Leadership for the management of change: Academic staff's perspectives on the status and determinants of leadership in the public universities of Ethiopia

Habtamnesh Abera Abegaz iD

Lecturer, Department of Educational Planning and Management, College of Education and Behavioral Studies at Addis Ababa University, Ethiopia

Befekadu Zeleke Kidane (Ph.D.)

Associate Professor, Department of Educational Planning and Management, College of Education and Behavioral Studies at Addis Ababa University, Ethiopia

Michelle Stack (Ph.D.)

Associate Professor, Department of Educational Studies, Peter Wall Scholar, University of British Columbia, Canada

Abstract

This study examined the status of leadership regarding the implementation of academic-related change schemes and the views about leadership for change in public universities in Ethiopia. Using a concurrent embedded mixed-methods design, data were collected from 372 faculty members, 216 managers of Organizational Academic Units (OAUs) through questionnaires, and 22 experienced managerial academic leaders via interview. The findings indicated that the degree of Change Leadership Behaviors (CLBs) practice was at the average position, but not to the level expected. Besides, one-sample *t-test* results indicated that the academic leaders' level of resilience was significantly lower than the expected value. Results from a one-way ANOVA on academic leaders' use of CLBs showed significant differences across the three generations of universities with a p-value of less than .001. The results imply a pressing need to consider the moderating variables for change leadership effectiveness and establish performance rewards for the HEI leadership. The findings also suggest that effective change management depends on transformational leadership that focuses on the human dimensions and trustworthiness (role-modeling and fairness). Understanding the leadership approaches and competencies to align with the variety of situations that arise during change is crucial.

Introduction

　　　Pressure for change in higher education institutions (HEIs) is visible from all sides, and the speed of change is accelerating. This pressure is attributed to several factors, such as globalization, knowledge-based competition, shifting communication approaches, shifts in consumer preferences, government reform initiatives, and workforce diversity.

HEIs must adjust their values and behaviors, accept change, and become innovative to effectively respond to and maintain competitiveness. They need to be a place where knowledge is created and research and teaching are done systematically (Scott et al., 2008). Organizations must understand and deal with change more than ever before. Managing change is, therefore, an issue of the time for organizations not only for success but also for survival. Change management is the process of adopting innovative ideas and accomplishing work processes effectively and efficiently to move organizations toward performance and to respond positively to environmental requirements (Zaniol et al., 2021). Successful change management is unlikely to occur without quality leadership. Successful organizational change initiatives and implementation of new directions can be achieved through "the assistance of change leadership alongsidethe change management philosophy" (Mansaray, 2019, p.18).

Change leadership is a driving force (an engine) for change management to be effective. Change leadership is all about directing and dealing with the sentiments and challenges related to all the stages of change (Mansaray, 2019). It emphasizes the people's side of change.

The prominent role of leadership is to handle the interpersonal dimensions of organizational change (Mansaray, 2019; Mehmood et al., 2012). Successful leadership strengthens employees' commitment to and enthusiasm for change. Only leadership can make a change stick by embedding it in an organization's culture (Kotter, 1996). Studies have shown that the failure to implement numerous documented change efforts is primarilydue to weak leadership inside the organization. Reviewing numerous studies, Aziz et al. (2015) found that leadership is crucial during change implementation, especially in developing readiness toward the change. Effective leaders minimize resistance to change and persuade followers to be open to embracing it.

Managers are primarily required to take on this crucial and challenging leadership responsibility (Kotter, 1996; Yukl, 2010).For instance, they need to promote inspirational vision to ensure collective efforts and focus, and be great communicators as attentive listeners and who can reasonably persuade followers to support their agenda. Change leadership also requires managers to become relationship and teamwork builders, and empower others (creating capacity among change implementers and engaging them in the process) to ensure their motivation, among others.

Several studies disclosed that transformational leadership facilitates the implementation of change as a function of employees' commitment to change. According to Van der Voet et al. (2013), lower-level managers' transformational leadership style is crucial in fostering employees' acceptance of change. Researches again focued on the leadership behaviors and competences for effective change management and successful change navigation in organizations (e.g., Coetzee et al., 2012; Gilley et al., 2008; Higgs & Rowland, 2005; Krummaker & Vogel, 2012) showing the growing attention given to leading a change.

However, there is insufficient work on the topic of leading change, particularly in the context of higher education. McSharry's (2022) literature review signifies that the finding on the leadership approach and characteristics of leaders as individuals to enable effective leadership of change is inconclusive and neither refers to the context of higher education. Effective leadership to realize successful change management in organizations and ensure a

change-supportive organizational culture has been the issue of discussion and debate among scholars (Zainol et al., 2021).

Ethiopia's higher education system is not exempted from concerns about change and the related need for leadership assistance. Government funding prioritized basic and secondary education to HEIs which are expected to create new sources of income generation (Federal Democratic Republic Government of Ethiopia[FDRGE, 1994). HEIs are also required to develop and supply highly qualified and innovative human resources and create and transfer advanced and relevant knowledge (FDRE, 2009; Ministry of Education[MoE], 2015). And, they are required to develop a research culture and innovation. There is also a rapid expansion of students' enrollment. Besides, HEIs are required "to develop international collaboration" in teaching and research (MoE, 2015, p.112).

Transforming the higher education sector in the country has become an issue. In line with provisions granted by the Higher Education Proclamation (HEP) No. 351/2003 (FDRE, 2003), major reforms have so far been made at the overall system, institution, and academic program levels. Reforms to the system have continued in line with the provisions granted by the 2009 HEP. Since 2008, the country's public universities have also embarked on adapting the principles of Business Process Reengineering (BPR) and initiatives related to it, together with curriculum harmonization of the undergraduate programs, adopting a modular mode of course delivery, and quality assurance. Ethiopian public universities in general and modification programs in particular have not performed at the desired level.

Although the Ethiopian higher education system has been undergoing these continuous reforms, it is still not well developed (Gebremeskel & Feleke, 2016). Still, it is criticized for its irresponsiveness to the unemployment of university graduates (Olkaba & Tamene, 2019). Unsuccessful implementation of the government-initiated change programs in public universities was also evident in studies, for instance, the BPR program (Asmamaw, 2011); undergraduate curriculum reform: student-centered pedagogy and continuous assessment method (Tadesse & Melese, 2016). A lack of leadership is one of the reasons why curriculum change projects, including "modularized" teaching, have not yet been executed successfully (Gizaw, 2015). So far, few quantitative studies have investigated the leadership in Ethiopian public universities concerning change management. They demonstrated that it does not have the transformational characteristics to support the organizational transformation process (e.g., Zeleke's, 2021). The leadership needs to demonstrate the change-specific behaviors, if not transformational.

