other ways. Accordingly, the ratified legitimate tactics fail to support the humanistic (empowerment) approach of leadership development in Ethiopia's PHEIs context. Furthermore, the ongoing legislative policy dimension still focuses on individual CEOs team members. On the other hand, the expansion of ALD processes requires the involvement of every member of the institutions to evolve them in academic leadership roles and processes in collectives. Overall, the LD policy context, the intellectual capital development network, the presently constructed complete ALD model, and the contextually investigated LDMFs are useful to expand the processes of ALD competencies in Ethiopia's public university context.

With this reputation, the investigated complete ALD model is appropriate to build the academic leadership behaviors towards the development of academic leadership outcome. The proposed complemented theoretical notion helps to improve the entire institutional change dimensions (full range leadership concepts) and the academic work dimensions (full-scale instructional leadership concepts) based on improving the academic leaders' behaviors, beliefs, or attitudes towards institutional mission. This is because learning is a permanent change in behavior and the expansion processes of the newly learned behaviors for the reason that of the LDMFs are useful to improve the entire academic leaders' behaviors and beliefs in the HEIs context. In this wisdom, the development of leadership behaviors may gain not only through the processes of formal and non-formal learning; but also, also through informal learning options. Using any one of the learning types, individuals can use the proposed model to develop themselves in leadership roles; whereas executives can use the leadership development forms, practices, norms, or methods to formally expand academic leadership competencies in a

collective manner in Ethiopia's public universities context. In using the proposed theoretical leadership development conceptions, the transformational leadership behavior component helps to transform followers into leaders; whereas the instructional leadership behavior components help to build the learning aspects of leadership behaviors that further support to expand the processes of academic leadership competencies (work based leadership knowledge, skills, and experiences) towards institutional mission.

In this concern, the complete ALD model that includes the transformational, instructional and laissez-faire leadership behaviors are meaningfully evolve academic leaders at all hierarchical levels in academic leadership roles and processes, in which the consequences are significant to improve the members' extra effort, effectiveness, and satisfaction in Ethiopia's public university context. Nevertheless, the expansion processes from the individual leaders' competencies into collectives' competencies further require the appropriate LDMFs and legitimate ground to expand the ALD competencies in Ethiopia's public universities. As a response, the combination of the qualitative findings and the quantitative results investigated that the multifactor feedback, action learning, mentoring, training, sharing experiences, coaching, and mentoring are the LDMFs that best predict the useful academic leadership behaviors in learning organization. Then, the investigated useful academic leadership behaviors can use to measure the status of ALD practices; whereas the investigated useful behaviors predictors are the best, LD methodological practices to expand ALD competencies in Ethiopia's public university context.

On the other hand, the expansion processes of ALD competencies are usually experiencing several sources of challenges. In the present study, the challenges that navigate the academic governance towards the development goal of the country is named the developmental driving

force. In this concern, the author investigated the human dimensions of developmental challenges, those attributes either to resist or to drive the expansion processes of ALD competencies in the present study.

Accordingly, the combination of challenging the old status quo, staying up to date, and questioning when the academic governance acts against academic policy values are an important sources of developmental challenge that improves academic leadership outcome in the present study. In contrast, the role mix conflict at senior academic officer levels, lack of leadership novelty, lack of clear hierarchical goal, and lack of members' commitment towards institutional goal are the serious challenges those require immediate adjustments. Moreover, the utility of invisible rules against legitimate policy dimensions, the conflict of personal interest against the collective interest, and the emerging systematic discriminations are the frequently observed challenges those require immediate alteration in Ethiopia's PHEIs.

