

FOSTERING COLLECTIVE TEACHER EFFICACY THROUGH VALUES-BASED
LEADERSHIP IN ETHIOPIAN INSTITUTIONS FOR HIGHER EDUCATION

BY

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ABBREVIATIONS AND ACRONYMS

CTE	Collective Teacher Efficacy
CVS	Corporate Value Statements
EPrHEIs	Ethiopian Private Higher Education Institutions
EPrUs	Ethiopian Private Universities
ETP	Education and Training Policy
ESDP	Education Sector Development Program
HE	Higher Education
HEIs	Higher Education Institutions
HERQAA	Higher Education Research and Quality Assurance Agency
MoE	Ministry of Education
PrHEIs	Private Higher Education Institutions
VBL	Values-Based Leadership

DEDICATION

This thesis is dedicated to my uncle, Feyisa Bulti, who has sacrificed his leisure and everything he could have so as to see hundreds of people in the family educated, particularly amongst Bulti's descendants. For about three decades he has been just living for the family and we have been educated as a result of his perseverance and efforts. Pursuing this PhD was also part of his dream which now is made real. There is a lot that every one of the family members could learn from his selflessness and sense of humility. I am also very grateful to God who blessed our family with such a compassionate father. Thank you, my uncle!

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ABSTRACT

This thesis is entitled “Fostering collective teacher efficacy through values-based leadership in Ethiopian institutions of higher education”, which is delimited to the private universities. The main question was “What constitutes/determines the institutionalisation of values-based leadership (VBL) to foster collective teacher efficacy (CTE) in the context of Ethiopian private universities (EPrUs)?” The sub-questions were: 1) what does the current state of CTE and its perceived outcomes look like in EPrUs? 2) What sets of behaviours are desired to institutionalise VBL so as to foster CTE in EPrUs? 3) What are the institutional contexts required to institutionalise VBL so as to foster CTE in EPrUs? In addressing these issues, academic leaders, students and teachers from EPrUs participated in the study. As methods of data gathering both the survey method and interviews were used.

Results revealed that CTE is not high enough in EPrUs and hence it needs to be fostered so as to bring the desired change in students’ learning. To foster this, institutionalisation of VBL is required that involves two inter-related aspects. The first one is about institutionalising desired values (behaviours), which are linked to the academic leaders’ yearning for positive sets of values and the teachers’ moral contract to their professional values. To this effect, the positive sets of values that academic leaders should yearn for and the sets of values that teachers should espouse as their professional values are explored. The commonalities between these values are also described and how these would be institutionalised is suggested. The values include integrity and trustworthiness, humility/selflessness, compassion and sense of gratitude, accountability and self-discipline, sense of collaboration and teamwork, and envisioning in leadership as the driving force. The second aspect is about institutionalising the contexts conducive to foster CTE and VBL support behaviours. The need to institutionalise those behaviours and contexts arise out of the perceived leadership gap (between what the teachers believe are the leadership priorities of the leaders and the behaviours they actually see in the leaders). This gap has been linked to CTE, and hence a model has been developed that would foster this efficacy.

KEY TERMS DESCRIBING THE TOPIC OF THE THESIS

Values-based leadership; collective teacher efficacy; Ethiopian private universities; institutionalising desired values; institutionalising contexts; teachers’ professional values; students’ learning experiences; academic leaders’ values; integrity; compassion, envisioning.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Addis Ababa University is the pioneer in higher education in Ethiopia. It was established in the 1950s and named Haile Selassie University College. The education until about a decade ago was largely focused on the offering of undergraduate degree programs. Higher education service provision had been in the hands of the government for about half a century. However, the public higher education institutions failed to meet the demands of the society for tertiary level education. Accordingly, as noted in Education and Training Policy (MoE, 1994:32) the government devised a policy that allows the private sector to become involved in higher education service delivery. As a result of this policy, Unity College, now known as Unity University, was established in 1998 as the first private higher education institution in the country. Following Unity University, many other private higher education institutions came into existence.

The enrolment in the Ethiopian private higher education institutions (EPrHEIs) was increased from nil in 1994 (when the policy was initiated) and reached 21% within a decade (in 2003). The number of private institutions has also been increasing from time to time. Currently, there are more than 90 private higher education institutions (PrHEIs) in the country that are contributing their share in providing wide access to higher education (MoE, 2013). This number can be considered as high if one considers there are only 33 government-run higher education institutions (HEIs). Despite the phenomenal growth of the number of institutions, the enrolment in the EPrHEIs since 2003 has been found to be stagnant as compared to that of the government run HEIs. Unlike the recommendations of the World Bank (2003) to increase the enrolment in the EPrHEIs from the then 21% to 40% by 2010, the current achievement is far below the suggested number. The total enrolment in the year 2012/13 was 79,650 (constituting only 18% of the total enrolment in the country) (MoE, 2012/13). The trend of this

enrolment for six years (2008 to 2013) can also be seen as follows: 48,802 (2007/8); 54,900 (2008/9); 76,280 (2009/10); 78,439 (2010/11); 75,145(2011/12); and 79,650 (2012/13).

However, despite the effort of the private sector to provide wide access to higher education (HE), the Ethiopian government has much concern over the quality of education. Researchers investigate that there is a prevalent mistrust between the government and EPrHEIs (Shemelis, 2004). This could be associated with the nature of the operation. In relation to this, Altbach, Reisberg, Rumbley (2009) note that many for-profit HEIs are taking advantage as they try to address unmet demand and delivering poor quality education. They also assert that such institutions reflect many key characteristics of commercial industry and are run mostly on a business model. Therefore, to create a trusting relationship with the public or the government, the EPrHEIs need to demonstrate that they can provide quality education (Rayner & Ashcroft, 2004; Yizengaw, 2007).

However, regardless of the concerns of the government and that of the general public about the quality of education in this sector, there are some institutions that have been performing well and demonstrating sustainable results in some respects. Within 20 years, since the private investors have been allowed to operate in the education sector, we have only four private universities. These are Unity University, St. Mary's University, Admas University, and Rift Valley University. These universities are also leading in terms of their programme diversification. They are also offering various academic programs in postgraduate studies and undergraduate studies in both the regular and distance education divisions.

As in every global academic community, the EHEIs in general and the EPrHEIs in particular stand to achieve three missions: providing a teaching service; conducting research; and rendering community service. The major players that are believed to carry out these core missions are teachers. However, many concerns have been echoed in relation to the provision of the educational service of EPrHEIs, particularly in

terms of teaching. Thus, to address the government's concern over the private sectors' capability to accomplish their missions and ensure the quality of education, it is worthwhile to work on the major players, i.e. teachers.

Even though there are many aspects to consider in relation to enhancing teaching quality, it is vital to work on developing the group confidence (collective efficacy) of the teachers. This is because researchers found that collective teacher efficacy would make a high and positive contribution to the enhancement of students' learning outcomes (Cybulski, Hoy & Sweetland, 2005; Adams and Forsyth, 2006). Collective teacher efficacy (CTE) refers to the confidence that teachers develop as a group in their ability to organise and implement educational initiatives that, in turn, create high expectations for students and improving their learning outcomes (Leithwood, Patten & Jantzi, 2010). Building this efficacy, in turn, requires meticulous and relevant leadership. Values-based leadership (VBL) is one approach to leadership that has the potential to enhance this confident practice by the teaching staff. However, to achieve the objective of fostering collective efficacy, this leadership philosophy needs to be properly institutionalised. Institutionalisation of VBL refers to establishing a system whereby the leader, organisational situation, and employees are interlinked to constructively work in team toward a common goal of becoming a flourishing institution (Millick, 2009). The path-goal theory of leadership was considered here in the study as the theoretical framework; and how it frames out the relationship between VBL and CTE will be explained in chapter three.

1.2 THE RESEARCH PROBLEM

Collective efficacy is the shared belief among members of a group that their group or organisation has what it takes to cope effectively and efficiently with the demands, challenges, stressors, and opportunities they face (Bohn, 2010:228). With particular reference to teachers' efficacy, it has been widely researched that collective teacher efficacy (CTE) contributes to improved learning outcomes and academic achievements (Goddard & Goddard, 2001; Burcham, 2009; Angelle, Nixon, Norton & Niles, 2011; Eells, 2011). Brinson and Steiner (2007:2-3) also assert that CTE has an impressive list

of positive consequences to students' learning (e.g. improves students' performance and creates a work environment that builds teachers' commitment to their institutions). They also contend that CTE is a key to unlocking the existing talents of individual teachers and building their commitment to an institution's success. Furthermore, Ball (2010:39) notes that "there is a myriad of difficulties facing today's students, but the stressors have a less of an impact when collective efficacy is apparent."

With particular reference to its significance in higher education, Fives and Looney (2009:82) assert that "in a time when more and more students are coming to the university and concerns such as grade inflation, plagiarism, and academic dishonesty are becoming more salient, it seems pertinent that we begin to look at the motivations and beliefs of the professionals who guide the learning process at this level." As a result, such efficacy is considered as institutional property (Goddard, Hoy, & Woolfolk, Hoy. 2004) because it has been found to play a pivotal role in fostering students' learning experiences. To this effect, it has been proposed that "academic leaders should turn their attention to improving CTE" (Brinson and Steiner, 2007:3).

Accordingly, there have been many research undertakings about which leadership models are linked to and would foster CTE. For instance, it has been found that there is a positive and significant linkage between CTE and transformational leadership (Demir, 2008); between CTE and teacher leadership (Angelle *et al.*, 2011); and between CTE and instructional leadership (Fancera, 2009; Vari, 2011). But, the effect sizes of these leadership models were found to be different. The fact that different leadership models could have different effect sizes implies the need to explore the roles of other contemporary leadership models in this regard. In line with this, Copeland (2014:106) asserts that VBL has a high potential in overcoming the limitations associated with charismatic and seemingly transformational leadership that lack moral, authentic and ethical dimensions. It means that, if properly institutionalised, VBL would result in positive outcomes.

However, though positive results would be expected through putting VBL philosophy into action, there are two critical issues that must be addressed: defining sets of behaviours desired to be espoused and identifying contexts that might be challenges to foster CTE and/or conditions supportive to foster this efficacy. Different organisational settings and operations involve different challenges in terms of the application of this leadership philosophy (Adei, 2010; Viinamäki, 2011). According to Viinamäki (2012:38; 2009:6) “if challenges are not identified, it would lead to unintended consequences, such as insignificant value statement, inappropriate use of values and illegitimate leadership practices.” In this regard, studies are conducted about the values desired and organisational challenges in the context of health care organisations (e.g. Graber, 2008) and in public sectors (e.g. Adei, 2010). However, these issues have not been addressed in the context of Ethiopian private universities (EPrUs).

Furthermore, the significances of teachers’ professional values and behaviours in the process of institutionalisation of VBL have not been explored. Therefore, by taking into account the context of EPrUs, it is worthwhile to explore the professional values desired to be espoused by teachers. Furthermore, supportive conditions and challenges in terms of fostering CTE through VBL are also required to be explored. Having drawn the above background the main question for this study is: *What constitutes/determines the institutionalisation of values-based leadership (VBL) to foster collective teacher efficacy (CTE) in the context of Ethiopian private universities (EPrUs)?*

Sub-questions are:

1. What does the current state of CTE and its perceived outcomes look like in EPrUs?
2. What sets of behaviours are desired to institutionalise VBL so as to foster CTE in EPrUs?
3. What are the institutional contexts required to institutionalise VBL so as to foster CTE in EPrUs?

1.3 AIM AND OBJECTIVES OF THE STUDY

This section deals with the research aim that this study tried to attain and the specific objectives addressed in terms of answering the research questions.

1.3.1 Research aim

The study aimed to explore determinants (constituents) of the institutionalisation of VBL so as to foster CTE in the context of EPrUs.

1.3.2 Specific objectives of the study

Towards achieving the stated aim, three specific objectives were addressed in this study. The first one was geared towards exploring the perceived current state of CTE and its outcome in the context of EPrUs so as to imply the need for institutionalising VBL. The second was about exploring and describing the sets of behaviours (constituents) desired to institutionalise VBL so as to foster CTE at EPrUs. The last one was about exploring and describing institutional contexts required (determinants) to foster CTE through institutionalising VBL in EPrUs.