Therefore, the key questions that guided this research were: (1) what is the level of change-leadership practice among academic leaders in Ethiopian public universities in relation to the implementation of the academic-oriented programs of change? (2) To what extent are academic leaders resilient in leading change? (3) What are academic staff's views on leadership behaviors concerning the implementation of change programs? (4) How do academic leaders conceptualize leadership and its role in change in HEIs? (5) What choices and actions are university academic leaders making?

Ethiopia's HEIs and their management, leaders, and academic staff could benefit from an evidence-based and context-fit approach to organizational change leadership. This research may provide direction for leadership preparation and development programs. The

study may also support the roles, behaviors and competencies of leaders in the context of change, notably in higher education.

Conceptual Framework

The conceptual framework that guided this work is that of 'leading change in educational organizations' developed by integrating ideas basically from Yukl's (2010) 'strategic and practitioner-oriented change-leadership' model, Kotter's (1996) 'eight-stage process for successful organizational transformation', and Gill's (2002) models of leading change in organizations. Stilwell et al.'s (2016) 'Change Leader Behavior Dimensions' model was also considered.

These models of organizational change place a strong emphasize on leadership (the leader's role in the process of change), and they are comprehensive frameworks that leaders can employ to enhance strategic organizational change and/or to transform organizations and to facilitate effective implementation.These models enabled the researchers to explain the role of leadership and the corresponding qualities needed to effect change. The models give high weight to empowering people who have legitimate involvement in the change process.

Adapting the aforementioned models, the present framework adheres to the notion that the leadership roles towards successful change and implementation, i.e., change leadership behaviors (CLBs), comprise ensuring effective communication, formulating an appealing vision, team building, empowerment, influencing organizational culture, monitoring the progress of change, and institutionalizing and sustaining change. Leading change intervention in educational systems also requires practicing the learning-centered-leadership, i.e., the dimension of managing instructional program (Hallinger, 2003).

To successfully manage change, the ability of leaders to adapt to change ('competency to change') and 'resilience' are two crucial personality traits for leaders. Leaders must be resilient: flexible in thought and social (build strong relationships), positive (optimistic, and maintain a strong sense of self-efficacy and a commitment to success), focused (goal-oriented), organized (prioritizing areas of focus and developing strategies), and proactive (being courageous and strategic, and viewing failure as an opportunity to learn) (Conner, 1992 & ODR, 1995 as cited in Low, 2010; Patterson & Kelleher, 2005). To enact change successfully, they should also be literate with the principles and elements of effective leadership in higher education.

Figure 1 indicates that the order in which aspects are presented does not necessarily indicate the order in which actions take place; they are rather interconnected with one another. Accordingly, the current research follows an integrative approach in studying leadership effectiveness. It involves more than one variable in evaluating leadership effectiveness (Yukl, 2010). Following this approach, leadership and its effectiveness in the present study are conceptualized as the process of influencing the adoption (implementation) of schemes of change or leading change in an organization through the practice of the CLBs and being resilient. The leadership experiences that emanate from the distinct characteristics of various organizational contexts were considered.

Considering the contemporary conceptualization of education policy implementation, the present research conceptualizes change implementation as a process to put academic

programs of change into practice which can be influenced by actors. Leading change in this study refers to a dynamic process of creating conditions that enable change initiatives to be introduced, carried out, and sustained (i.e., facilitating successful change implementation), as well as improved practices to be demonstrated to organizational competitiveness in the changing environment. The academic-oriented reform and related programs in HEIs are therefore referred to in this study as change.

Figure 1

Schema for Constitutes of Leading Change (implementation) in EducationalOrganization
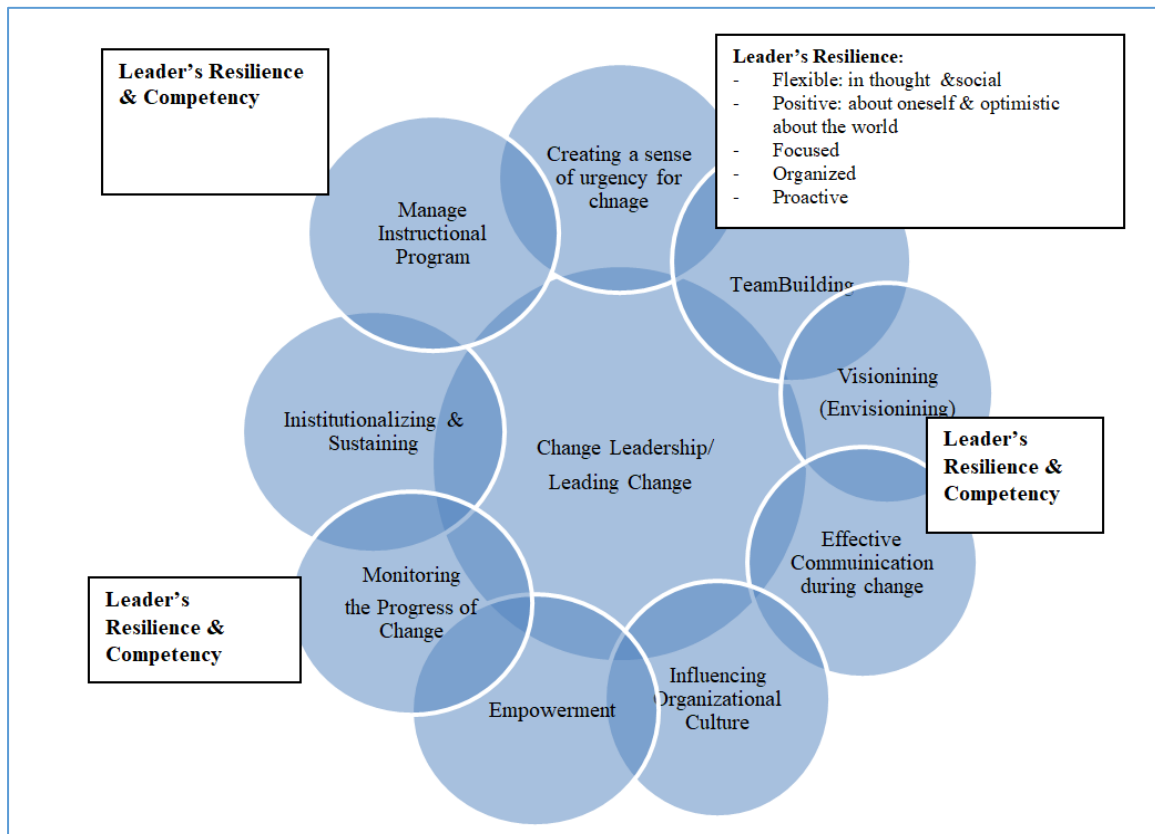
Improved performance in the core activities: teaching-learning, research, and community engagement and the culture at large also enable the HEI to cope with the dynamic environment. Change is defined as a discontinuity (a planned change that requires dismantling the present or diverges from the past, i.e., replacing organizational routines with a new procedure of work), and the leader's role is to develop measurement to follow up on the proposed change, encourage participation, and provide feedback. Change also refers to continuity (continuous incremental change or improvements in organizational activities, practices, and processes), in which leaders are required to be strategic and interpretors of emerging changes with a team. Thus, both the planned and emergent approaches to change are equally valid in the present research.