Assuming effective academic leader is a leader who can convert the resistive challenges into a developmental challenge, the qualitatively explored emerging challenges can reverse tactically and systematically through changing the members' mindset towards institutional learning goals. In this respect, clearly setting and familiarizing the institutional direction, linking the academic leadership roles and the members' performance competencies, and subsuming individual beliefs and interest into collective beliefs and interest towards the ALD goal can reverse the challenging issues into development forces. This view is important for the current context of Ethiopia's PHEIs, particularly when the processes of leader influencing follower towards the shared goal are failing in the academic working environments because of the conflict of personal interests against collective interest. In this stance, to first standardizing the ALD policy that can adjust the

situation in which the power sharing options contribute to overall ALD practices in Ethiopia's public universities. Overall, the integrated ALD framework is useful to investigate the ongoing status of policy, practices, and challenges as well as to advance the understanding of the future prospect ALD preparation in the public university context.

The integrated framework begins with the concepts of standardizing the ALD policy to know on what, how, and who to improve the quality of recruiting, selecting, developing, and retaining phases of ALD in the study area. Further, the investigated useful complementary academic leadership behaviors (transformational, laissez-faire, and instructional leadership) are useful to evolve academic leaders in academic leadership roles in which the consequent further developing the members' extra effort, effectiveness, and satisfaction with the higher learning organization. Moreover, the investigated LDMFs are advantageous to expand important academic leadership behaviors within the members of academic leaders to evolve them in academic leadership roles and processes in collectives in the public university context. Furthermore, the utility of the investigated developmental challenges, as well as, systematically reversing the conflicting sources of challenges towards an institutional goal is important to lift up the development of leadership outcome in the public university context. In this sense, leading the challenge to the benefits of collective interest is accounting to improve the entire academic leader's extra effort, effectiveness, and satisfaction in the study area context. As well, expanding the processes of ALD competencies through the proposed model is appropriate to advance the understanding of the future prospect ALD notion in Ethiopia's public university context.

Accordingly, in Ethiopia's public university context, the investigated ongoing status of ALD practices is partially ineffective. Nevertheless, the combination of transformational, instructional,

and laissez-faire leadership behaviors is meaningfully accounts to improve the academic leaders' extra effort, effectiveness, and satisfactions. Besides, the LDMFs are best to attribute for development of full-scale instructional leadership behaviors than the full range leadership behaviors of the entire academic leaders. Moreover, the overall academic leaders' full range leadership behaviors is the same for academic leaders at all hierarchical levels; but academic officers are better than faculty members (without officers' positions) in evaluating their immediate leaders' full-scale instructional leadership behaviors. With this wisdom, executive coaching and mentoring may face challenges, particularly to transform followers into leaders; but immediate leaders have options to evolve their subordinate in academic leadership roles through mutually sharing experiences in meetings as well as in academic sessions in Ethiopia's public university context.

In this condition, scheduled meetings, workshops, academic session, and sharing experiences are helpful to involve the entire academic leaders to evolve them in job related leadership roles and processes with less friction. Beyond, respecting useful developmental challenges are important to understand the spontaneously emerging conflicts those navigate towards the development of leadership outcome. This is because experiencing ample challenges indicate policy gaps during the expansion of ALD processes in the PHEIs context where the highly skilled personnel are working within it. In view of that, challenge helps to re-think over issues and to re-settle the limitations in that event. For now, integrating the standardized ALD policy, the complete ALD notion, the contextually investigated leadership development, methodological practices, and the sources of sound challenges for one purpose requires the intellectual capital network to expand the processes of ALD competencies in Ethiopia's public university context. Since the explicitly defined ALD programs, ALD policy standards, and academic employment

policy standards are at the desired stage in the study area, the present integral ALD model is essential to advance the future prospect ALD notion in Ethiopia's public university context. Moreover, the projected integrative framework is useful to understand the ongoing status of ALD policy, practices, and challenges as well as to advance the future prospect ALD preparations in Ethiopia's public university context. In general, the quantitative results and qualitative findings are partially converging in ALD policy, practices, and challenges; whereas the remaining notions are complementing to advance the understanding of the future prospect ALD competencies in Ethiopia's public university context.