1.4 RESEARCH DESIGN AND METHODOLOGY

To address the aforementioned research problem and research objectives, pragmatism was considered as the research paradigm and mixed methods research was used as an approach. Specifically, a concurrent mixed research design was used to seek for complementarity and data triangulation. The academic communities of the EPrUs were considered as the population of the study, which amounted to 15,020. From this given population, a total of 1291 participants were involved in the study. In relation to sampling strategy, a mixed methods sampling strategy (combination of random and purposive sampling techniques) was used. Regarding data analysis descriptive statistics such as mean and percentage were largely used for numeric data though inferential statistics such as correlation and regression were also applied. However, thematic analysis was used with respect to the results from interviews and open-ended questions. The two different data sets (qualitative-quantitative) were analysed independently; and they were mixed and triangulated in the end. In connection to this,

reliability of the instruments used was tested using Cronbach's Alpha; and it will be reported in detail in the fourth chapter alongside with explanation of the validity of the research result.

1.5 SIGNIFICANCE OF THE STUDY

An educational leader's success is mainly determined by the quality of his/her teaching staff as teaching plays the foremost role in the educational pursuit of the learners. For the teacher work group to bring a significant change on the students' learning outcomes, the group confidence is important at the institutional level. In connection to the advocacy of building this efficacy, the potential role of institutionalisation of VBL has not been duly investigated. Although VBL has the potential to overcome even the limitation of a 'pseudo-transformational' leadership in terms of improving organisational operations (Copeland, 2014:106), what and how it can contribute to the field of education have not been addressed. To be more specific, in the previously existing body of knowledge the merits of VBL to foster CTE and how it can be institutionalised to foster this efficacy in institutions of higher learning EPrUs were not explicated. This implies that the results from this study have a possibility of informing practices in higher education in general and EPrUs that seek to improve confident teachers in particular.

We are now at a time when institutions of higher learning are changing to meet the needs of the globalising world. To meet such needs, the teaching staff has to utilise various strategies that include technology with contact as well as distance students. All these require teaching staff that is confident. Thus, this study claims to make its own contribution to the existing knowledge in the field of education in that if VBL would be institutionalised, it would encourage the teachers to live by their professional values and that their collective efficacy would also be fostered. Hence, if properly adopted, this model would contribute to EPrUs to address the concern of the government with respect to ensuring sustainable educational quality. The researcher is convinced that the findings herewith would also be transferable to all private universities across African continent.

1.6 DELIMITATION OF THE STUDY

This study is referring to Ethiopian institutions for higher education, and is particularly conducted in the context of EPrUs. Consequently, it is worth explaining why this study is delimited to the private universities in Ethiopia. Ethiopian institutions for higher education are broadly classified into two in terms of ownership: public HEIs and private HEIs. There are significant variations between these two wings in terms of their historical development, their staff profile, the nature of the students, and with respect to other critical factors. To clearly explore a favourable context to foster CTE through VBL it is worthwhile to choose organisations that are working in a similar environment or sector. In connection to this, Daft (2008) notes that organisations within the same industry often reveal similar values because they are operating in similar environments. Daft also asserts that values may vary across sectors. Therefore, these situations have enforced the researcher to establish a basis upon which the selections of HEIs for this study have been made.

Accordingly, some selection criteria were considered to select the institutions for this study. The criteria used include the nature of the institutional operation and status, enrolment size, programme diversification, and service years. In the light of these criteria, four institutions for higher education qualified for the study: Unity University, St. Mary's University, Admas University, and Rift Valley University. These four institutions are the only private higher education institutions (PrHEIs) in Ethiopia thus far that are operating with the status of a university. Moreover, all these universities are running their educational services in a business model and are categorised as the "for-profit" institutions. As a result of this, there are anticipated conflicting of values or trade-off between ensuring educational quality and maximisation of profit. Although there are more than thirty two public institutions for higher education in Ethiopia which are operating with the status of a university, they were not considered in the study as they are not running their service in a similar model with the private universities.

The other criterion is enrolment size within the sector of PrHEIs. Although there are more than 80 PrHEIs in Ethiopia, these four institutions take the lead position in the

market as they together have more than 50% of the total enrolment in the sector (MOE, 2013). Moreover, in terms of their programme diversification, they all are offering both undergraduate and post graduate studies, and have both regular and distance education programmes. In terms of service years also they have been serving within the educational system of the country for more than fifteen years.

The study focused on 15020 target population that constitute students, teachers and academic leaders. This number includes those who were in quantitative sample and qualitative sample. The academic leaders in this context refer to the leaders that are directly in charge of leading academic programmes institution-wide or at least at a campus/faculty level. These may include academic vice-presidents, and academic deans (which are campus deans or faculty deans depending on the structural context of the institutions). The teaching staff members include those directly involved in the duty of classroom teaching. Moreover, undergraduate students in the regular division are also the focus of the study because the direct effect of CTE is dominantly seen in these groups rather than those in the distance division and those in post graduate studies.

Naturally, the distance education students do not have direct access to contact teaching. Similarly, students in post graduate studies are usually believed to be independent learners and are requiring less support from their teachers as they are mature students. Hence, to examine the immediate contexts which require fostering CTE through institutionalisation of VBL, only the undergraduate programme and the regular division were considered. Moreover, only teachers, students and leaders that belong to the degree programme in the regular division were considered as participants for the study.

1.7 ETHICAL ISSUES

The researcher was aware of ethical issues in research so he tried to apply ethical and moral standards throughout the research process. It was only after the Research Ethics Clearance Certificate had been granted by the College of Education Research Ethics

Review Committee (CEDU REC) that the researcher went to the field for data collection. During the field research the researcher observed and strictly applied the procedures prescribed in the application for ethics clearance. For instance, the researcher submitted a formal request letter to each university to obtain permission to conduct the study. Although three of the four universities were highly cooperative and granted the researcher permission to conduct the study, he faced a serious challenge in one university because of the university's decision to close its doors to any researcher. As a result, he was forced to wait for more than six weeks to get permission. Although the university has its own good reason to decide so, the researcher took the courage to challenge the decision by explaining the significance of this study. After perseverance, effort and personal negotiations, the university finally granted the permission and it was only after the permission was granted that the researcher contacted the participants in each university.

Another ethical issue was the mandatory requirement of obtaining the consent of the participants. After the permission to conduct the study had been granted, the researcher personally dealt with the participants, particularly for the interviews. A letter of request for the interview was delivered to each participant before the interview. In addition to the detailed information contained in the request letter, the researcher provided oral explanations about the purpose of the study to the purposively chosen participants. It was only after ensuring that each participant had a clear understanding about the study and about ethical matters that he/she was asked to give written consent. A written consent form was given to each participant and informed consent was obtained in writing. The signatures of all the 34 interviewees who participated were obtained and filed in a private locker. The same is true for the audio-recorded interviews. However, concerning the survey questionnaires, no consent form was signed by a respondent who was randomly chosen for this study because he/she filled out the questionnaire only on voluntary basis. Accordingly, by completing the questionnaire a respondent implied that he/she agreed to participate.

To maintain the confidentiality of the information, the names of the participants have been kept anonymously. Since a respondent was not asked to write his/her name on the survey questionnaire, his/her anonymity would be ultimately ensured. However, codes were used for anonymous quotations about the interview data. The codes are “LecPart1 to LecPart20” for participant teachers; “ALPart1 to ALPart10” for participant academic leaders; and “StuPart1 to StuPart4” for participant students. The detailed description of the procedures followed to conduct this study through an observation of the ethical principles will be presented in the fourth chapter.

1.8 DEFINITION OF KEY CONCEPTS

The following are three key concepts that need to be defined in the study: collective teacher efficacy (CTE), Ethiopian private universities (EPrUs), and values-based leadership (VBL).

1.8.1 Collective teacher efficacy (CTE)

According to Goddard, Hoy, and Woolfolk Hoy (2000) CTE is defined as the perception of the teacher that the efforts of the faculty of a school will have a positive effect on student achievement. Goddard and Goddard (2001) also define CTE as the confidence level of the teachers that the faculty as a whole can organise and execute educational initiatives to have a positive effect on student learning. However, for this particular study CTE is conceptualised as the individual teachers’ perception of the collective capability of the teacher work group to organise and implement educational initiatives towards the improvement of students’ learning experiences (Leithwood *et al.*, 2010:676).

1.8.2 Ethiopian private universities (EPrUs)

Generally, Ethiopian private higher education institutions (EPrHEIs) are providing higher education service and are established by one or more individual owners or by non-profit making associations, or are founded as a co-operative society or commercial association (Yizengaw, 2007b). The EPrHEIs are largely institutions that are established by one or more individuals to provide HE and that are operating in a

business model. These institutions are identified as institute, college, a university college or university. Accordingly, the private institutions that are given a name or a status of a university are called Ethiopian private universities (EPrUs).

1.8.3 Values-based leadership (VBL)

Taylor (2010) defines VBL in terms of its philosophical outcome as a leadership philosophy that brings values to both the internal and external stakeholders of the organisation without focusing on personal gains. In terms of a relationship between the leader and the led Osiyemi (2006:37) conceptualises VBL as “a relationship between an individual (leader) and one or more followers based on shared, strongly internalised ideological values espoused by the leader and strong followers’ identification with these values.” Moreover, McCuddy (2008:11) conceptualises VBL as “a leadership that reflects the moral foundation underlying the stewardship decisions and actions.” However, for this particular study the definition given by Fairholm and Fairholm is used in which VBL is defined as:

“... a leadership philosophy that seeks to meld individual actions into a unified system focused on group desired outcomes and is only possible if a few criteria are met. First, the members of the organisation must share common values. Second, leadership has to be thought of as the purview of all members of the group and not just the heads. Third, the focus of leadership must be individual development and the fulfilment of the group goals. And fourth, shared, intrinsic values must be the basis for all leader action” (Fairholm and Fairholm, 2009:16).

1.9 CHAPTER DIVISION

This study has been organised into the following eight chapters:

Chapter one:-Introduction and background to the study

Chapter two:-Teaching at higher education institutions and the role of leadership

Chapter three:-The path-goal theory of leadership (framing the relationship between values-based leadership and collective teacher efficacy)

Chapter four:-Research design and methodology

Chapter five:-Presentations and discussion of quantitative data

Chapter six:-Analysis of qualitative and mixed data sets

Chapter seven:-Model for fostering collective teacher efficacy

Chapter eight:-Conclusions and recommendations

1.10 CHAPTER SUMMARY

This chapter dealt with the overview of the study in which the research problem and the approaches used were explicated. It began by providing the introduction and background. This was mainly about the overview of historical profile of Ethiopian institutions of higher education in general and private institutions in particular. Following this background information, statement of the problem was formulated. In this section both the theoretical and practical gaps that this study entailed to cover were articulated and stated in the form of research questions. To make the direction of the study clear, the objectives of the study were also stated and treated in a separate section. Furthermore, the research methodologies, and validity and reliability issues were also introduced; but explained briefly as the detail of these issues will be presented in the fourth chapter. As complementary to the statement of the problem, the significance of the study was also stated. Following this section, the delimitation of the study was also defined and justified. Due consideration was also given to explanation of the measures taken to maintain ethical issues and standards. Accordingly, it was more preferred to treat it as a major section in the chapter than putting as the sub-division of the methodology section. For the reader to have a clear grasp of what the title of the study is all about, the definitions of the key terms were explicated. Lastly, organisation of the study was presented so that readers could easily figure out the logical flow of this research report.

CHAPTER TWO
TEACHING AT HIGHER EDUCATION INSTITUTIONS
AND THE ROLE OF LEADERSHIP

2.1 INTRODUCTION

Teaching is one of the core missions that every higher education institution strives to accomplish. Although teaching is a process that involves some basic steps and major players, the role of teachers, particularly in the conventional mode of delivery, is not substitutable. Teachers do have a primary and direct role in influencing students' learning. If any other variable has to be mentioned as attributed to the success of students, leadership should come next. This is to mean leadership does have an influence over students' learning via influencing teaching or the teachers' role.

There might not be a single route to bring such an influence, and hence different leadership efforts are made in this regard. But the influence that gears towards building the confidence of the teachers, and attempts to cultivating the belief and efficacy of the teacher work group must be considered as a bottom line to the leadership efforts made by the academic leaders. Obviously, not all leadership styles and behaviours do have equal impact in terms of fostering this desired efficacy or confidence in teaching and hence values-based leadership (VBL) is proposed here as having a significant role in fostering collective teacher efficacy (CTE) in Ethiopian private universities. Henceforth, this chapter is devoted to clarification of concepts of CTE and VBL, and discussions about the systems and structures of higher education in Ethiopia.

2.2 TEACHING AND TEACHER EFFICACY AT HIGHER EDUCATION INSTITUTIONS

Before directly skipping to clarification of the conceptual framework of CTE, it is relevant to provide an overview of teaching at a higher education institution. Themes like teaching excellence, quality teaching, and teaching expertise are addressed so as to make sense of the need to focus more on the collective efficacy of teachers to enhance students' learning experiences than other aspects. Thus, the next section will be devoted to these subjects.