Methods

The study was based on the assumption that understanding leadership in the implementation of change schemes necessitates consideration of not only organizational leaders' behavior and role but also their personal quality, lived experiences, and perspectives on the leadership of change (at the individual leader level). The concurrent qualitative embedded mixed-methods (MMs) research design (QUAN-qual) was employed. The use of multiple research approaches, such as MMs research, allows for a better understanding of the dynamics and process of leadership (Stentz et al., 2012).

In this article, the qualitative component is used to elaborate/clarify and enhance the results of the QUAN method, i.e., for complementarity purpose (Greene et al., 1989 cited in Onwuegbuzie & Leech, 2006). It also investigates how leaders perceive and experience the MoE's change schemes in particular, as well as leadership of change in general. This is especially useful for understanding context-fit leadership competencies in times of change.

Participants in this research were 216 frontline academic leaders (organizational academic units' [OAUs'] leaders) and 372 faculty members in six universities from the first three-stratified generations of Ethiopian public universities owned by the then-MoE. Participants were selected using a multistage stratified proportionate sampling. During the time, there were thirty-one (31) accredited universities owned by the Ministry with a total number of full-time academic staff of around 34078, including 1,831 academic leaders. Of these, 1,711 were frontline academic leaders. With the "95 percent confidence level and 5 percent confidence interval" (Cohen et al., 2007, p.104), 310 and 381 were taken as samples, from 1,711 front line academic leaders and 32,247 faculty members respectively.

Considering the proportion of samples of the two groups required from each stratum generation of universities, six universities were taken randomly. The selected universities were Addis Ababa University and Bahir Dar University; Wellega University and Wollo University; Wolkite and Adigrat University from the 1st, 2nd, and 3rd generation universities respectively. In first generation Universities, there were a total of 546 academic frontline leaders and 14, 162 faculty members where as there are 696 academic frontline leaders and 11,392 faculty members in the second generation universities. Similarily, there were 469 academic frontline leaders and 6,693 faculty members in first generation universities. Of these, 99 front-line academic leaders and 167 faculty members; 126 academic leaders and 135 faculty members; and 85 academic leaders and 79 faculty members' were sampled from 1st, 2nd, and 3rd generation universities respectively.

Likewise, middle-level OAUs' (or colleges/faculties/institutes) were randomly selected from each of the universities. Comprehensive and simple random samplings were used to select academic leaders and faculty members, respectively from the randomly chosen OAUs'. Faculty member participants from each selected academic unit were made to be involved proportionally. Finally, 220 academic leaders (nearly 71%) and 380 faculty members (nearly 100%) questionnaires were returned. The reliability and validity of the responses were checked. Data from 216 academic leaders and 372 faculty member participants were entered into SPSS and screened again before the analysis while the rest of them were discarded as they were not properly completed. Exploratory Data Analysis EDA was made, normality of the data was confirmed and missing cases were identified.

In following the principle of saturation, a total of 22 purposefully selected experienced academic leaders of the change process were participated. Experience as an academic leader during and after the inauguration of the competency-based and modularization curriculum was taken into consideration. Interviewees were either engaged in a formal academic-related leadership role during the introduction of the curriculum or had been in those roles for a considerable amount of time (from 3 to 4 and above years) when the interview was conducted.

Five interviewees worked at the top level of academic affairs, 7 were deans or directors of faculties/colleges/academy, and 10 were heads of departments. Of these, 8 had experience in academic leadership positions across the hierarchy upward in their respective universities.

Data were gathered using two distinct types of questionnaires and interviews. A Change Leadership Behaviors (CLBs) scale and the Connor-Davidson Resilience Scale (CD-RISC10) were used to gather data from academic leaders. Data using open-ended questions regarding the roles that leaders are expected to play during times of change and their competency, a rank order measure about the qualities of a leader of change, and the CLBs measure were collected from faculty.

The CLBs scale was meant to measure the status of leadership in connection with the implementation of the programs of change as perceived by the academic leaders themselves and faculty members, using 31 items categorized into nine sub-dimensions developed based on the related literature and adapted from a validated instrument of Stilwell's (2016): Change Leader Behavioral Inventory (CLBI). Each item has a 5-point Likert scale. The Cronbach's alpha on the 31 CLBs items scale for the faculty members and academic leaders revealed that the questionnaires were reliable at .855 and .952, respectively.

CD-RISC 10 was used to measure the academic leaders' level of degree resilience to evaluate whether they possessed the personal qualities necessary to succeed in the implementation of the programs of change in particular and the dynamic and competitive environment in general, using 10 items. CD-RISC is an updated version of a standardized personal resilience measure that has been shown to be reliable and valid for assessing personal resilience in various research studies.CD-RISC rated each item on a five-point scale, from not always true (zero) to nearly always true (four).

The present study adopted the shorter version of the CD-RISC. It "displays excellent psychometric properties [compared with the original 25-item CD-RISC] and allows for efficient measurement of resilience", particularly in terms of hardiness in situations of adversity, including change (Campbell-Sills & Stein, 2007, p.1019). The reliability analysis demonstrates adequate internal consistency with a Cronbach's alpha of .811.

Considering that employees' commitment to change is the main factor for successful adoption of change or innovative practices, in which leadership plays a significant role; a rank order measure was designed to gauge faculty members' rankings of the skills or qualities for change leaders. The ranking was composed of six leadership qualities for managing change, ranked from 1 (the most important) to 6 (the least important).

Interviews were conducted using semi-structured and narrative formats. The interview protocol was commented for its validity before using for the actual study. Subjects' opinions regarding the behaviors expected of a leader during change and their subjective experiences,

given the context and macro environment, were examined. The principal researcher personally recorded and transcribed the interviews, which were held in Amharic.