5.3 Recommendations

The author recommended that future academic leadership preparation effort should apply the integrated ALD model to advance the understanding of the future prospect, particularly in Ethiopia and generally in the public university of developing countries.

Policy Implication: Although Ethiopia has had charter No 284/1961 to establish its pioneer public university (Haile Selassie first university) as well as to restrict academic governor power as the legislative policy dimensions; still, the country has not yet developed its explicitly defined ALD policy as well as its academic employment policy. In this sense, the country seems to fail to protect the employment right of the highly skilled compatriots. Nevertheless, the progress has observed in constructing its legislative policy dimensions such as the HE proclamations (No 351/2003; No 650/2009), charters, directives, guidelines, statutes, senate legislation, and internal guidelines. The noticed legislative policy dimensions, usually employed to recruit, select, and appoint the potential candidate academic leaders. The presence of legislative policy dimensions is the inputs for the future policy formulation and legitimately used to resolve public issues in the

sub-sector. Nevertheless, the preparation of the ongoing legislative policy dimensions lacks public participation, formulated using tailor made policy, and enacted by executive decisions.

In this sense, the legislative policy dimensions may help to resolve the immediate public issues; but it cannot help to create the sense of institutional direction. Moreover, the policy context is less support to utilize the humanistic approach of leadership development in Ethiopian PHEIs current context. Likewise, the ongoing individual leader development practices cannot provide options to produce emergent leaders/leadership development in public university context. From these points of view, the country should urge to prepare (1) ALD policy standards that can improve the higher education policy values (such as academic freedom, education quality, equity); and (2) academic employment policy that can protect the employment right of the highly skilled compatriots as well as expatriates.

Knowledge Implication: The major objective of this study is to advance the understanding of leadership development in public university context. In this sense, this study confirms that the prescriptive approach individual leader development still dominates in public universities in Ethiopia. Instead, the emergent collective approach to leadership development remains rhetorical. In addition, this study justified that the complement of transformational, instructional, and laissez-faire leadership behaviors can meaningfully improve the academic leaders' extra effect, effectiveness, and satisfaction. Based on the items reviewed from the current literature, this study also investigated the LDMFs that predict the variations in the development of academic leadership behaviors. As well, this study also scrutinized the sources of challenges that predict the progress of academic leadership outcome in the study area.

Moreover, the qualitative inquiry has also examined the policy dimensions of leadership development, LDMFs usually used to prepare academic leaders in leadership roles, and the resistive challenges that impede the progress of discriminatory academic leadership preparation. Accordingly, the information gathered about the story, experiences, and tacit knowledge of the interviewees has employed to verify the integrated ALD notion for the future prospect ALD program in Ethiopian public university context. In this regard, the constructed integrated theoretical model from the notions of the standardized policy dimensions, complemented leadership development models, the methodological leadership development practices, and developmental challenges, insight advantageous concepts to understand the expansion processes of ALD competencies for one purpose. Therefore, the developing countries such as Ethiopia should urge to use the integrated ALD model to evolve the entire academic leaders in academic leadership roles and processes in its public universities.

Practice Implication: The investigated complete leadership development model, standardizing the policy dimensions of leadership development, the methodological best practices in leadership development, and the sources of developmental challenges that navigate towards institutional goal are useful to advance the understanding of academic leadership preparation. In this concern, the proposed model is essential for practitioners who heartily decided to prepare academic leaders, in team approach or in self-learning/action learning approaches within the public university context. Further, the noticed frame of ALD may help the practitioners whom to be engaged in self-learning and for those who ignited to expand the processes of ALD competencies in collectives in their institutions. Thus, the senior academic governance should facilitate intellectual capital networks that help practitioners to utilize the

proposed integrated ALD notions to expand the processes of work based leadership competencies.

Research Implication: In the leadership development conceptions, the assumption is that every one of the members of the institution is a leader and has leadership roles. In this sense, involving all members of the academic community to raise them in leadership roles and processes in collectives can help to flesh out the cognitive operations of ALD in the public university context. In this survey; nevertheless, the subjects of the study were academic staffs who have direct roles in the teaching, research, or community services. The other members of the universities were not involved in this field.