2.2.1 Overview of teaching: Teaching excellence, teaching quality, and teaching expertise

One of the parameters against which the success of an institution is measured is in terms of its teaching and teaching excellence, but there is little narrative around what is meant by 'teaching excellence' and countries do not have an agreed concept of excellence in teaching (Gunn, 2013). To this effect, the author suggests four broad dimensions against which teaching excellence may be viewed: educational demands on universities; evidencing individual teaching excellence; excellence in teaching practice; and approaches of different domains promoting teaching excellence. Gunn argues that how excellence is perceived depends on how an institution places itself in terms of mission, the disciplines approach to undergraduate education collectively, as well as the identification with those demands on the group of the academics teaching on the programmes. While the demand dimension is mainly related to the market oriented institutional approach, the evidencing of individual teaching excellence focuses on boosting individual teachers' pride that are meant to excel in teaching personally. However, excellence in teaching practice and the use of different domains would consider teaching excellence as a process because teaching is a nonstop practice that needs improvement on a timely basis.

Consequently, a relevant approach that promotes such improvements must be devised and higher education institutions are required to meet the society's high demand for such an excellence. Since the primary objective of teaching is to facilitate better learning

conditions, teaching excellence should be evaluated in terms of what it really brings to students' learning experiences. Accordingly "an assessment of teaching effectiveness should derive more from the extent of student's engagement and positive achievement outcomes than from overt measures of teacher behaviour or performativity" (Allan, Clarke, & Jopling, 2009:363). This implies that recognition of excellence in this regard requires looking beyond the concerns of institutional politics because stakeholders do hold legitimate concern over students' learning outcome. In connection to this, Radloff (2005) notes that universities are operating in a context where the expectations of a range of stakeholders for quality teaching and learning have been rising from time to time. As a result, they are under pressure meet such expectations to build a positive perception in the minds of those stakeholders. Students, employers, governments and the general public are all seeking assurance that universities are rendering a high standard educational service that must always gears towards improving the quality of teaching and learning.

Moreover, Skelton (2005) identifies three basic features of teaching excellence in his "performative approach". The first is that education, and therefore teaching, contributes directly to national economic performance (to the effectiveness and competitiveness of commerce and industry) through teaching. He contends that such education aims at producing a competent and confident person, one who has mastered the knowledge and acquired the skills to act in the world with confidence. The second feature of performativity relates to a university's capacity to attract the best students in the global marketplace for HE. The third feature is the way the state regulates teaching to ensure maximum returns on public investment.

The first feature of Skelton's "performative approach" is directly attributable to the responsibilities mainly assumed by the teacher work group. The ultimate goal of teaching is to produce a competitive and creative labour power for the field of work. Teachers are mainly shouldering the responsibility of demonstrating excellence or quality teaching in this regard. They play the primary role in accomplishing this core mission. To contribute to the development of human capital of a given country, to equip

students for success in life, and/or to maintain the reputation of a given institution, teachers are required to commit themselves to educational quality and demonstrate excellence in their teaching.

However, such excellence might not be achieved by a teacher's individual effort alone. In connection to this, Henard and Roseveare (2012) advocate that fostering quality teaching is a multi-level endeavour that must be backed by the support of the relevant stakeholders. As a result, the need for sustained and quality teaching policies that are geared towards long-term, non-linear efforts and a permanent institutional commitment from the top leadership of the institution is suggested. Whilst the first two endeavours are implicitly attributed to the leadership that must be in place to support the teaching and learning process, the last aspect specifically refers to the teachers' group in general and quality teaching in particular. If the desired quality teaching must be ensured, all the relevant constituents must be clearly identified. Accordingly, questions pertaining to the constituents of quality teaching and how academics develop and sustain the capacity to be good or excellent teachers are interests to many researchers.

As per the view of Tennant *et al.* (2010), such questions can be addressed through considering the skills, knowledge and attributes of those who are regarded as expert teachers. The authors, however, contend that an essential part of teaching expertise must be the capacity to transform and change the very conception of 'expertise' in response to altered teaching conditions. Thus, they suggest that expertise, like learning, needs to be conceptualised as process rather than a point of attainment because developing teaching expertise is not simply a matter of acquiring new skills and knowledge. Rather it is about taking up new identities, new ways of understanding and conducting oneself. Yet, this conception has its own limitations as it views teaching as a mere reaction to something established rather than a proactive endeavour that always creates a better learning experience for students. Moreover, it is emphasising individual teacher expertise and is silent on how such an expertise can be unified to reflect the interest of the stakeholders.

Conversely, the perspective of Radloff (2005) looks more comprehensive. According to Radloff teaching expertise can be demonstrated, among others, in terms of teachers' capability to demonstrate some crucial professional activities. For instance, this expertise can be reflected in terms of teachers' engagement with colleagues and the ability to foster and maintain collaborative actions; and also in terms of ability to engage with learners respectfully and openly. It is also seen in terms of teachers' personal management, which refers to ability to develop strategies to maintain personal confidence and commitment within a challenging and rapidly changing environment. Furthermore, teaching expertise can be also be demonstrated in terms of reflective practice and professional development, which deal with the ability to critically engage with peers and learners to scrutinise one's own performance and engage in activities to enhance the quality of teaching practice. If teachers are able to demonstrate this collectively, this would contribute to their group confidence about what they can bring to students' learning experiences.

The above assertions demand that, for a teacher to be rated an expert in the field, he/she should be able to: collaborate with colleagues; engage with students; involve with reflective practices; and self-manage. But some essential questions can emerge out of this assertion. Can an individual teacher demonstrate all these capabilities? What are the relative values of such capabilities on students' learning experiences? Is there any approach that may encompass all those specified attributes? What is the bottom line to teaching expertise and teaching quality/excellence? Although each of these questions can be considered as a research topic in its own right, it is worthwhile to assert here that belief is a bottom line to all these. This means that, if a person believes/perceives that he/she can develop all those capabilities to the benefits of the stakeholder, the desired quality/excellence or teaching effectiveness can be better realised. To this end, Williams-Boyd (2002:28) notes that:

"It is not the correct teaching methods or the amount of content knowledge that enable teachers to be effective, but rather their beliefs-beliefs about themselves as valued professionals, about their students as capable and talented, about their work environment as one conducive to growth...Those people who have the most direct impact on students are teachers, people driven by their commitments to quality and performance,

to compassion and caring, to a belief in the integrity of each individual student.”

From this argument, one can easily recognise the power of the belief of the teacher work group to bring the desired impact on students' learning experiences. Moreover, Bangs and Frost (2012) note that teachers' internal states, or the way they feel, may shape the extent to which they are committed, enthusiastic and willing to perform. It is possible to suggest here at least three remarks about what really matters in this regard. The first one is the teachers' individual beliefs about their capability to bring a change to the students' learning experiences. Another remark, which also is linked to the previous one, is about teachers' collective beliefs about the capabilities of their work colleagues to bring the same. The third crucial element in teaching is teachers' individual and collective beliefs about the capabilities of their students to learn, and their confidence about the collective efforts of all these constituents to bring a significant change in students' learning. These issues are directly attributable to the concept of CTE. Accordingly, the section below will deal with issues related to CTE and the role of leadership in fostering this efficacy.

2.2.2 The conceptual framework of collective teacher efficacy (CTE)

To clearly conceptualise CTE it is worthwhile to note what some scholars in the field say about it. Bandura (1997:477) defines collective efficacy as “the group's shared belief in its conjoint capabilities to organise and execute courses of action required to producing given levels of attainment.” With specific reference to the teaching task Goddard *et al.* (2000) define CTE as the perceptions of the teachers about their collective capability that their efforts can result in improvement in students' achievement. Stating it in another way, CTE can be defined as the confidence that the teachers develop in a group about their ability to organise and implement tasks pertaining to improvement of students' learning experiences (Leithwood *et al.*, 2010; Angelle *et al.*, 2011). It is also referred to as “a specific form of self-efficacy in which the target of the beliefs is the organisation to which the individual belongs” (Ross & Gray, 2006a:801). Thus, from the aforementioned definitions it is possible to assert that CTE mainly deals with teachers'

mental state (perceptions, beliefs and attitude) and gears towards the group, to the collective or to the entire organisation. In general, it involves a view that 'together we can make a significant improvement to students' learning experience.'

Scholars suggest some defining features about CTE, i.e. the teacher work groups having a strong CTE are identified with some characteristics. These may include: the acceptance of challenging goals (Goddard *et al.*, 2000); strong organisational efforts, and greater motivation to persist for a better performance (Goddard *et al.*, 2000; Angelle *et al.*, 2011); collective responsibility/collegial accountability (Angelle *et al.*, 2011); and strong teachers' commitment to institutions (Brinson & Steiner, 2007). In line with investigations pertaining to CTE, findings consistently show that in an institution where CTE is strong, there is a better learning (Cybulski *et al.*, 2005; Adams & Forsyth, 2006; Ross & Gray, 2006). Moreover, Ross (1998) reviewed 88 teacher efficacy studies and concluded that teachers with a higher level of efficacy are more likely to: learn and use new approaches and strategies for teaching; use management techniques that enhance student autonomy; provide special assistance to low achieving students; build students' self perceptions of their academic skills; set attainable goals; and persist in the face of student failure. Moreover, Leithwood *et al.*, (2010:676) assert that CTE:

“creates high expectation for students' learning and encourage teachers to set challenging benchmarks for themselves...High-CTE are more likely to engage in student-centred learning...High CTE is associated with teachers adapting a humanistic approach to student management, testing new instructional methods to meet the learning needs of their students, and providing extra help to students who have difficulty.”

These findings all affirm that CTE has a crucial role to play in promoting better learning experiences for students. Being cognisant of the potential outcome of this sort of efficacy, Brinson and Steiner (2007) also contend that educational leaders currently have shown keen interest in building such an efficacy. However, most of the investigations in this regard have been focusing on elementary and high schools. The need to extend this knowledge to the level of higher education has been addressed by

some researchers. For instance, in their attempt to endorse the need to foster CTE at a university level, Fives and Looney (2009:82) assert that “in a time when more and more students are coming to the university and concerns such as grade inflation, plagiarism, and academic dishonesty are becoming more salient, it seems pertinent that we begin to look at the motivations and beliefs of the professionals who guide the learning process at this level.”

Since CTE is a mental affair that cannot be easily recognised on the surface, how one easily knows about it is an issue to be sorted out. Concerning this, Ross and Gray (2006a) suggest that individual teachers are asked to judge the capabilities of the teacher work group to which they belong. This is because CTE simply refers to collective efficacy beliefs that typically reflect individual teachers’ perceptions of group-level attributes. In line with this sort of measurement it has been found that there exist positive relationship between CTE and students’ learning outcomes (Demir, 2008; Burcham, 2009; Eells, 2011). Although the basic means through which CTE can be measured is through asking individual teachers to judge the capabilities of the teacher work group, it is also possible to make sense of the state of CTE indirectly through investigating its perceived outcomes. In line with this, Manthey (2006) suggests that when high levels of collective efficacy exist in an academic institution, students are much more likely to develop their own sense of personal efficacy. This implies that CTE can be indirectly seen in the eyes of their students towards whom their educational effort is geared. Furthermore, Leithwood *et al.* (2010:676) also affirm that the outcome of CTE can be seen in terms of students’ expectations of learning goals and learning experiences. In both cases the implication is that the impact of CTE can be recognised in terms of what it brought to students’ learning experiences and efficacy about their capability to learn.

Teacher efficacy can be seen at two levels: at the individual level (self-efficacy) and at the group level (collective efficacy). Self-efficacy refers to “beliefs in one’s capabilities to mobilise the motivation, the cognitive resources, and courses of action needed to meet a given situational demands” (Shambaugh, 2008:4). It is also called the belief of

the individuals over their own capabilities to achieve successfully a particular line of action (Holanda Ramos, Costa eSilva, Ramos Pontes, Fernandez, & Furtado Nina, 2014). However, CTE refers to the beliefs that typically reflect individual teachers' perceptions of group-level attributes at organisational level (Ross & Gray, 2006a). These authors argue that CTE is a specific form of self-efficacy in which the beliefs gear towards the organisation to which the teacher belongs.