Participants in this study were provided with consent to participate and received guarantees of anonymity and confidentiality. Informed consent forms were used, along with in-person contact and an agreement on the time range and the use of a recorder for interviews.

Results

Status of change leadership behaviors in Ethiopian public universities

Ethiopia's public universities have among the average levels of CLBs practice in the world. The result indicates that leaders CLBs practice in the implementation of the change programs with mean and standard deviation (M=3.61, SD=0.62) and (M= 2.92, SD=0.77) of academic leaders (ALs) and faculty members (FMs), respectively. The larger proportions of the AL respondents were certain about the practice compared to the FM participants. The researchers computed the independent samples t-test at the domain and item levels of the CLBs measure to check the statistical significance of the perception of the two groups to the level of CLBs practice. The results of the independent samples t-test for the measure (t= 11.894, p< .001) indicate the significant differences in the perception of the two groups (see Table 1).

Table 1

Summary Statistics on the Level of Change Leadership Behaviors Practice in the Public Universities of Ethiopia

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

Note. ALs: Academic leaders, FMs: Faculty members, M: Mean, SD: Standard deviation; CI: Confidence interval, MD: Mean difference; *Significant at P< .05

As indicated in Table 1, the p-values for all of the CLBs on the scale were found to be lower than the alpha level (.05), p<.001, which implies that the H_0 was rejected. Thus, there was a statistically significant difference between the two groups in their ratings of the change-leadership behaviors/strategies practice.

The confidence intervals (CI) for the difference between group means (M) were narrow and did not cross the null value (zero). The CI values also indicate that one is 95% confident that the true values of MD fall within that range. This indicates that the values of the

mean difference (MD) between the two groups for the CLBs and the scale were estimated to be practically large/wider, thereby indicating a difference in their perception of the level of practice of the leadership behaviors.

Results of the item-level analysis in the level of practice of the specific CLBs that form the aforementioned nine constructs were found similar, where *p*<.001 and the *CI* did not cross zero. Items related to clearly communicating the need for adopting the programs of change (PC) were examined for the aforementioned nine domains in their order. In both levels of analysis, the results (mean values) show that ALs thought they were practicing these CLBs above adequate, whereas FMs perceived that the practice was adequate.This suggests that the degree of CLB practice in Ethiopia's public universities is at or above the adequate level, which is considered to be the average position, but not to the level expected.

Change leadership behaviors practice across the three generations of universities

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

The results of the one-way ANOVA-Tukey post hoc multiple comparisons showed that the difference was significant between the 1st and both the 2nd and 3rd generations of universities with p-values of respectively .002 and less than .001. Significant differences were observed between the 1st and the 3rd generations of universities on all of the aforementioned constructs. Except for the two constructs, i.e., visioning and sharing information, significant differences also existed between the 1st and 2nd generations of universities. Whereas, except for the two constructs, i.e., monitoring change and managing instructional program, no significant difference was observed between the 2nd and 3rd generations.

The 95% CI of the difference between mean values indicates that the difference had practical significance or effect. The behaviors that form the change leadership were found to be practiced highly in the 3rd generation of universities (followed by the 2nd generation) than in the 1st. It needs further investigation to check whether this could it be due to the variation in organizational culture related to age (old vs. young) or not.

Academic leaders' level of resilience

The resilience of academic leaders in Ethiopia's public universities has been found to be below the expected level, though not to say at poor status. In the scale, higher scores indicate a higher level of resilience, and vice versa. A response of "often true" (a rating of 3) was taken as an expected value. Accordingly, the expected total score (or testing value) was set to be 30 (i.e., 10 items X 3). As shown in Table 2, the computed value of one-sample t-test results indicates that the academic leaders' resilience level (with the obtained mean

resilience score of 28.89) was significantly lower than the expected value. The result of CI of the difference between the mean resilience scores also confirms the finding reflects the reality. Overall, the status of leadership in relation to change management in Ethiopia's public universities is at an average level and requires improvement.

Table 2

One-Sample t-test Results for Academic Leaders' Resilience

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

The faculty members' view about their immediate leader's change implementation competency in change context revealed poor leadership at department, college or faculty and university levels. This was expressed in terms of the lack of leaders' role modeling behavior (lack of motivation and sense of ownership, indecisive risk-taking and leaders' rhetorical, reluctance); the gap in leaders' interpersonal skills (lack of respecting others' ideas, motivating others, and facilitating a spirit of teamwork)**;** the lack of leaders' strategic behavior (the habit of focusing on formalities such as conducting meetings), and an absence of or gap in following-up/monitoring the progress of change, and evaluating the impact. Faculty members were also concerned about leaders' lack of trustworthiness, unfair management approaches (ethnic centered), and lack of servant leadership. They indicated a number of signs through which the lack of trustworthiness of leaders (personal integrity) was demonstrated, comprising leaders' inflated reports rather than reflecting the reality in the sprite of change.

In this regared, FM171 uttered, "They are unclear about the change. So, they were frustrated with the issue coming from the staff. … No one assesses how the change is going on, what is needed for the change to be implemented." In addition, FM213 said, "The leaders … rarely entertain comments for better implementation. They have little or no concern to follow-up whether the real expected change takes place." Strengthening the idea, FM318 noted, "When new program arrives, they [the leaders] make it "issues of the week" and then no proper follow-up at any stage of the implementation."

A considerable number of faculty member respondents commented on the leadership they experienced by highlighting the reasons behind this gap. It was mainly related to problems in the initiator's approach (usually top-down and non-participatory). In relation with this, for instance, FM272 said, "The problem is change ideas come to our institution before adequate study is conducted on their suitability & applicability." FM 278 added, "Changes that were tried to be implemented by [the institution] were usually following a top-down approach [and] lacking the participation of staff. Hence, staff [plus the leaders] & students …do not put their hearts into it & work for its success."

The responses of the interviewees across the hierarchy also indicated that academic leaders focused less on accomplishing the prominent roles that change leadership entails. The only roles they accomplished concerning leading the implementation of the programs of

change were attempts to create awareness on the part of the teachers, such as using discussion or discourse and managing instructional program (supervising the instruction, such as checking whether teachers administer several learning assessments, following-up course coverage and their use of instructional time). In universities "Friday seminar/forum" is established. The universities' leadership also tried to ensure academic staff's teaching competency through training such as the Higher Diploma Program (HDP).