Accordingly, the coming researcher should full fill the missed gap in academic leadership development, particularly in Ethiopian public universities and generally in the public universities in developing countries. In this respect, there is a need to investigate other dimensions of leadership development in which majority of the stakeholders' participation represented in Ethiopian public university setting. Moreover, experimental research as well as the long-term survey research is useful, in which the time limit was not enough in this dissertation study. In this sense, experimental researches, as well as, long-term follow-up research design may logically insights, new dimensions that may aid to further enhance the understanding of the future prospect ALD in the PHEIs. Thus, the motivated researchers should fill the noticed gaps in ALD in the PHEIs context.

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፤ ያልታተመ:: Interpreted as:

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Interpreted as:

MoE(2017). *Public Higher Education Institutions’ Compatriot Faculty Recruitment, Employment, and Development Regulation Guideline*. Addis Ababa: unpublished.

APPENDICES

Appendix-1: Questionnaire for Academic Officers

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Assuming all academic managers have faculty members' role and faculty members have both the academic leadership and followership roles, the questionnaire has filled by the faculty members who have academic, managerial positions from head up to chief executive officer and who are currently engaged in academic leadership and followership duties in sampled PHEIs in Ethiopia. The data collected used for the dissertation entitled "Leadership Development in Public Universities in Ethiopia: Policy, Practice, and Challenges." The purpose of the study is to examine the policy dimensions of leadership development, to assess the practices of leadership development, and to identify the challenges of leadership development in public universities in Ethiopia. The study has designed to collect both quantitative and qualitative information at the same time. However, this questionnaire has designed to collect quantitative information about the status of leadership behaviors, leadership development forms, and challenges in leadership development in sampled PHEIs in Ethiopia.

This questionnaire includes five parts. Each part of the questionnaire has guided by its own instructions. In addition, aiming to accommodate your unique ideas, values, and lived experiences that may be relevant to the topic under the study, space has left at the end of the questionnaire. The questionnaire can complete within about 30 minutes, participation in this survey is voluntary, and its confidentiality has assured. Dear participant, your response is very critical to reveal the perceived reality about the status of leadership development practices, as well as, may provide the best options for the future prospects of the leadership development processes. In this regard, the cumulative value of participants' responses is crucially important for this study. Therefore, I thank you in advance for sharing your golden time and energy to fill and return this questionnaire on time.

Thank you in advance

Part I: Personal Data

Please, fill your responses in the space provided.

1. University ----- School/College or institute-----
2. Department-----
3. Major Field of study-----
4. Academic rank-----Education level-----
5. Your current managerial position (CMP) -----
6. Length of time in CMP-----
7. Total work experience in HEIs-----
8. Total years you have worked with your immediate leader-----
9. Total time of training/education you acquired to lead PHEIs-----
10. Your sex-----
11. Your age in years-----
12. Your nationality (for expatriate) -----

Part II: Rating items-1, sample questions

This part of the questionnaire is to measure the status of perceived full range leadership practices/behaviors and its consequences in PHEIs in Ethiopia. Please, answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. In this part of the questionnaire, 45 descriptive statements are listed on the following pages. Judge how frequently each statement fits your immediate leader's characteristics. The author asked you kindly to consider each question in terms of your observation on your immediate leader's academic leadership behaviors and consequences over the past or ongoing academic year or years in your university. Read each statement carefully. Then please, tick (✓) under the number that best fits the specific behavior or practice of your immediate leader during the past or the present academic year or years. This Likert-type rating scale ranges from "0=not at all" to "4=frequently, if not always."