In their attempt to describe the inter-relationship between self-efficacy and CTE, Tschannan-Moran, Hoy, and Woolfolk Hoy (1998) contend that CTE is an extension of individual teacher efficacy to the organisational or group level. Holanda Ramos et al (2014), however, view CTE as a distinct construct that refers to the beliefs one might have in the capability of the group to which he/she belongs. Although it has been attested that CTE and self-efficacy are distinct constructs, the empirical studies conducted by all the aforementioned researchers affirm that teacher efficacy is the most prominent factor in predicting student achievement among the many factors linked to having a positive influence on student achievement. As noted previously, studies with regard to self-efficacy and collective teacher efficacy have been widely confined to elementary and high school levels of education. However, the theories and empirical findings obtained from those studies can be transferable and extended to university level studies. With this regard it is asserted that:

“Ideally, one of the purposes of higher education is to help learners in various fields to develop meaningful understandings about their domains of study and to facilitate the development of critical thinking within and among those domains. One expects that the role of teachers at the college level is distinct from the role of those who work with younger students in mandatory school settings. Still, we feel we can be guided by the research conducted with the traditional teaching population and find linkages to how this work may serve to improve education at the college level. Research at the elementary and secondary levels has demonstrated connections between teachers' sense of efficacy and the choices they make, the teaching strategies they use, and the achievement of their students. If we extend these findings to the university level, one would expect that more confident professors will strive to challenge their students in a way that stretches their minds and makes them think about the world differently” (Fives and Looney, 2009:82).

Furthermore, Chakravarthi, Haleagrahara and Judson (2010) also conducted a study in the context of higher education and found out that a lecturer's efficacy is one of the few lecturer characteristics consistently related to student achievement. It has been noted here that lecturers who believe that student learning can be influenced by effective teaching and who have confidence in their ability to teach persist longer in their teaching efforts, provide greater academic focus in the classroom, give different types of feedback, and ultimately improve student performance. As opposed to self-efficacy, CTE is a group property that is not reducible to the sum of their parts (Goddard *et al.*, 2004). The basic difference between CTE and individual teacher efficacy is that "Collective teacher efficacy refers to expectations of the effectiveness of the staff to which one belongs, whereas teacher efficacy refers to expectations about one's own teaching ability" (Ross & Gray, 2006b:182).

Although both self-efficacy and CTE have significant effects on the achievement of students, they do not have similar meanings and effect sizes. The potential contribution of CTE for a given learning institution is seen as exceeding that of self-efficacy. In support of this, Shambaugh (2008:135) notes that "CTE seems to have the most robust impact on student achievement, school climate, faculty morale, and the organisation's ability to manage stress." It is affirmed here that CTE has the potential to cultivate institutional climate. Therefore, if CTE has that much significance over students' learning, the need for designing a system whereby such a confidence would flourish is not contestable.

However, there cannot be a short-cut to confidence building. In fact, building confidence (efficacy) is a process that involves many inter-related efforts and thus it is worthwhile to identify and start with the bottom line. To instil confidence in teachers, a leader may click on the mind and heart of the teachers. Confidence/efficacy is a matter of belief or perception, which is mainly of a mental state. Thus, beliefs that are espoused in the hearts and minds of the teachers can be referred to here as the bottom line to CTE. In this sense, dealing with the heart and mind of the teacher workgroup refers to addressing the foundation of behaviour and performance, which are shared

and institutionalised values. Since values precede performance, creating the behaviours that lead to a desirable performance requires a strong leadership (Taylor, 2010). Cultivating such behaviours may begin at a norm level. Since CTE is a group property that must be seen in terms of group level attributes, it is imperative to raise group norms and professional values as a relevant subject of discussion here. Accordingly, the next section will explain about group norms and teachers' professional values so as to suggest what the leaders can do with these aspects so as to foster CTE.

2.2.3 The impact of teachers' professional values and group norms on collective teacher efficacy

For any leadership effort to foster CTE, understanding of and cultivating the group norms and values held dear among the teachers can never be overlooked. According to Greenfield:

"Most discussions of school leadership pay little attention to the nature of the teacher work group in schools and its implications for the leaders who aspire to successfully lead and improve a school. Every teacher is a member of one or more groups at work, and the groups to which a teacher belongs have a major influence on a teacher's day-to-day behaviour at work. Although there are groups to which teachers belong that are not associated directly with their daily work in a professional sense (family, volunteer and recreational groups, etc.), the teacher work group at the school is of great significance for most teachers" (Greenfield, 2005:245).

Cognisant of the fact that those groups would have a significant influence over the perception and the performance of an individual teacher, the author also asserts for the need to develop constructive group norms. These group norms reflect the group members' shared beliefs about how to behave if one wants others in the group to continue to perceive one as a member in good standing. It is not only a belief about how one is supposed to behave; it is a belief that is shared by others in one's group. Goddard *et al.* (2000:496) explain the significance of considering this norm in relation to CTE in that it:

"... is a way of conceptualising the normative environment of a school and its influence on both personal and organisational behaviour. That is, teachers' beliefs about the faculty's capability to educate students constitute a norm that influences the actions and achievement of schools. Given that collective teacher efficacy shapes the normative environment of

a school, understanding how collective teacher efficacy influences student achievement requires that we consider the influence of social norms on the behaviour of group members.”

It can be inferred from the above conception that a norm is a basic constituent of CTE. This means that through exploring the normative environment of a given institution, it is possible to make sense of the state of CTE at the institution. Norms might not have any sets of formally stated rules but they are governing behaviours. In line with this view, Richardson (1999) states norms as the unwritten rules which constitute sets of standards that largely govern behaviour within a group. The author asserts that having a set of norms, or ground rules that a group follows encourages behaviours that will help a group to do its work and discourages behaviours that interfere with a group's effectiveness.

The above assertion implies that norms are mainly defined at group level. Norms defined at that level are usually legitimate, socially shared standards against which the appropriateness of the behaviour can be evaluated. They also influence how members perceive and interact with one another (Flynn & Chatman, 2003). Given that norms are defined within a group's context, it is possible to classify the sense of the group into two perspectives: individualistic versus collectivism. Individualism can be defined as a social pattern that consists of loosely linked individuals who view themselves as independent of the collectives. Conversely, as asserted by Flynn & Chatman (2003) collectivism is a social pattern consisting of closely linked individuals who see themselves as part of a collective.

Some common group norms of teachers are: teaching is a private affair that shouldn't be shared with others; non-interference in each other's work and classrooms is expected; and teachers have a right to exercise discretion as autonomous professionals (Greenfield, 2005:251-252). In such cases, the teachers more or less agree to disagree on instructional approaches, and serve to permit a broad range of differences in individual goals, beliefs, and instructional practices. Flynn and Chatman (2003) call such norms the individualistic perspective of group norms. Such a perspective

encourages members to focus on their own preferences, needs, and rights; and gives priorities to personal goals over others' goals; and emphasises rational analysis of the advantages and disadvantages of associating with others. Such beliefs and norms obviously would distract from positive learning experiences. With such ideologies, it is difficult to assume that individual efforts can be unified to achieve the common goal set by an institution. Furthermore, as Porter (2011:XI) notes, students' learning experiences or achievements can be improved if teachers: "work in collaboration with other teachers; are supported and encouraged to look at student work and other achievement data together; and design and co-teach lessons and review their effects; and plan appropriate interventions collectively."

On the contrary, norms that support a more interdependent, interactive, and professionally collegial and collaborative teacher work group are found in more effective schools. These norms, according to Greenfield (2005:251-252), include: frequent discussions among teachers about substantive and serious problems they are encountering; a commitment to get beyond superficial conversations; and regularly sharing with group members about one's efforts to identify and solve problems related to students' learning. These norms are also called 'collectivism oriented norms' (Flynn & Chatman, 2003). Such collectivistic norms encourage numbers to focus on the duties imposed by the collective; give priority to the goals of the collective over their own personal goals; and emphasise their connectedness to members of the collective. In general, it is possible to categorise teachers' group norms into two broad categories: norms that are 'constructive' to students' learning and norms that 'distract' students' learning. Greenfield (2005:252) argues that the moral dimension of being a school leader is a very critical aspect for leading the teacher work group, particularly where 'distractive' norms are prevalent. Even when seemingly constructive norms may exist, the challenge may continue to exist in the context of education. This is because educational institutions are full of value dilemmas in which leaders and teachers find themselves having to choose between competing standards of good practice. Hence, it goes without saying that ethical standards and amenable professional values among

the teachers need to be fostered so as to bring a desirable effect on students' learning experiences.

Although there has been no doubt about the need to foster ethical standards in teaching, there have been debates about what constitutes ethical standards and professional values in teaching. It might be not easy to establish such standards nationwide, and hence each academic institution may adopt its own sets of professional values and standards. For instance, Ontario College of Teachers (2012:5-17) identifies four ethical standards in the teaching profession that describe the professional beliefs and values guiding decision making and professional practices among the members. These are: care, respect, trust and integrity. It also notes that at the heart of a strong and effective teaching profession is a commitment to students and their learning, and suggests that the College members strive to be:

“a) caring role models and mentors committed to student success and the love of learning; b) ethical decision-makers who exercise responsible, informed professional judgment; c) self-directed learners who recognize that their own learning directly influences student learning; d) critical and creative thinkers who work towards improving and enhancing professional practice; e) collaborative partners and leaders in learning communities; f) reflective and knowledgeable practitioners who inquire into and continue to refine professional practice; and g) responsive pedagogical leaders who are respectful of equity and diversity within Ontario’s classrooms and schools” (Ontario College of Teachers, 2012:17).

Although such ethical elements and professional values are desired to be espoused, it might not be so if they are not owned by the academics. Subsequently, it is necessary to effectively foster its practice. However, to successfully influence teacher beliefs and practices involves normative changes, which are the group's guides to individual member behaviour. Regarding how norms are developed among group members, different scholars suggest different views. Frances (2008) clearly stipulates how norms develop within the developmental life cycle of the group. The author contends that the development of a group and group norms can typically be described as a sequence involving four stages. The first is called individual anticipation (forming) stage, the initial stage at which people come together and begin to find ways to interact and share the

common purpose of the group. The second is named individual experimentation (storming) stage. This is the stage in which group roles, relationships and values are contested and negotiated including issues of leadership and control in the group. The third is referred to as collective construction (norming stage): the stage at which group roles, norms and expectations begin to be established by the group. The fourth stage is known as collective action (performing) stage: the highest developmental stages at which group processes are established and the group is able to work within these constraints in relatively effective ways as a group. In addition to these four developmental stages Alleman (2014) adds the fifth, which is called “adjourning stage”, the stage in which the team shares the improved process with others.

It can be implicated from this model that if the norm ‘forming’ in the second phase fails, it is likely that the individualistic perspective prevails in the third phase. Conversely, if the group members have able to identify some common values amongst them, it is natural to expect the collectivism perspective in the third step. Here, one can easily make sense of the significance of leadership at each stage so that constructive and performative group norms can be established, which may foster students’ learning. Therefore, an educational leader is required to closely watch how norms may develop and try his/her level best to learn the behaviours of the teacher work group. In connection with the development of norms, Greenfield (2005) asserts that it can develop and sustain through three interrelated aspects of group behaviours. The first one is through interactions, which refer to the exchanges and interchanges of two or more members of the group. This can be revealed in terms of how often teachers interact with each other, and under what conditions and for what purposes. These are important determinants of how teachers feel about each other, their levels of trust toward one another, and other feelings and attitudes. This is usually explored in the storming stage of the norm development.

The second aspect is called activities, which refer to what teachers do in the course of their work as a member of the group, in addition to their interactions with one another. In relation to this, the author asserts that what teachers spend their time doing has

important consequences related to introducing, changing, and maintaining the group's norms. This is linked to the norming stage of the norm development. The third aspect is through sentiments, which includes attitudes, feelings, perceptions, and values of group members toward one another, toward outsiders, and toward their work and themselves as individuals and as a group – these are the group's sentiments. These shared attitudes, feelings, and values also have important consequences related to introducing, changing, and sustaining the group's norms. This can be mainly prevailed in the fourth (performing) stage of norm development.

An educational leader who is committed to learn the group behaviours of his/her followers does have a quite wide opportunity to do so through close observations of the conditions of the interactions, activities and sentiments of the followers throughout the life cycle of norm development. A leader is required to have complete understanding about the group so that he/she can devise a relevant leadership behaviour that is powerful enough to change undesirable group norms, and to foster and sustain constructive group norms. The role of leadership might not be limited to changing or fostering the norms that have been already formed. This implies that the task of building the constructivism perspective of group norm starts with the formation stage.