Furthermore, some of the interviewed academic leaders stated that the leadership in their universities did not enable their institutions to cope and progress within environmental dynamics, as there was no leadership initiative to do tasks differently. They completed tasks with the rule of thumb and/or simply following directives from the top of the Ministry without critical examination of the directives or reforms and without strategic or proactive moves to create capacity for higher education. TLAL6, an Academic Director of a university, for example, indicated his experience as follows:

> The programs of change … 1 to5 grouping … , Kaizen, BPR were manifested boldly more than the academic affairs of the university. I doubt that there was an effort …to compromise between issues of the change and the mission of the institution. We simply engaged in reporting (even fake reports). There was no act of evaluating genuinely, professionally, intellectually on the outcome in the teaching-learning affairs. There was rather breathing the air of the politics.

TLAL14A, who was an Academic Vice President of another university said, "It is difficult to say there was change orientation. Mostly, we are engaged in receiving and facilitating the implementation of directives from the MoE. … Most of us leaders were mechanical rather than oriented with what we should do to ensure the quality of education."

Leadership Qualities and Behaviors to the Successful Management of Change

Results of the analysis of the faculty members' ranking data revealed that the qualities that a leader is required to possess for successful management of change in higher education from the most important to the least are: good communication skills, the ability to motivate people, trustworthiness, team-working skills, creativity, and coaching skills. A Friedman test result of the mean ranks of the rankings on the six qualities indicated that the first three constructs are ranked with the lowest ranking numbers, indicating that a large number of faculty members view them as the most important skills. Whereas the reverse was true for coaching skills followed by creativity (See Table 3).

Table 3

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

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

Creativity	3.95

The Friedman test result of the Chi-Square test or X^2_f (DF=5, N = 372) = 215.329, p < .001 imlplies significant overall differences among the six mean ranks. Results of the follow-up analysis using the Wilcoxon Signed Ranks test indicate significant ranking differences (or contrasts) on the constructs, particularly between coaching and creativity themselves, Z= -4.10, p < .001 and with the rest of the four constructs with a p-value of < .001. However, the comparison revealed no statistically significant ranking differences in the first four skills except between the skills of communication and team-working. The z value of greater than -1.96, p> .05 of the respective comparisons revealed the non-significance difference (See Table 4).

Table 4

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

Comparisons	Ranks		Z	Asymp Sig.
	Negative	Postive		(p-value)
Motivating people with good communication skills	167	205	-.993	.321
Trustworthiness with Motivating people	175	197	-.085	.933
Team working – Trustworthiness	161	211	-1.238	.216
Creativity with Team-working	139	233	-4.017	.000*
Coaching – creativity	140	232	-4.101	.000*
Trustworthiness – Communication skills	175	197	-.831	.406
Team working - Communication skills	144	228	-2.481	.013*
Team working – Motivating people	167	205	-1.783	.075
Coaching – Trustworthiness	107	265	-9.258	.000*
Creativity – Trustworthiness	131	241	-5.019	.000*
Coaching – Team working	100	272	-8.887	.000*

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

Of the 372 actual participant faculty members in the survey, 101 (27.15%) indicated ethics (particularly, transparency, honesty, and accountablity), committment, open-mindedness, problem-solving skills, humanity (respecting others and being sympathetic), and decisiveness as the most important requirements of a leader for successful management of change. From a total of 372 participants, 299 (80.38%) indicated a variety of roles that leaders in their immediate vicinity are required to play, especially, during the context of change (implementation). These roles range from understanding and internalizing a proposed change, thereby acting as role models, to convincing others for its adoption, and monitoring its progress to evaluating its impact. Specifically, respondents from all of the studied universities mentioned the following roles expected of immediate leaders: communicator, role model, coordinating (including ensuring teamwork spirit among staff and networking between one's academic unit and staff with others), facilitative role (involving ensuring a conducive working environment and assisting staff and students in resolving problems), motivating others, and being ethical.

The interview with the academic leaders' also revealed that leadership, particularly for managing change in higher education, is primarily required to be a role model and humanistic (democratic and supportive) covered by a focus on excellence. Considering the mission of the sector, academic leaders noted that an academic leader should be a role model for both teachers and students in every aspect (in terms of respecting the principles of work and leading a personal life). Higher education, like a university, is peculiar in the purpose it stands for, i.e., it primarily works for human beings to produce human resources and cultivate generations. According to the interviewees, a leader should be at the efficient in task completion, a hard worker, loyal, accessible, ready to update oneself and share experiences, and a positive thinker (or have a positive-outlook toward new things).

For instance LLAL2, stated as follws: "Especially when we say change, we should start from ourselves. … Followers will act like the way a leader acts." Supporting the idea, MLAL5 uttered, "The leader must be outshining in teaching, in research undertaking and community service provision." Likewise, MLAL15 said, "It will be valueless if a leader says day one-class-one whereas he/she misses classes." LLAL20 again stated, "A leader should be open for learning; he/she has to be readiness in terms of being aware … of a new system of work. Otherwise, a leader cannot support others."

The interviewees noted that a leader should also be *democratic* through maintaining *transparency, participatory and collegial approach*, and *equity (fairness)*. In relation to this, LLAL4 stressed, "In leadership, if there is transparency, there is no complaint." MLAL5 added, "Whatever a leader is convinced about the importance of a change and knows the mechanisms, it would be difficult for him/her to do it alone." LLAL7 also replied, "There are teachers who can resolve problems we might encounter ... When you discuss and work cooperatively with teachers, they will be effortful in so doing."

Some of the academic leaders noted that because the system of leadership in a higher education system is time-bounded, the quality of being '*visionary and thereby change-oriented'* is highly required of leaders. For example, LLAL9 said: "Because the leadership is changed with a term, it has to establish a system so that a process has continuity." Similar with this, TLAL14 noted "It is required to inspire people regularly by initiating new ideas. … Otherwise, the environment will be dormant; simply accomplishing tasks without listening to one another."

Besides, a leader should be *emotionally stable, patient* [emotional intelligence]**,** and a *critical thinker.*The interviewees seemed to equate 'leadership' with the Amharic words "meri" and "amerarinet" [being a leader]. Academic leaders from across the hierarchy noted that leadership is related to the successful management of change, and the two are inseparable. Higher education is exposed to multifaceted internal and external forces that trigger change, which requires the leadership to examine the status quo and global dynamics to devise alternative paths to success.

Discussion

Most strategies related to the essence of change leadership were missed in the Ethiopian public universities. These comprised of visioning, monitoring and evaluating the

progress of the programs of change, sustaining, and role modeling. The findings revealed a gap in key aspects of the leadership.

A shared vision justifies why organizational stakeholders should accomplish tasks differently thereby making meaning for their work and ensure inspiration and commitment (Martin, et al., 2014). The literature confirms that a clear and compelling vision is a driver of change. Generally, the leadership seemed to lack the two essential characteristics of visionary (or strategic) leadership: visioning and ethics, which are indispensable to strategic change (Kadhum et al., 2023).