No	My immediate leader...	Rating Scale				
		0	1	2	3	4
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to question whether they are appropriate					
3	Fails to interfere until problems become serious					
4	Focuses attention on irregularities, mistakes, exceptions, and deviations front standards					
5	Avoids getting involved when important issues arise					
6	Talks about his/her most important values and beliefs					
7	Is absent when needed					

Part III: Rating items-II, sample questions

This part of the questionnaire used to measure the status of instructional leadership practices in sampled PHEIs in Ethiopia. There are 20 items of instructional leadership behavior statements. Then, please, tick (✓) that best fits your immediate academic leader. For the response of each statement use from the range “not at all = 0” to “frequently, if not always = 4”. Based on your personal judgment; please, answer every one of the questions in rating once per question.

	To what extent does your immediate academic leader (coordinator, head, dean, academic director, or the like) ...?	Rating Scale				
		0	1	2	3	4
1	Develop a focused set of annual institution-wide goals					
2	Use data on student performance when developing the institution’s academic goals					
3	Discuss the institution’s academic goals with instructors at faculty meetings					
4	Ensure that the institution’s academic goals are reflected in highly visible displays in the institution					
5	Refer to the institution’s academic goals when making curricular decisions with instructors					

Part IV: Rating Items-III, sample questions

The followings are the leadership development methodological forms usually appear in higher education terrain along with self-assessment challenging process items. Please, use the Likert-type rating scales from “0=not at all” to “4=frequently, if not always” while you are rating its application in your universities.

No	Sample academic leadership development form items	0	1	2	3	4
1	Providing elective academic leadership courses in MA or Ph.D. programs;					
2	Facilitating professional workshop or seminars for faculty members;					
3	Arranging one-to-one learning (coaching) to build academic leadership role (teaching, advising, counseling);					
	Sample challenging items					
16	I ask 'what can we learn' when things do not go as intended or expected.					
17	I take risks with the way academic leadership knowledge, skills, and abilities are expanding even if there is a risk of failure.					
18	I engaged challenging the traditional way of preparing academic leadership that exercises coercive power surrounded by favoritism, loyalty, and politics					

If you have any additional information that you think supports the future prospect academic leaders' recruitment, selection, development, and retention processes in Ethiopian public universities; please, add here-----

Thank you again for sharing your golden time

Appendix-2: Questionnaire for Faculty Members

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Assuming all faculty members (academic staffs) has the academic leadership and followership roles, the questionnaire is to be filled by faculty members who have academic leadership and followership duties (leading his/her teaching, researching, advising, or community service duties and accountable to...) in sampled PHEIs in Ethiopia. The data collected will use for the dissertation entitled “Leadership Development in Ethiopia’s Public Universities: Policy, Practice, and Challenges.” The purpose of the study is to examine the policy dimensions of leadership development, to assess the practices of leadership development, and to identify the challenges of leadership development in public universities in Ethiopia. The study has designed to collect both quantitative and qualitative information. However, this questionnaire has also design to collect quantitative information about the status of leadership behaviors, leadership development forms, and challenges in leadership development in sample PHEIs in Ethiopia.

This questionnaire includes five parts. Each part of the questionnaire has guided by its own instructions. In addition, aiming to accommodate your unique ideas, values, and lived experiences that may be relevant to the topic under the study, space has left at the end of the questionnaire. The questionnaire can complete within about 30 minutes, participation in this survey is voluntary, and its confidentiality has assured. Dear participant, your response is very critical to reveal the perceived reality about the status of leadership development practices, as well as, may provide the best options for future prospects of leadership development processes. In this regard, the cumulative value of participants’ responses is crucially important for this study. Therefore, I thank you in advance for sharing your golden time and energy to fill and return this questionnaire on time.

Thank you in advance

Part I: Personal Data

Please, fill your responses in the space provided.