In connection with the role of leadership in norm formation, Flynn and Chatman (2003) identify three types of processes: external norm formation, response norm formation, and emergent norm formation. In the case of external norm formation it is the leaders who are directly enforcing norms, thereby regulating the behaviour of the group or individual members. However, in the response norm formation process group members explicitly establish a norm in response to a critical event that occurred early in the group's history. In the emergent norm formation group norms may emerge because individual group members bring a set of expectations with them from other work groups in other organisations. This latter form may involve carry-over behaviour from prior experience. Although it is possible to imply from the above assertions that leadership has a direct role in establishing norms in the case of the external norm formation process, leaders' roles by no means are limited to this given form. Thus, to shape the

behaviour of the teacher work group and to instil the desired level of confidence in them, a leader must not overlook the situation of group norms and the contexts needed therein.

Relevant leadership that deals with teachers' sentiments, beliefs, behaviours and values must be in place to link the group norms to a desired collective belief and group performance. A leadership that fosters the belief that 'together yes we can' in the minds and hearts of the teacher work group is highly required at HEIs to improve the academic performance of the students. As a result, VBL has been proposed here as having the desired effect in cultivating such group behaviours and fostering CTE. In line with this, Taylor (2007:39) asserts that the "values-based leader understands the current reality of the organisation and creates a compelling vision for a preferred future while simultaneously establishing behavioural norms necessary to produce desired results, and then measures performance against those norms." In the next section the concepts and theories of VBL will be discussed.

2.3 VALUES BASED LEADERSHIP: THEORIES AND EMPIRICAL FINDINGS

VBL is one of the contemporary leadership theories that are meant to contribute to institutional success, particularly in terms of establishing a desired relationship among the working staff, and between leaders and followers. According to Rhode (2006:5) in the past few decades the rise, fall and resurrection of many leadership theories have been revealed. These include transactional leadership, transformational leadership, charismatic leadership, authentic leadership, autocratic leadership, steward leadership, servant leadership, collaborative leadership, laissez-faire leadership and values based leadership theories. Among these, currently VBL theories have received increased attention as many charismatic and seemingly transformational leaders have emerged who lack moral, authentic and ethical dimensions (Copeland, 2014). To this effect, Segon and Booth (2013) assert that for higher education institutions to foster right actions, they are required to adopt the philosophy of VBL and ensure its institutionalisation. The specific benefits of VBL to organisational operations include

enhancing trust on leaders (Adei, 2010; Viinamäki, 2011) fostering accountability (Viinamäki, 2011; Viinamäki, 2012); and establishing a basis upon which stakeholders can collaborate (Mills & Spencer, 2005). Thus, under this section reviews of the emerging theories of VBL will be presented.

2.3.1 Conceptual framework of values-based leadership

Before the basic characteristics of VBL will be discussed, it is worthwhile to clarify the concept of values, which are the centre core of the theories and practices of this leadership philosophy.

2.3.1.1 Concepts and classifications of values

Values are those moral beliefs and attitudes held by an individual person or a collective to which people appealed for the ultimate rationales that guide behaviour or action (Busher, 2006). These values are relatively stable beliefs that certain modes of behaviour or end-states are desirable (Maglino and Ravlin, 1998; Grojean, Resick, Dickson, & Smith, 2004; Buchko, 2006). Such values are the essence of leadership in educational institutions (Frank, 2005; Greenfield, 2005; Haydon, 2007; Gold, 2010) because the values that people emphasise may influence the actions they engage in (Grojean *et al.*, 2004).

Values can be classified into different levels depending on whose belief a given leader wants to reflect in the organisation that he/she is leading. According to Adei (2010) values can be classified into three: personal values that are brought about by our upbringing and education; organisational or corporate values; and societal values. Grojean *et al.* (2004) contend that the values that operate at these three levels have the potential to influence organisational behaviours. However, there are wide diversities as to which values really matter in VBL. While some argue that societal value is fundamental value that should underpin VBL, there are some scholars who argue that what matters is a leader's personal value (Adei, 2010). Yet, there are some who view that organisational value holds the key position (Viinamäki, 2011) because the values

held within a group or organisations are the values shared by the group members who go beyond individual values (English, 2006).

In their attempt to moderate such debates, Graber and Kilpatrick (2008) argue that leaders should possess a strong foundation of personal values and moral principles but that should be congruent with the organisation's values. Furthermore, Kouzes and Posner (2012) note that leaders who advocate for values that are not representative of the collective will not have the potential to inspire people to stand and act as one. It is because leadership is not simply about the leader's values; rather it is the values of the constituents. Thus, from the foregoing discussions it is possible to note that organisational/corporate values are reflections of those seemingly conflicting values.

The corporate values, according to Alas, Ennulo, and Törnpuu (2006:274), can be represented in a model of values hierarchies containing nine elements. One of these is about business ideological value. This deals with the evaluation of the regular analysis of a company's economic activities, and the quality of the company's products and services and investment into the company's future at the expense of the present wealth. The other one is about leadership ideological values that gauge the staff's personal interest in the quality of the company's products and services, and their participation in the development of the company's strategy. The authors further note that corporate values are also reflections of social values and cultural values. Whilst social values include good relationships among the staff and between superiors and subordinates, cultural values involve the established standards of professional behaviour in the company.

There are also personal values and ethical values, which are linked to social and cultural values. Ethical values include honesty, a person's self-respect and its preservation in all situations. Personal values comprise the leader's imagination, and his/her enterprising spirit and creativity in setting up and solving problems. There are also other values like those specialty-related to mode of life and organisational legal issues. Specialty-related values relate to the acknowledgement of an employee as a

specialist in his/her field. Values related to the mode of life consist of an assessment of the condition of the buildings and relevance of contemporary office equipment. Organisational-legal values involve the staff's understanding of the company's objectives and the existence of professional directions.

Though the general assertion is that corporate values are the reflections of the aforementioned value systems in a certain hierarchical order, it is basically the institutional context that derives the order. For example, in unstable institution/social transience the focus might be on competition, survival and making money (priority might be given to business ideological values), whereas in stable institutions ethical values gain more weight than business ideological values (Alas *et al.*, 2006). However, Albion (2006) argues that, although it is commonly believed that the commitment to maintain a desired value is tested when business does not go well, the real test comes even when the company moves onto the line of financial success. This implies that leadership ideological values play a pivotal role in terms of institutionalising values that should drive a given institution.

In relation to values' hierarchy, it is also relevant to see how values can be inter-related. One of the means to see this relationship is in terms of means-end relationships. With this regard, values can be classified as instrumental values (means to ends) and fundamental (terminal/end) values. Terminal values are beliefs about visions (the kind of goals or outcomes that are worth trying to pursue) and instrumental values are beliefs about the types of behaviour that are appropriate for reaching goals (Daft, 2008). Furthermore, Kouzes and Posner (2012) contend that end (fundamental) values are represented by visions while the instrumental values refer to the "here-and-now beliefs". That is, while end value refers to the ultimate rationale that guides certain behaviour or action, instrumental value refers to the actions we are taking or the priorities we give that are believed to lead us to our end.

In terms of the relative importance of the instrumental and end values, Kouzes and Posner (2012) assert that the domain of leaders is the future and thus the leader's

unique legacy is the creation of valued institutions that survive over time as opposed to focusing on today's bottom line. This assertion from its outset depicts that end value is more vital, but end values cannot be reached without the right means to get there. Accordingly, it would be more proper to put the right values, both instrumental and end values, into action. In connection with this view, a successful learning institution is one that places the value domain at the centre as the driving force (Sergiovani, 2003). VBL is basically about the use of these values as the driving force. Thus, institutionalisation of VBL requires that the right values need to be put into action and shared with the followers properly. Before stepping into the process of institutionalising VBL, it is worthwhile to begin by explaining the concept and characteristics of VBL as it follows here.

2.3.1.2 Definitions and characteristics of values-based leadership

Different theorists in the field of contemporary leadership conceptualise VBL in different ways and some of these perspectives are given below. For instance, VBL can be conceptualised in terms of the following aspects: leader-follower relationships; a path that connects moral orientation and principles to stewardship decisions and actions; and a leadership that involves a set of distinguishable behaviours.

2.3.1.2.1 Leader-follower relationship, based on ideological values

VBL is defined as "a relationship between a leader and followers that is based on shared strongly internalised ideological values adopted by the leader and strong followers' identification with those values" (Daft, 2008:439). This implies that it is the ideological values that bind the leaders and the followers together. It is also implied herein that vision is the end value/the ultimate rationale that guides the behaviours of leaders and the followers. To this effect, the instrumental means to realise the vision is also stated by the author. With this respect, three issues are addressed as a basic requirement. The first one is the exceptionally strong identification of followers with the collective vision espoused by the leader and the collective. This implies that the visions must be owned by both the leaders and followers as it is their own common future.

The second requirement is internalised commitment of followers to the vision of the leader and to the collective (followers' willingness to make substantial self-sacrifices to serve beyond the call of duty). The implication here is the commitment of the follower is the key instrumental value to realise the vision which is the end value. The third requirement is arousal of follower motives that are relevant to the accomplishment of goals. This means that after the vision is shared and owned, and after the followers internalised their commitments, the leaders is also required to arouse the interest of the working staff and increase their confidence. Consequently, VBL can be conceptualised as a leader-followers relationship whereby a leader formulates a vision and values to which the followers identified with, are committed to, and motivated by.

2.3.1.2.2 A path that connects moral orientation to stewardship decisions

VBL refers to the moral foundation underlying stewardship decisions and actions of leaders (Ahn, Ettner, & Loupin, 2012). It is also called the leadership path wherein the fundamental moral orientation of self-fullness leads to complete stewardship decisions and actions (McCuddy, 2008). It centres, among others, on the philosophical reality (moral orientation) adopted by the leader (Fairholm & Fairholm, 2009). This moral orientation can be of three types (McCuddy, 2008): selfishness, selflessness and self-fullness. Although there are some debates about the relative importance of selflessness and self-fullness in leadership, these authors anonymously agree that VBL cannot flourish where selfishness prevails. Whilst McCuddy views that a self-fullness is the most rational approach to result in a VBL with a better desired outcome, Taylor (2010) strongly asserts that selflessness is the indispensable value of VBL.

But whether a leader espouses selflessness or self-fullness, it is assumed that the leader adopts VBL as long as stewardship is reflected in the leader's decisions and actions. In self-fullness, the leader pursues reasonable self-interest to ensure the sustainability of the business and pursues reasonable concern for the staff's current affairs (McCuddy, 2008). But, in selflessness, the leader forgoes his personal interests in the interest of the staff and of the company (Taylor, 2010). The point here in general

is stewardship is inculcated in the leader's moral orientation and serves as the driving force when the leader takes action/makes a decision. Hence, VBL can be conceptualised as a leadership philosophy whereby a leader forgoes a certain level of selflessness and takes decisions in the sense of stewardship.

2.3.1.2.3 A set of distinguishable behaviours or characteristics

As noted in the previous two sections, VBL can be conceptualised in terms of the leader-follower relationship and in terms of the leader's moral orientation or philosophy. To this end, it is also possible to view VBL as a leadership model which has its own unique sets of behaviour by which the leader is characterised. According to Taylor (2010:6):

“Organisations live and die by their leadership ultimately; it's the leader's effectiveness in creating vision for a preferred future and establishing an appropriate values-driven culture that determines organisational results. Leaders and their organisations can best execute their mission and achieve superior results by first addressing the foundation of behaviour and performance-personal and shared values. Values determine behaviour and behaviour determines performance.”

Taylor's assertion implies that VBL leaders do have their own unique sets of behaviour that can be sensed and learnt from their personal and shared values. This means that there is some behaviour by which the values-based leaders are identified or characterised. To this end, Daft (2010:395) articulates the specific characteristics or behaviours of values-based leaders as:

“They treat others with care, are helpful and supportive of others, and put efforts into maintaining positive interpersonal relationships. They treat everyone fairly and with respect. They accept others' mistakes and failures and are never condescending. They hold themselves to high ethical standards; continuously strive to be honest, humble, and trustworthy and to be consistently ethical in both their public and private lives...they also clearly articulate and communicate an uncompromising vision for high ethical standards in the organisation, and they institutionalise the vision by holding themselves and others accountable and by putting ethics above short-term personal or company interests. They continuously strengthen ethical values through everyday behaviours, rituals, ceremonies, and symbols, as well as through organisational systems and policies.”

From the descriptions given by Daft above it is possible to identify the following phrases as linked to the behaviours of values-based leaders: respect and fair treatment; accepting others' mistakes and being humble; encouraging and supporting others; and being honest, trustworthy, and commitment to higher ethical standards. Ahn *et al.* (2012) also affirm that VBL can be characterised by such behaviours as: integrity; good judgment; leadership by example; decision making; trust; justice/fairness; humility; and sense of humour. Similarly, the following are also identified as values that are characterising VBL: integrity, compassion, humility, courage, and respect (Sarros & Cooper, 2006; Segon & Booth, 2013); vision, trust, listening, respect for followers, clear thinking, and inclusion (Garg & Krishan, 2003). This implies that a value leader is required to have the required level of commitment to institutionalise such values.