This finding is consistent with Zeleke's (2021) who found out that the leadership lacks to be transformational to support the change process in universities. Durie and Beshir (2016) and Gebremeskel (2015) also respectively disclosed that the leadership in Ethiopia public universities was not strategic and unsupportive to the adoption of BPR (e.g., lack of leaders' commitment to the initiative, had risk-taking behavior, and relationships in the hierarchy). Results of the earlier studies revealed that the improvement in the leadership of public universities in Ethiopia is non-significant and requires attention.

The study found that for successful management of change, leaders are primarily required to be role models, particularly in terms of ethical qualities (like trustworthiness: honesty, commitment with a focus towards excellence and fairness) and develop themselves, and help their faculty to be empowered (through the interpersonal approach of communicating, motivating in terms of treating followers with respect, praising their achievement and supporting, engaging in consultative discourse, and team-working) rather than act as a boss giving directions. Collaborative/collegial leadership is natural in HEIs given the "knowledge-intensive" character (Davis & Jones, 2014, p.367) and the professionally oriented employees (Bryman, 2007a) of the system. Bryman's (2007b), findings indicate that "fostering a collegial climate of mutual supportiveness and the maintenance of [staff] autonomy" are central to the leadership at both departmental and institutional levels (p.2).

The finding of the present research is consistent with findings of earlier researches, which identified the qualities of a leader of successful change (e.g.,Gilley et al., 2008; Gradoboeva & Koskimäki, 2017). Higgs and Rowland's (2005) finding disclosed that shaping the path of change and ensuring individual and organizational capability (consist of communicating and creating networking) will facilitate the successful implementation of change. The studies show that to lead a successful change, effective communication is vital. Continuously communicating the envisaged change is an important approach where it helps to reduce resistance to change that could arise from afraid of the unknown (Coetzee et al., 2012). Drew (2010) concluded that dealing with the human dimension or interpersonal behaviors (comprising engaging and mobilizing staff, developing the individuals, and building and maintaining the team) is critical for higher education leadership to achieve change.

Research has also shown that leaders' quality as 'Leaders' readiness for change" (Krummaker & Vogel, 2012, p.287), and trustworthiness and fairness (Gradoboeva & Koskimäki, 2017) are among the major constructs of change leaders' competency. Ezzeddine et al.'s (2023) and Vlachopoulos's (2021) study disclosed that leaders' trustworthy leadership, among others, is essential to change management in higher education. A leader's role

modeling enables to build trust and thereby influences organizational culture towards change (Stilwell, 2016; Yukl, 2010). It has been found that "ethical leadership enhances employees' readiness to change … partially mediated by an organizational culture of effectiveness" (Metwally et al., 2019, p.1).

Findings show that leadership effectiveness in HEIs requires academic reputability, which requires engaging in and building teamwork spirit in research and teaching alongside administrative roles and sound interpersonal engagement of maintaining open communication (Hamidifar et al., 2013; Spendlove, 2007). Trustworthy leadership in higher education requires the spirit of academic excellence.

The leadership qualities could ensure a university culture supportive of effective change management (e.g., see Scott et al.'s, 2008 framework). Maintaining good relationships with employees, facilitating team-working, building employee capacity, encouraging continuous learning, and maintaining transparency are among the six secrets of change (Fullan, 2008).

The identified qualities in this study align with the elements of transformational leadership in the literature (see Alainati et al., 2023). The qualities required leaders for primarily modeling best practices and key values like fairness, and inspirationally motivating others. The literature recognizes that demonstrating such attributes and behaviors will enable leaders to enhance employee trust and engagement, particularly during change. They make-up the generic trait of transformational leadership in education, i.e., professionalism (Alainati et al., 2023). Inspirational motivation is found to be the second most important aspect in following intellectual simulation. In general, transformational leadership in the form of the collaborative approach is appropriate for sustainable productivity in HEIs, particularly during change (Etomes et al., 2024). Thus, adopting transformational leadership with a greater emphasis on the human dimension (collective, facilitative, and supportive) and role modeling (trustworthiness) at the systemic and individual leader levels are keys to leading and successfully adopting organizational change in higher education.

However, the lack of attention to the visionary and creativity characteristics of a leader and the role of leadership to stimulate faculty members' creativity is slightly different from previous research results and the literature. It may be interpreted in terms of the particularities related to the change management approach in the country. The trend in the sector is top-down, and change management tools and programs are initiated and directed by the Ministry rather than by the grassroot levels (by organizational leaders and faculty members). The lack of attention to the leadership quality, developing individuals through coaching, in this study, is also different from previous research results (e.g., Gilley et al., 2008). This may be related to the characteristics of the study participants related to professional autonomy. Contradicting the finding of the present study, a recent finding by Jinga et al. (2024) in the context of Ethiopian public universities disclosed a significant negative "relationship between transformational leadership behavior and organizational change management" (p.1).

Despite this, scholars have argued that there are peculiarities associated with the different activities involved in planned organizational change, and various leadership styles and the likelihood of emphasis on different leadership competencies in the process (e.g., Baesu & Bejinaru, 2013; Battilana et al., 2010). Research findings (e.g.,Pujiyati et al., 2019)

seem to have indicated that the approach to effective leadership at higher education to change management has to involve both task ("leadership based on scientific management") and person-oriented roles along with trustworthy leadership. The responsibilities of the academic leadership for managing change consist of stimulating revisions and developments of programs in alignment with international changes, etc (Mehmood et al., 2012; Said et al., 2015).

Conclusions and Implications

The leadership in Ethiopia's public universities was not in a position to enable the organizations to successfully manage change in terms of ensuring the adoption of change programs. This may imply the need to consider the factors that moderate the leadership effectiveness, including the sectorial-level change management process.The result may also imply the need to develop a systematic leadership development program with the intensive involvement of institutions to ensure academic leadership effectiveness.

A leader with a high level of personal integrity will also influence others in the institution.This implies an urgent need to establish a system of recognizing effective leaders at both the institutional and ministerial levels.

Given the very dynamic environment of HEIs and the growing complexity, the roles of leading, including articulating vision, embodying values (i.e., strategic approach), and motivating others, and the roles of managing in balance can be said to be the domains of the essential leadership process. Leaders should possess the necessary competencies and be aware of the characteristics of each style of leadership, all of which create opportunities to follow the approach that is best for each phase of change. Thus, the relationship between leadership styles and phases of change (and the activities involved) requires further investigation.