1. University ----- School/College or institute-----
2. Department-----
3. Major field of study-----
4. Academic rank-----Education level-----
5. Highest academic, managerial position (MP) you had in any HEIs-----
6. Length of time you had in MP -----
7. Total **work experience** in HEIs-----
8. Total years you have worked with your **immediate leader**-----
9. Total time of training you acquired to lead learning duties in PHEIs-----
10. Your sex-----
11. Your age in years-----
12. Your nationality (for expatriate)-----

Part II: Rating items-1, sample questions

This part of the questionnaire is to measure the status of perceived full range leadership practices/behaviors and its consequences in PHEIs in Ethiopia. Please, answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. In this part of the questionnaire, 45 descriptive statements have listed on the following pages. Judge how frequently each statement fits **your immediate leader's characteristics**. The author kindly asked you to consider each question in terms of your observation on your immediate leader's academic leadership behaviors and consequences over the past or ongoing academic year or years in your university. Read each statement carefully. Then please, tick (√) under the number that best fits the specific behavior or practice of your immediate leader during the past or the present academic year or years. This Likert -type rating scale ranges from "0=not at all" to "4=frequently, if not always." Since the rating items are similar for both parties, following sample questions are presenting here.

No	My immediate leader...	Rating Scale				
		0	1	2	3	4
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to question whether they are appropriate					
3	Fails to interfere until problems become serious					
4	Focuses attention on irregularities, mistakes, exceptions, and deviations front standards					

Hint: part-II, part- III, & part-IV are the same with questionnaire for officers

Appendix-3: Interview Protocol for Senior Academic Officers

1	Please, introduce yourself and tell me if you are interested in your current academic leadership position in your university? How do you come to this position? Do you have the necessary support such as training or orientations?
2	What are the criteria that usually used to recruit, select, retain, or develop academic managers (head up to CEO) in your university? How policy makers have conceived, enacted, and implemented the standard criteria?
3	What are the major criteria or trends that usually used to recruit, select, retain, or develop faculty members in your university? How did these criteria developed and introduced to the public?
4	Are there explicit leadership training programs as well as explicit standard leadership development policy dimensions for higher education in your university?
5	To what degree you believe the PHEIs added benefits by the involvement of women in academic leadership development programs. Please, use an example or evidence if you know
6	Is the HE Proclamation No 650/2009 really support the leadership development program in line with implementing the notion of BPR, BSC, or kaizen change management projects in the PHEIs in Ethiopia?
7	Is your MA or doctoral courses supported to develop your academic leadership competency/roles (classroom management, adviser, head, coordinator, dean, director, or president) in your university?
8	What are the leadership development methodological forms usually utilized to expand leadership competencies in your university?
9	What best experiences of leadership development do you know within the society that can be applicable to lead academic institutions such as PHEIs in Ethiopia?
10	What leadership development options can you suggest to improve the academic working nature in your university or generally for PHEIs in Ethiopia?
11	Consider the roles of leadership development forms, theories, or policy dimensions of leadership development options in context of PHEIs in Ethiopia; which one best drives the academic leadership development programs towards institutional goal? Is leadership outcomes (DAC) used to define ALD in higher education?
12	Considering the Ethiopian PHEIs practices, what are the challenging factors that influence its LD activities and experiences? What best opportunities are there to establish ALD program for PHEIs in Ethiopia?

Appendix- 4: Observation Checklists to observe academic leadership development acts, sayings, values, and experiences in Ethiopian public universities

Name of observed university-----Date-----

Observed issues, sheet No-----

Items	Yes	No
Is the professional academic leadership officers' engaged to lead the university?		
Are there potential sources of professional academic leadership officers?		
Is the academic leadership gap visible to the public?		
Is there succession plan that show critical leadership roles?		
Is there career-planning goal for potential academic leaders?		
Is there skills development roadmap for future academic officers?		
Is there the retention program for the current and future potential academic officers?		
Immediate reflection on observed ALD:		
Policy values----- ----- ----- ----- ----- ----- ----- -----		
Best practices----- ----- ----- ----- ----- ----- ----- -----		
Challenges towards ALD policy values----- ----- ----- ----- ----- ----- ----- -----		