Finally, Taylor (2007) also stipulates seven characteristics of values-based leaders. The first is that they set an uncompromising example through demonstrating integrity. Secondly, they serve the organisation and its constituents in a selfless fashion and raise-up others (followers) in genuine humility. Thirdly, they show compassion by caring for others and developing their potential. Fourthly, they are purpose-driven, aligning with corporate mission, vision, and values. Fifthly, they demonstrate courage and persevere to do the right thing. Sixthly, they are self-disciplined, holding themselves and others accountable. Lastly, they show gratitude and appreciation, acknowledging the contributions of others. As a result, VBL can be conceptualised as a leadership model which is characterised by the aforementioned leadership behaviours.

Thus far, the concept of values has been clarified and the framework of VBL has been conceptualised in terms of the behaviours involved, the nature of the leader-follower relationship that needs to be established and the moral orientation that guides the leadership. So, from the above noted assertions it can be inferred that there are some values and behaviours that are assumed to form VBL and would result in positive organisational outcome. Although organisations may have some unique values, there are also values that every organisation commonly shares. In relation to this, Argandona (2003:21) asserts that "it is obvious that any organisation has and must have values that

are more or less positive, more or less internalised, and more or less explicit although not all organisations need the same values.” This implies that some values are widely endorsed by researchers and practitioners as having a strong positive impact over both personal and organisational performance. Henceforth, some universally endorsed values of VBL will be discussed in the next section.

2.3.1.3 Values and contents of values-based leadership

There is no comprehensive list of the values of VBL. There are also differences in values prioritisations across sectors, organisations, and professionals. However, there are some values that are found to have critical importance in every organisational operation. In line with this, Fairholm and Fairholm (2009) assert that there is growing consensus over the values of VBL. Although many values have been identified by scholars as contents of VBL, the following values stood the test of time and are considered as universally endorsed values: integrity, compassion and sense of gratitude, accountability and self-discipline, humility/selflessness and humbleness, and envisioning. Validation of these values is based on their frequent citation in reputable journals and books. To this end, at least six references are made about the relative importance of each of these values.

2.3.1.3.1 Integrity

Northouse (2013:25) defines integrity as “the quality of honesty and trustworthiness and notes that leaders with integrity inspire confidence in others because they can be trusted to do what they are going to do.” Integrity means adhering to moral principles and acting based on those beliefs (Daft, 2008) or consistently adhering to strict moral or ethical standards (Sarros & Cooper, 2006; Ahn *et al.*, 2012). This is directly related to role modelling/setting uncompromised examples (Haydon, 2007; Taylor, 2007; Taylor, 2010; Ahn *et al.*, 2012; Segon & Booth, 2013). The best way to encourage exemplary behaviour in others is to model the behaviour that the leader wants the followers to emulate because people are quick to sense disconnects between what is said versus what is actually being done (Klatt & Hiebert, 2001).

For example, one of the desirable behaviours or instrumental values that a leader wants his/her followers to espouse may be job commitment. But a leader cannot win such a commitment from followers through a mere desire or by using word of mouth. As Albion (2006) advocates, the leader's commitment can determine the followers' level of commitment. Moreover, it is asserted that the best leaders are distinguished by relentless effort, steadfastness, competence, and by paying attention to detail (Kouzes and Posner, 2008). These authors also contend that modelling the way is the best way to win the heart of the followers and earn credibility. It seems that the term 'credibility' is used by these authors as equivalent to 'integrity'. Similarly, Garg and Krishnan (2003) also conceive the essence of integrity as involving truth telling, honesty and moral behaviour, and they present it as the most critical element in VBL. In support of this, Taylor (2007) also contends that integrity is the most widely endorsed values of VBL.

According to Kouzes and Posner (2008), to demonstrate integrity or to model behaviours in a credible way requires two things. Primarily a leader is required to espouse integrity as his/her leadership value, and secondly he/she is expected to set a complementary example to ensure that words and deeds are aligned. In their attempt to emphasise this concept Kouzes and Posner (2012:17) note that "leaders' deeds are far more important than their words when constituents want to determine how serious leaders really are about what they say. Words and deeds must be consistent." In an education setting integrity is indicated by "the shared belief that a good balance is struck at a given school among external demands, professional values, and student needs" (Mintrop, 2012:702). Furthermore, Grojean *et al.* (2004:229) contend that "leaders who demonstrate actions that are consistent with the organisation's values and mission are likely to be viewed as more trustworthy." They also contend that perceived trust in a leader is likely an important factor to establish VBL.

In relation to the significance of integrity for employees' morale and confidence, Taylor (2007:43) notes that when the leader behaves with integrity, he/she earns trust. As integrity and trust become the norm, two things happen relative to organisational performance. The first one is, employees throughout the organisation practice ethical

behaviour and seek to do what is right - not what is expedient or convenient for short-term gains. The second is employees will experience new and heightened levels of emotion. The terms 'trust' and 'credibility' are also used here to describe integrity although these two values can also be considered as outcomes of integrity. Furthermore, how the leaders' integrity might influence followers' behaviours and commitment is explained as follows:

"Employees learn about values from watching leaders in action. The more the leader "walks the talk", by translating internalized values into action, the higher level of trust and respect he generates from followers. When leaders are prepared to make personal sacrifices for followers or the company in general for the sake of acting in accordance with their values, the employees are more willing to do the same" (Mihelič, Lipičnik, & Tekavčić, 2010:33).

There can be some additional statements or phrases used to describe integrity, but the details presented herein are comprehensive and descriptive enough. Therefore, integrity in general can be manifested in leadership in terms of: being believed and relied upon to keep one's word; being trusted to serve the interests of the staff; setting an uncompromising example for the staff; sharing information with the staff; and serving primarily as role model to the staff.

2.3.1.3.2 Compassion and sense of gratitude

Sarros and Cooper (2006) put compassion as "concern for the suffering or welfare of others and to provide aid or show mercy for others". These authors also point out that the real reflection of compassion is stewardship, which is a unique character of a leader. Similarly, Albion (2006) contends that a key part of being a values-based leader is stewardship and providing a community where every individual counts, and the boundaries of that community include all the company's internal stakeholders. Furthermore, Fairholm and Fairholm (2009:86-87) affirm that "values leaders come to see the organisation, its people, and resources in stewardship terms. As stewards, leaders take responsibility to care for and develop the people they work with and the team they represent. They are creating an environment conducive towards improvement of team work." In connection to this, it is advocated as a principle that "the leader's role is stakeholder development/empowerment."

In a similar fashion Daft (2010:395) also contends that values-based leaders “treat others with care, are helpful and supportive of others, and put efforts into maintaining positive interpersonal relationships. They also treat everyone fairly and with respect.” A compassionate values-based leader acts in the best interest of all members of the organisation who could be impacted by the decisions made at a given organisation (Albion, 2006). Accordingly, Taylor (2007; 2010) endorses this value as one of the most important elements of VBL. The author also endorses a sense of gratitude as one essential value of VBL noting that values-based leaders show gratitude and appreciation, acknowledging the contributions of others.

To sum up, compassion and sense of gratitude can be manifested in leadership in terms of some respects. Although it is difficult to put the exhaustive lists here, it is possible to sum up what it is about in some generic expressions. For instance, compassion is about taking care of and developing the work team. The sense of caring may encompass having deep awareness of the problem of the staff. It also includes working towards professional development and staff confidence. This is also about improvement of individual followers’ capacity for self-direction. Furthermore, it is concerned about creating an environment conducive towards improvement of team work. Likewise, the sense of gratitude is also about having the moral principle of respect for the staff; about appreciating, acknowledging and rewarding the contributions of the staff; and about recognising performances consistent with the values espoused by the group. These two, sense of compassion and gratitude, are highly inter-related concepts that would give more sense when serving as one.

2.3.1.3.3 Humility/selflessness

Another frequently referred to value in relation to VBL is humility and/or selflessness. This value is addressed as a key to the implementation of VBL, without which this implementation looks not genuine in the eyes of the followers. For instance, Taylor (2010:23) contends that “values-based leaders selflessly serve and raise-up others in genuine humility.” Furthermore, Kouzes and Posner (2012: 341) describe the essence of this value as:

“You can avoid excessive pride only when you recognise that you are human and need the help of others. Exemplary leaders know that ‘you cannot do it alone,’ and they act accordingly. They lack the pride and presence displayed by many leaders who succeed in the short term but leave behind a weak organisation that fails to remain viable after their departure. Instead, with self-effacing humour, deep listening to those around them, and generous and sincere credit to others, humble leaders realise higher and higher levels of performance.”

From the description given by Kouzes and Posner, it can be implied that humility and selflessness are about having a modest sense of one’s significance and recognising the significance of others genuinely. They are about serving others by forgoing personal interests. In this case, selflessness and humility are presented as inseparable words and are jointly applied in practice. However, Sarros and Cooper (2006:8) conceptualise selflessness as “being genuinely concerned about the welfare of others and willingness to sacrifice one’s personal interest for others and their organisation” and humility as “the quality of being humble or a modest sense of one’s own significance.” Although it is possible to describe them differently, both humility and selflessness are the desirable behaviour of a value-based leader. In relation to the significance of humility/selflessness, Taylor (2010) contends that humility is the indispensable value of VBL and serves as the basis for any other values. He also contends that humility is the one indispensable trait of values-based leaders because leaders who demonstrate true humility are best able to motivate followers to high levels of execution and performance (Taylor, 2007).

Some writers link the term ‘humility’ with spiritual values. For instance, Reave (2005) made a review of 150 studies and finally concluded that there is a clear consistency between effective leadership and spiritual values and practices. This author notes that values that have been long considered spiritual ideals such as humility and others have been demonstrated to have positive effects on leadership success. The author comes to infer from a review of those studies that all religions share the common value of humility. Moreover, Sweeney and Fry (2012:91-92) contend that leaders who, through their actions, demonstrate the possession of such universal values as honesty, integrity, courage, compassion, and humility are likely to earn attributions of good character from

their followers. All these assertions imply that humility and selflessness are part of the universally endorsed values of VBL.

The polar extreme of selflessness and humility is selfishness. It is about pursuing one's personal desires at the expense of others. According to McCuddy (2008:12) selfishness exists in a variety of degrees. Its worst extreme is 'about the unbridled pursuit of greed and the uncaring exploitation of others.' A relatively less extreme form of selfishness is about 'making decisions and taking actions that provide a person with satisfaction...in the conduct of one's life'. The author notes that selfishness can be socially acceptable when it involves decisions and actions that are intended to ensure one's physical survival. This implies that a modest sense of selfishness can also be reflected in VBL as long as it is done reasonably and is socially acceptable. When a modest sense of selfishness is reflected in leadership jointly with a reasonable concern for others, McCuddy calls it "self-fullness", which he asserts as the most rational approach to result in a VBL with a better outcome.

To sum up, humility and selflessness can be manifested in leadership in terms of some aspects. For instance, it is about forgoing personal interests in the interest of the goals of an organisation. It is also about being more concerned about the staff than one's personal interest as a leader, and also showing commitment to serving the interests of the staff. Though complete self-sacrifice is required in this case, for VBL to be effective at least a reasonable self-interest and reasonable concern for the staff need be reflected by the leader. It also includes the sense of humbleness in that the leader is not complaining when the staff members commit mistakes. Moreover, a leader with the sense of genuine humility/ humbleness is also willing to use the input of the staff members by considering them as equally important to the organisation as he/she does.

2.3.1.3.4 Accountability and self-discipline

Accountability and self-discipline are two seemingly different but inseparable words. In connection to this, Taylor (2010) notes that self-disciplined leaders dare to hold themselves and others accountable for their action. This implies that self-discipline can

be manifested in terms of the leader's readiness to take personal responsibilities and to delegate responsibilities to others. Taking an initiative and moral courage to lead the followers towards a desirable end is responsibility of a value-based leader. In line with this O'Toole (2008:90) asserts that "the role, task, and responsibility of values-based leaders is to help followers realise the most important ends that they hold dear but cannot obtain by themselves." Furthermore, Daft (2010:395) notes that values-based leaders "institutionalise the vision by holding themselves and others accountable and by putting ethics above short-term personal or company interests." Therefore, self-disciplining and shouldering a responsibility to discipline the followers to collectively move to a certain end are among the key values in VBL.