To act as agent of change and enable effective leadership of change in their organization, academic leaders need to be great communicators, able to work with others (love team-working) and cooperative, thereby source of motivation for others, committed towards excellence, trustworthy, able to create a compelling vision, and managing the instructional program, especially in the sense of coordinating the curriculum, among others.

Academic leaders and academic staff, in general, should assume the role of facilitator once they are directed to adopt a program of change. They may not be interested in programs of change that emanate and are introduced from above (by the government). But, they should stick with reason and empirical evidence.

Funding

References

Asmamaw, B. A. (2011). *The path of governance transformation in Ethiopian higher education-Institutional perspective: A tale of three universities experience with*

respect to Business Process Reengineering (BPR) reform [Master's thesis]. University of Oslo. file:///C:/Users/user/Downloads/BehailuxAschalewxAsmamawxThesis.pdf

Alainati, S.J., Almonawer, N.S., & Al-Hammad, F.A. (2023).Transformational leadership in education: Review of literature. *The International Journal of Business & Management, 11*(2), 73-88. https://doi.org/10.24940/theijbm/2023/v11/i2/BM2302-016

Aziz, N. A. A., Fooi, F. S., Asimiran, S., & Hassan, A. (2015). Literature review on the relationship between principal instructional leadership and teacher readiness to implement change. *Journal of Arts, Science & Commerce*, *6*(1), 12–19. http://psasir.upm.edu.my/id/eprint/59407/

Baesu, C., & Bejinaru, R. (2013). Leadership approaches regarding the organizational change. *The USV Annals of Economics and Public Administratoin*, *13*(2(18)), 146–152. http://annals.seap.usv.ro/index.php/annals/article/viewFile/579/590

Battilana, J., Gilmartin, M., Sengul, M., Pache, A. C., & Alexander, J. A. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly*, *21*(3), 422–438. https://doi.org/10.1016/j.leaqua.2010.03.007

Bryman, A. (2007a). Effective leadership in higher education: A literature review. *Studies in Higher Education*, *32*(6), 693–710. https://doi.org/10.1080/03075070701685114

Bryman, A. (2007b). *Effective leadership in higher education: Summary of findings*. Leadership foundation for higher education. https://ucarecdn.com/837461af-7047-486e-a18f-4289eb2fd083/

Campbell-Sills, L., & Stein, M. B. (2007). Psychometric analysis and refinement of the Connor–Davidson Resilience Scale (CD-RISC): Validation of a 10-item measure of resilience. *Journal of Traumatic Stress*, *20*(6), 1019–1028. https://doi.org/10.1002/jts.20271

Coetzee, R., Visagie, J., & Ukpere, W. (2012). Leading a successful change intervention in a modern organisation: Key elements to consider. *African Journal of Business Management*, *6*(51), 12068–12075. https://doi.org/10.5897/ajbm12.1444

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.

Davis, H., & Jones, S. (2014). The work of leadership in higher education management. *Journal of Higher Education Policy and Management*, *36*(4), 367–370. https://doi.org/10.1080/1360080X.2014.916463

Drew, G. (2010). Issues and challenges in higher education leadership: Engaging for change. *The Australian Educational Researcher*, *37*(3), 57–76. https://doi.org/10.1007/BF03216930

Durie, A. D., & Beshir, E. S. (2016). Leadership effectiveness in higher education institutions : The IPA approach. *Arabian Jounal of Bussiness and Management Review*, *6*(5), 1–4. https://doi.org/10.4172/2223-5833.1000243

Etomes, S. E., Endeley, M.N., Folake Ruth Aluko, F.R., & Molua, E.L. (2024).Transformational leadership for sustainable productivity in higher education institutions of Cameroon. *Higher Education*. Springer. https://doi.org/10.1007/s10734-024-01334-7

Ezzeddine, R., Otaki, F., Darwish, S., & Algurg, R. (2023).Change management in higher education: Asequential mixed methods study exploringemployees' perception. *PLoS ONE, 18*(7), 1-21.
https://doi.org/10.1371/journal.pone.0289005

FDRE. (2003). Higher education proclamation of the Federal Democratic Republic of Ethiopia (FDRE), No.351/2003. *Federal' Negarit Gazeta: 9th Year No. 72*.

FDRE. (2009). Higher education proclamation of the Federal Democratic Republic of Ethiopia (FDRE), NO. 650/2009. *Federal Negarit Gazeta*, 15th year NO.64.

FDRGE. (1994). *The Education and training policy*. Federal Democratic Republic Government of Ethiopia (FDRGE).

Fullan, M. (2008). *The six secrets of change*. http://michaelfullan.ca/wp-content/uploads/2016/06/2008SixSecretsofChangeKeynoteA4.pdf

Gebremeskel, H. H. (2015). *Academic leaders' views of the role of organizational culture in implementing management innovation: The case of Bahir Dar University, Ethiopia* (Master's thesis). Tampere University Repository.
https://core.ac.uk/download/pdf/250138609.pdf

Gebremeskel, H. H., & Feleke, K. M. (2016). Exploring the context of Ethiopian higher education system using Clark's triangle of coordination. *Tertiary Education and Management*, *22*(2), 99–120. https://doi.org/10.1080/13583883.2016.1149739

Gill, R. (2002). Change managementor change leadership? *Journal of Change Management*, *3*(4), 307–318. https://doi.org/10.1080/714023845

Gilley, A., Dixon, P., & Gilley, J. W. (2008). Characteristics of leadership effectiveness: Implementing change and driving innovation in organizations. *Human Resource Development Quarterly*, *19*(2), 153–169. https://doi.org/10.1002/hrdq.1232

Gizaw, A. W. (2015). *Organizational change implementation in public universities in Ethiopia.* [Doctoral dissertation]. Addis Ababa University.
https://www.calameo.com/books/005139844923c344d880f

Gradoboeva, K., & Koskimäki, A. (2017). *Leadership for change: A case study of a subsidiary of an international organization* [Thesis]. Saimaa University of Applied Sciences.https://www.theseus.fi/bitstream/handle/10024/141497/Gradoboeva_Koskimaki_Thesis_final.pdf?sequence=1&isAllowed=y

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, *33*(3), 329–351.
https://doi.org/10.1080/0305764032000122005

Hamidifar, F., Vinitwatanakhun, W., & Roodposhti, F. R. (2013). Developing an effective academic leadership model at Islamic Azad University. *International Journal of Management and Business Research*, *3*(2), 161–174.
file:///C:/Users/user/Downloads/IJMBR19491364758200.pdf

Higgs, M., & Rowland, D. (2005). All changes great and small: Exploring approaches to change and its leadership. *Journal of Change Management*, *5*(2), 121–151.
https://doi.org/10.1080/14697010500082902

Jinga, A.A., Hussen,J. O., Negash, H.G., & Estifanos, A.B. (2024)**.** Leadership behavior and organizational change management in selected public universities of Ethiopia:

Exploring the impact of leadership influences and change processes. *Heliyon, 10.* https://doi.org/10.1016/j.heliyon.2024.e37149

Kadhum, A.Y., Muttar, L.A., & Khait, A.A. (2023). The Role of visionary leadership in achieving strategic change through strategic improvisation. *South Asian Journal of Social Sciences and Humanities*, *4*(4), 12-50. https://doi.org/10.48165/sajssh.2023.4402

Kotter, J. P. (1996). *Leading change.* Harvard Business School Press.