Some scholars argue that there is a delicate demarcation between and among compassion, accountability, and responsibility. For instance, Albion (2006:41) asserts that "compassion is the quality of empathy that leads to a healthy respect for others and a sense of accountability. A cousin of responsibility, compassion often leads to what society calls more responsible action." Thus, for a leader to effectively shoulder accountability, he/she needs to be compassionate to others, but the fact that accountability involves an aspect of sustainability may help the leader balance the future fate of a company with the current concern of its employees. A leader is accountable to ensure that the personal and organisational values are enforced and key organisational issues are continually addressed (Taylor, 2012).

As accountability is linked to compassion so is self-discipline, which means being dependable to make rational and logical decisions and to do tasks assigned (Sarros & Cooper, 2006). This implies that for a values-based leader to be held accountable there should be guiding principles. To this effect, Fairholm and Fairholm (2009:88-90) formulated some principles asserting that a values-based leader: "has the dual goal of producing high performance and self-led followers; creates a culture supportive of core-values; preparation is one-on-one relationships with the followers; and strives for and develops followers' commitment and trust."

To sum up, accountability and self-discipline can be reflected in leadership in terms of the leader's commitment to aligning personal values with corporate values and inspiring executions at every level. It is also about not losing sight of his/her goals as a leader, and at the same time paying attention to immediate details that are relevant to ultimate objectives. This is also about holding himself/herself and others (the staff members) accountable for operational performance. To this end, it also requires the leader to establish a mutual understanding and commitment regarding what is expected, and setting a standard of conduct and performance. Moreover, accountability and self-discipline as values of VBL can be manifested when the leader is trying to create a culture supportive of the institution's core-values and to maintain a culture that fosters core-values. This is also about the leader's responsibility to create more leaders imbued with the same values and ideas.

2.3.1.3.5 Envisioning and moral courage

Vision is the end value or the ultimate rationale for deriving any other values. As a concept it refers to a mental picture of what lies at the end of a road that has never been travelled or a dream just beyond an institution's current reach (Calder, 2006). It is based on and reflects a company's stated beliefs and values, and conveys the future status of an institution and the end of the journey. Yoeli and Berkovich (2010) view such a vision as an organisation's compass that points in the direction the organisation should aim at and that reflects a desired ideal for the organisation's activity. This implies that vision is a mental affair that drives institutional stakeholders to travel to a desired end on a challenging but defined path.

A vision should be set in a way that it is powerful enough to upscale the expectations, aspirations, and performance of relevant stakeholders (Calder, 2006). This depicts that moral courage or inspiration is one important element that followers usually expect from their leaders. This is because "inspiring leaders breathe life into people's dreams and aspirations, making them much more willing to sign on for the duration" (Kouzes & Posner, 2008:3). As asserted by Calder (2006) a vision is grounded in an institution's

beliefs and values. Moreover, a clearly articulated vision would inform the major stakeholders of a given institution about what an institution values (believes in).

Furthermore, Fairholm and Fairholm (2009:86) explain the strong inter-relation between values and vision in that:

“The visioning provides the basis for both the leader’s action to inspire stakeholders and his/her self directed action. This task affects all other tasks the leader performs. Visioning emphasises the central values and possibilities that define the group and constitute its niche in society. The vision activates deeply held beliefs about what the individual and the society are all about. It is an invisible force binding leader and followers in common purpose.”

The implication is that vision in its own right is a central value that binds followers and leaders in a common purpose and motivates them towards a given end. Though vision and values are for both the leaders and followers, the leaders do have an important role in the process of envisioning and creating and cultivating shared values. Regarding as to how leaders can perform the role of envisioning, Kantaburta (2010) suggests that leaders shall communicate their vision to promote changes and seek support of the followers’ involvement. The leaders shall also do their best towards aligning people and supporting systems. Within the sense of envisioning, the concept of ‘moral courage’ is also embedded. This means visionary leaders are expected to empower their people to act consistently with the new vision and to help sustain their commitment to it. They need to motivate their followers because highly motivated followers help to work toward an inspiring vision.

Moreover, Kouzes and Posner (2008:7) suggest that envisioning can be conducted through mastering two things: imagining the possibilities and finding a common purpose. The authors contend that the future is always hiding within the present, waiting to be discovered by visionaries. They also note that envisioning requires paying attention to the little things that are going on all around you and being able to recognise patterns that point to the future. Visioning, with particular reference to the educational

context, answers how institutions see future possibilities for the academic community (Calder, 2006).

More than anything else, however, an institution needs to realise its vision through the efforts of its staff and must ensure that the vision has been endorsed and shared amongst the relevant members. The staff members must own the institution's vision so that they are committed to its realisation. It is mainly the leader's responsibility to adopt a vision and values that reflect the interests and ideological beliefs of the constituents. In line with this, Garg and Krishan (2003) contend that the only course for the leader is to build a vision that the followers are able to adopt as their own because it is their own. Sharing of vision must be more than securing the willingness of the followers to go along with the fact that the principal is pursuing a certain purpose (Haydon, 2007). Rather, it is coupled with sharing vision as a value and this is an aspect of envisioning. Hence, envisioning is a fundamental and universal value of a company that portrays the beliefs of a company and its constituents. This would help to unify the individual efforts of the followers and inspire them in such a way that followers are willing and committed to align their own values to the organisation's espoused values.

A key element in envisioning, as noted earlier, is moral courage. Courage, according to Sarros and Cooper (2006:8), refers to "setting a direction for the long term and taking people along without being hampered by fear." Accordingly, whether it stands out as a value in its right or is considered as an aspect of envisioning, courage is a key issue in VBL (Sweeney & Fry, 2012; Segon & Booth, 2013). Similarly, Taylor (2010) asserts that values-based leaders demonstrate courage and persevere to do the right thing. Moral courage exists at the intersection of three domains: a commitment to moral principles; an awareness of the dangers involved in supporting those principles; and willingness to endure the risks (Taylor, 2007; Daft, 2008; Taylor, 2010). This means that when a moral leader takes the courage of leading the followers on a journey that has never been travelled before, he/she is not blind to the risks associated with this initiative. Rather, the leader is conscious of the risks involved and is passionately willing to show perseverance along the way.

To sum up, envisioning can be conceptualised as the leader's mental state to emotionally connect the followers to the end value of the institution by creating and sharing a powerful vision. Within the concept of envisioning, courage is also embedded as an engine to drive employees from their current position to the future landmark of an institution. In general, envisioning and moral courage can be manifested in terms of some generic activities. For example, it can be reflected in terms of articulating an inspirational vision and imagining the future. As it is about creating a powerful vision that binds all to the common purpose, it involves: anticipating and considering what will happen in the future; anticipating future needs successfully; making plans and taking actions based on future goals; and creating a clear understanding about common destiny (where he/she and the staff members are heading to).

2.3.2 Alternative approaches to institutionalise values-based leadership, and the challenges and required contexts

Thus far, the concept of VBL has been explained and the sets of behaviours constituting it have been discussed. Now follows discussion of the alternative strategies/approaches to institutionalise VBL, and the potential challenges underlying this institutionalisation effort. Given that VBL has the potential to unify individual efforts towards a common goal, the need to institutionalise it in a way that it would bring the desired outcome is not contestable. Moreover, it is also worthwhile to explore any potential challenges to institutionalise VBL.

2.3.2.1 Alternative approaches to institutionalise values-based leadership

As Millick (2009:60) contends institutionalisation of VBL plays a central role so as to constructively work together towards a common goal. Moreover, Segon and Booth (2013) also assert that it is relevant to institutionalise VBL to foster right action in professional organisations instead of depending on strict rules and regulations. Thus, it is worthwhile to articulate alternative steps/strategies needed to institutionalise VBL. The following table presents some comparable strategic approaches.

Table 2.1 Alternative strategies of institutionalising values-based leadership

S/N	Taylor (2010)	Viinamäki (2011)	Kraemer (2011)	Kouzes and Posner (2012)
1	Define a clear mission and create a compelling vision	Integration of organisational values into organisation acts, strategies, & practices	Know who you are and what you stand for. This involves: self-reflection; balancing; self-confidence; and humility	Model the way: Clarify values and set the examples
2	Establish values that define behaviours required to achieve the desired results	Turning & remoulding organisational culture to serve organisational goals	Learn how to build a values-based organisation This involves: leading with values; developing talent; setting clear direction; communicating well; building engagement; & executing	Inspire a shared vision: Envision the future and enlist others
3	Establish a communication process to implement the vision, mission and values	Making organisational values visible and using them in every conduct	Lead your organisation from success to significance. This involves two essentials: Having the courage & guts to live your values & realising that you are a responsible change agent	Challenge the process: Search for opportunities, and experiment and take risks
4	Live the values & walk the talk	Increase value-consciousness		Enable others to act: Foster collaboration and strengthen others
5		Communicating through sets of selected values		Encourage the heart: Recognise contributions, and celebrate values and victories.

From the models presented herewith in the table it can be implied or explicated that the first step in the process of institutionalising VBL is clarifying values that the leaders and followers stand for. Identification of values would come first without which the remaining steps cannot be implemented if VBL needs to be properly institutionalised. A leader is required to articulate values since a clearly defined value would have enormous benefits. In connection to this, Gold (2010) argues that clearly articulated values are easily communicated; lead to principled decisions; provide a sense of shared direction among the educational community; and help a leader to respond well to the work place

challenges. Moreover, Kouzes and Posner (2012:49) also put the significance of clearly defined values as follows:

“Values influence every aspect of your life: your moral judgments, your responses to others, your commitments to personal and organisational goals. They set the parameters for the hundreds of decisions you make every day, consciously or subconsciously. They constitute your personal bottom lines and serve as guides to action.”

Kraemer (2011) notes that before attempting to put values to action a leader should begin with knowing who he/she is and what he/she stands for. Similarly, Taylor (2010) argues that values must be clarified at the initial stage but it should be grounded in a well-defined mission and on a compelling vision of a company. However, in Viinamäki's (2011) strategy, as noted in table 2.1, the task of identifying and clarifying values is implied rather than explicitly stated. In fact, Viinamäki strongly asserts that leadership values need to be clearly defined before a leader thinks about the possibility of integrating organisation values with different organisational operations. Therefore, to institutionalise values, identifying and discerning values must be considered as an essential first step.

The task of discerning/identifying values can be done in different ways. For instance, it is possible to discern values through investigating the fit between employees' individual values and organisational values, which can be of two types (Lankau, Ward, Amason, Thomas, Sonnenfeld, Agle, 2007:16). The first one is called perceived fit – the degree of congruence between employees' values and their perceptions of organisational and/or leaders' values. The other approach is referred to as objective fit – the fit between the employees' values and another party's description of organisational values (e.g. CEO or a supervisor). As these writers note, both perceived and objective fit are positively related to work group cohesion and/or employees' attitudes but that perceived fit typically has larger effect sizes than objective fit. If the values of employees are not discerned and incorporated in leadership, the institutionalisation of VBL cannot be successful. In relation to this, Kouzes and Posner (2012) assert that leaders who advocate for values that are not representative of the collective will not have the

potential to inspire people to stand and act as one. It is because leadership is not simply about the leader's value; rather it is the values of the constituents.

In general, to share the values of VBL with the key constituents of an organisation, the leader must be clear about this leadership philosophy and committed to put it into action. The first place to begin is to look within oneself. The leader must be clear about his/her guiding principles in a way that they can be explicated to the constituents. To this end, Kouzes and Posner (2012:23) assert that "letting others know what you stand for, what you value, what you want, what you hope for, and what you are willing to do disclose information about yourself." In that way employees can easily sense/discern the values of the leader and evaluate whether the values of the leader are actually congruent with that of the organisation. Moreover, discerning the values of the leaders is possible through defining moments, that is, by analysing how the leader reacts to difficult situations (Graber and Kilpatrick, 2008).

The second phase in the institutionalisation process of VBL is about getting the stakeholders clear about the organisation's values. After values are identified and discerned, leaders are required to communicate and share with the followers. Kraemer (2011) asserts that the second step in the process of institutionalising VBL is learning about how to build a values-based organisation. In accordance with this, it has been suggested that a leader is supposed to establish values that define amenable behaviour to achieve a desired result (Taylor, 2010) and cultivate organisation culture in a way that it may contribute to the organisation's goals (Viinamäki, 2011). It can be stated that making the communication through sending a document of value statements or talking about those values alone is not a sufficient condition to create effective communication and share the values. This implies that, if VBL needs to be institutionalised effectively, some more steps are required. The third step (which can also be considered as extension of the second step) is about living the values. After identifying the values and communicating to the stakeholders about the values that the organisation and the staff members stand for, the leaders need to establish a culture whereby every member lives

by those values. To expect the staff to live by the identified values, the leader has the responsibility to show those values by role modelling.