Krummaker, S., & Vogel, B. (2012). An in-depth view of the facets, antecedents, and effects of leaders' change competency: Lessons from a case study. *Journal of Applied Behavioral Science*, *49*(3), 279–307. https://doi.org/10.1177/0021886312469442

Low, J. (2010). Resilience in academic administration : *Leading higher education in times of change* [Doctoral dissertation, FLORIDA STATE UNIVERSITY]. http://diginole.lib.fsu.edu/islandora/object/fsu:175606/datastream/PDF/view

Mansaray, H.E. (2019). The Role of leadership style in organizational change management: A literature review. *Journal of Human Resource Management*, *7*(1), 18-31. https://doi.org/10.11648/j.jhrm.20190701.13

Martin, J., McCormack, B., Fitzsimons, D., & Spirig, R. (2014). The importance of inspiring a shared vision. *International Practice Development Journal, 4*(2), 1-15. https://www.fons.org/wp-content/uploads/2024/03/IPDJ_0402_04.pdf

McSharry, T. (2022). A systematic literature review on change and leadership in higher education. *Proceedings of the 18th European Conference on Management Leadership and Governance* (ECMLG 2022) (pp.310-319).https://doi.org/10.34190/ecmlg.18.1.893

Mehmood, I., Khan, S. B., Raziq, K., & Tahirkheli, S. A. (2012). Role of academic leadership in change management for quality in higher education in Pakistan. *Journal of Education and Practice*, *3*(16), 194–198. https://core.ac.uk/download/pdf/234633852.pdf

Metwally, D., Ruiz-Palomino, P., Metwally, M., & Gartzia, L. (2019). How ethical leadership shapes employees' readiness to change: The mediating role of anorganizational culture ofeffectiveness. *Frontiers in Psychology, 10*(Article 2493), 1-18. https://doi.org/10.3389/fpsyg.2019.02493

MoE. (2015). *Education sector development programme V (ESDP V)2015/16 - 2019/20: Program action plan.* Ethiopia's Federal Ministry of Education (MoE).

Olkaba, T. T., & Tamene, E. H. (2019). Deliverology in Ethiopian higher education as a quality management tool: Critical review and the insider's reflection. *International Journal of Education and Literacy Studies*, *7*(4), 83–90. https://doi.org/10.7575/aiac.ijels.v.7n.4p.83

Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures 1. *The Qualitative Report*, *11*(3), 474–498. https://doi.org/10.46743/2160-3715/2006.1663

Patterson, J. L., & Kelleher, P. (2005). *Resilient school leaders: Strategies for turning adversity into achievement.* Association for Supervision and Curriculum Development (ASCD).

Pujiyati, W., Permana, J., & Kuniady, D. A. (2019). Effective leadership in the implementation of academic program at private higher education. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, *258* (Icream 2018), 342–344. https://doi.org/10.2991/icream-18.2019.71

Said, H., Ahmad, I. Mustaffa, M.S., & Abd Ghani, F. (2015). Role of campus leadership in managing change and challenges of internationalization of higher education. *Mediterranean Journal of Social Sciences, 6(*4), 82-88. https://doi.org/10.5901/mjss.2015.v6n4s1p82

Scott, G., Coates, H., & Anderson, M. (2008). *Learning leaders in times of change: Academic leadership capabilities for Australian higher education*. University of Western Sydney and Australian Council for Educational Research. http://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=higher_education

Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, *21*(5), 407–417. https://doi.org/10.1108/09513540710760183

Stentz, J. E., Plano Clark, V. L., & Matkin, G. S. (2012). Applying mixed methods to leadership research: A review of current practices. *Leadership Quarterly*, *23*, 1173–1183. https://doi.org/10.1016/j.leaqua.2012.10.001

Stilwell, R. (2016). *Change Leader Behavioral Inventory: Development and validation of an assessment instrument* (Doctoral dissertation, COLUMBIA UNIVERSITY). file:///C:/Users/user/Downloads/Stilwell_columbia_0054D_13321.pdf

Stilwell, R. A., Pasmore, W. A., & Shon, D. H. (2016). Change leader behavior inventory: development and validation of an assessment instrument. *Journal of Applied Behavioral Science*, *52*(4), 373–395. https://doi.org/10.1177/0021886316663406

Tadesse, T., & Melese, W. (2016). The Prevailing practices and challenges of curriculum reform in Ethiopian higher education: Views and responses from within. *Australian Journal of Teacher Education*, *41*(10), 87–106. https://doi.org/10.14221/ajte.2016v41n10.6

Van der Voet, J., Kuipers, B. S., & Groeneveld, S. (2013). *Implementing change in public organizations: The relationship between leadership and affective commitment to change in a public sector context*. The 11th Public Management Research Conference, Madison, Wisconsin. https://jorisvandervoet.files.wordpress.com/2013/07/van-der-voet-et-al-implementing-change-in-public-organizations-pmra.pdf

Vlachopoulos, D. (2021). Organizational change management in higher education through the lens of executive coaches. *Education Sciences*, *11*(269), 1-15. https://doi.org/10.3390/educsci11060269

Yukl, G. (2010). *Leadership in orginizations* (7th ed.). Prentice Hall.

Zainol, N.Z., Kowang, T.O., Hee, O.C., Fei, G. C., & Kadir, B. B. (2021). Managing organizational change through effective leadership: A review from literature. *International Journal of Academic Research in Business and Social Sciences, 11*(1), 1-10. https://doi.org/10.6007/IJARBSS/v11-i1/8370

Zeleke, B. (2021). The link between perceived leadership style and institutional readiness for change in the public universities of Ethiopia. *Journal of Educational Leadership and Policy Studies*, *5*, 1–23. https://files.eric.ed.gov/fulltext/EJ1342367.pdf