The most powerful form of communicating and modelling values is through 'walking the talk' which means communicating in ways that are congruent with your stated values. In support of this, Kouzes and Posner (2012) assert that modelling the way is practical when the leaders clarify their personal values and align actions with shared values. If the leader is successful enough, the followers then start to follow him. In line with this, Taylor (2007) contends that a successful values-based leader is the one who is able to enrol others to accompany him on the VBL journey to be a source of inspiration, encouragement, and accountability.

With particular reference to the context of higher education institutions, Richards (2011:86) suggests that universities must be practical organisations where "what is said and written as policy (espoused theory) is aligned with what is done and thought in practice (theory in action)." It is implied in the author's assertion that universities are the ideal place where institutional values and stakeholder values are aligned, whereby leaders are required to ensure this legacy through walking the talk. In relation to noting the danger involved if values are not aligned, Nelson and Gardent (2011:56) say that "Worst of all are the organisations whose values statements conflict with the organisation's actual practices and behaviours." Thus, if VBL needs to be institutionalised, the leader must be in the front line to model behaviours which are consistent with the espoused value. To this end, Sauser (2013:17) contends that:

"Cultures of character are established by persons of character who pass their values on to succeeding generations of leaders and employees...The leader's chief task with respect to establishing a culture of character is to lead by example and to empower every member of the organisation to take personal action that demonstrates the firm's commitment to ethics in its relationships with others. The leader should serve as an ethical exemplar and mentor to others in the organisation."

From the foregoing discussions it is made clear that: a leader has a vital role in institutionalising VBL; values must be identified and discerned initially; a leader is

expected to ensure that the values espoused are in line with the organisation's core mission and vision; and values and vision must be shared and well communicated to all the constituents. Viinamäki (2011) capitalises on the need for devising a strategy through which values can be integrated in a way that is beneficial to an organisation and to its constituents. But it has been implied here that such values should not be grounded on the leader's instrumental motives like efficiency and economic growth. It should rather be grounded on the institutional mission and vision, without focusing on personal gains (Taylor, 2010). Moreover, it has been addressed that leaders should have an awareness of personal values, ethics and morals as they influence the choices they make and the behaviour in which they engage. It is the responsibility of the leader to establish visible values and interpret them in a way that such values are embraced and actualised.

2.3.2.2 Challenges to institutionalise VBL

Thus far, the significance of VBL and the need to institutionalise it in a way that it would foster an organisational performance have been discussed at large. Moreover, the alternative approaches to institutionalise VBL have been presented and discussed. From these discussions it is made explicit that VBL has a pivotal role in enhancing organisational operations. It is also noted that VBL can be institutionalised in business sectors. In connection this, O'Toole (2008:90) also affirms that "in the practical world of commerce it is possible - with a little effort at translation and a large commitment of dedication - to practice VBL." This implies VBL can be implemented if the required commitment and dedication are in place. However, unless the potential challenges are identified and due considerations are taken against the challenges, the attempt to institutionalise VBL might fail or result in unintended consequences. As a result, Viinamäki (2009:6-7) identifies some intra-organisational challenges to institutionalising VBL. These include, "changes in organisational structures and authority, participation, communication, image and perceptions, and integration of values."

To overcome the aforementioned challenges during the leader's attempt to institutionalise VBL, Viinamäki suggests alternative strategies. To mention some:

“Creating consensual decision making and cohesive authority, to decentralise responsibility and value-congruence, empowering and motivating stakeholders, providing guidance when situations are ambiguous, creating neutral platform for negotiations, to put efforts to lead value congruence, to try to increase trust and lead with practical examples, and to commit in the VBL” (Viinamäki, 2009:7).

Among the key issues addressed by Viinamäki as challenges to institutionalise VBL are the plurality of value-basis and the bargaining power associated with it. Though integration of values and actions is vital for an organisation and its development, implementing this would be tough where conflicts exist over value priorities between the leaders and the work force and when unbalanced bargaining power prevails. So, high efforts are suggested here to lead value congruence and to create neutral platforms for negotiations to overcome challenges pertaining to bargaining power.

The general assertion here is VBL practice is usually surrounded by moral dilemmas. This is well addressed by Busher (2006) in his “Governing in whose interests?” highlights that the leaders’ dilemma is mainly attributed to the tension between and among leaders’ self identity, the educational and social values they hold, powerful contexts and the distribution of power in those contexts, and the views of colleagues and students with whom they work closely. In connection with this, Sauser (2013:14) notes that “countering the ethical crisis in business by creating organisations with cultures of character is the challenge faced by business leaders desiring to regain the respect and confidence of the public.”

Particularly when incongruence occurs about value systems, it requires the leaders to be more critical about how to decide over the matters. According to Krishnan (2005) value system congruence between leader and follower refers to the extent of agreement between the leader’s value system and the follower’s value system. This is so because perceived value incongruence and conflict would have severe implications for employees’ morale. In line with this Nelson and Gardent (2011) contend that:

“The organisation’s values can influence all the actions and decisions related to the mission and vision. For example, when a question arises regarding a trade-off between profit and quality, it is the organisation’s values that will likely drive the response. Worst of all are the organisations whose values statements conflict with the organisation’s actual practices and behaviours. Rather than fostering and maintaining a positive culture and setting an ethical tone for behaviours and practices, such situations undermine staff morale, breed cynicism and can lead to the acceptance of unethical practices.”

The above assertion implies that values would cause a direct and immediate impact on employees’ morale, and hence leaders are required to take ethical decisions in the best interest of employees. Therefore, in the process of institutionalisation of VBL, the leader is required to have moral principles and make ethical decisions when he/she faces value-dilemma or conflicts. In relation to ethical decisions, Rhodes (2006) articulates that there are four components: moral awareness; moral reasoning; moral intent and moral behaviour.

The first component, which is moral awareness, deals with recognition of the situation that may raise ethical issues. In the second case, i.e. in moral reasoning, the leader determines what courses of action are ethically sound. This determination, in turn, can go through three stages, namely, pre-conventional, conventional and post-conventional, which again is linked to Daff’s (2008) level of moral development. The third component is moral intent, which is a matter of identifying which values should take priority in a decision. Here, a leader is required to demonstrate two things: the motivation to give priority to moral values, and the ability to follow through and act on that intent. The fourth component, moral behaviour, refers to acting on ethical decisions. This mainly relates to leaders’ moral conduct.

In relation to a leader’s moral conduct with particular reference to ethical decisions, Northouse (2013) articulates two different theories (perspectives): theories that focus on the consequences of the leader’s action (teleological perspective) and theories that stress the duty of the leader (deontological perspective). The deontological perspective stresses the leader’s moral obligation to do the right things and the rules governing the

leader's action. In support of this perspective, Daft (2008) contends that moral leadership needs to involve the code of moral principles and values that govern the behaviour of the person or group with respect to what is right or wrong. However, theories that focus on the consequence of the leader's action (teleological perspective) can be addressed through three possible approaches during decision making. The first is through ethical egoism - a person acts to create the greatest good for himself/herself. This stands as opposed to selflessness which is largely required in VBL. The other two include through utilitarianism - a person acts to create the greatest good for the greatest number; and through altruism - a person acts to promote the best interests of others. Gregory (2010) defines altruism as a basic concern for others. On top of this, Gregory asserts for the need for doing what is right regardless of the cost you may incur in effect.

Similarly, Rhode (2006:20) states that "ultimately what defines moral behaviour is a commitment to do right whether or not it is personally beneficial...adherence to fundamental principles even when they carry a cost." This implies that courage involves commitment (perseverance to do the right things), moral principles, and ethical decisions. Since VBL is the moral foundation underlying stewardship decisions of leaders (Ahn *et al.*, 2012), dealing with a value-dilemma requires a value based leader to have foundational moral principles. Regarding the foundations of moral principles, Haydon (2007) formulates three broad grounds. These include values that are: grounded on personal preferences which do not have rational grounds; grounded on rational justification which subscribes either to consensus or to consequences; and fundamental (high level principles), which are placed above all other values and are beyond rational justification.

These three foundations of moral principles can be associated with Daft's (2008) three levels of moral development: pre-conventional, conventional and post-conventional. At the pre-conventional level, as Daft notes, selfishness prevails. In this sense, if people are obeying authority and follow rules, it is only for the fear of detrimental personal consequences or for self interest. At the conventional level people are adhering to the

norms of the larger social system in their attempt to conform to the expectations of good behaviour as defined by the society. At the post-conventional level, leaders are guided by an internalised set of principles that are universally recognised as right or wrong. Leaders at this level focus on higher principles, encourage others to think for themselves, and expand their understanding of moral issues. Therefore, to overcome challenges pertaining to institutionalising VBL, leaders are required to be morally involved and engage in the followers' situation so as to bring them on board towards the achievement of common goals.

2.3.2.3 Making sense of teachers' and leaders' working contexts

The third major issue to be explained in relation to VBL is about the contexts (institutional or working) required to implement it. Context, according to Seiler and Pfister (2009), refers to the environment in which an organisation is embedded that may foster or constrain particular leadership behaviour. To adopt a given leadership model to a company's existing practice, it is worthwhile to explore the context within which the company operates. In line with this assertion it is noted in Bhatti, Ahmed, Aslam, Nadeem, and Razman (2012) that leadership cannot be fully understood when it is conducted in the absence of the organisational context in which it is practiced. This implies that defining context is a basic requirement to figure out the nature of leadership in a given sector or organisational setting because the context of leadership changes dramatically (Kouzes & Posner, 2012).

With regard to VBL a leader is required to know or define the working context and use it as a vehicle for communicating and enforcing desired values (Fairholm & Fairholm, 2009). To translate the mission and values of the organisation into practice, a competent leader creates a values-based context for all decision making (Albion, 2006). Each organisation can have its own peculiar contexts and challenges that need to be fixed so as to institutionalise leadership values. For instance, with particular reference to educational context, Greenfield (2005) asserts that encouraging and supporting collaboration among teachers, which results in improved teaching practices and desired learning outcomes, is one of the biggest challenges that leaders of academic institutions

might face. This is so because the context under which academic leaders are leading can have its own influence.

To make sense of different organisational contexts, Busher (2006) suggests four possible approaches. These include structural (formal system), political (post-structural) and cultural (ethnographic), and personal (phenomenological). The structural aspect is related to the technical-rational process, whereas the political approach asks about the power balance in and among the social groups. The cultural (ethnographic) aspect deals with the way members construct meanings and display them; and the personal (phenomenological) deals with how individuals view and interpret an organisation and their place in it.

Although all those approaches do have their own strengths in terms of guiding how to make sense of the institutional contexts that may foster or hamper VBL, the last two approaches may better reveal how individuals and groups construct meanings and view their organisations. It is mainly through looking at organisational cultures, and how individuals and groups interpret such cultures that the state of VBL can be examined at a given institution. Regardless of the approaches we may use, obtaining complete understanding about a given leader requires critical consideration of organisational and leadership contexts. Another issue worth noting here is about challenges to institutionalise VBL in a defined organisational context. Scholars explored some hindering conditions to this institutionalisation effort. For instance, according to Argandona (2003) these include inertia, resistance to change the status quo, the pressure of day-to-day events, or events during financial success, which may make values to look less important and subordinate them to results. Furthermore, the author also identifies some deeply rooted problems in terms of fostering values in organisations. One of these is the tyranny of the bottom line, which is about giving priority to survival, earnings, profitability, etc. Another challenge noted is a bureaucratic culture, which is about loyalty to the boss or the team above all else, dedication to the job, conforming to the organisation's culture. Group mentality, which creates a sense of superiority, invulnerability, collective rationalisation, rejection of outsiders, is also

identified as a deeply rooted problem. Moreover, “cognitive dissonance/creating resistance”, is also noted as challenges to institutionalise VBL.

Thus far, the concepts of CTE and VBL are made clear. In addition to this, it is also worthwhile to explicate about the country and institutional context within which the current study is investigated. From now on, discussion will be made in the next section about HE in Ethiopia in general and the Ethiopian private higher education system in particular. Furthermore, since it is conducted under the path-goal theory of leadership, the relevance of this theoretical framework in terms of framing the relationship between these two variables will be explained in the next chapter.

2.4 HIGHER EDUCATION IN ETHIOPIA: SYSTEMS, FORMATIONS, MISSIONS, OBJECTIVES AND VALUES

The following major issues are covered under this sub-topic: Overview of the education system of Ethiopia; contexts and systems of HE in Ethiopia; institutional structures and formation of HE in Ethiopia; missions, objectives and values of H.E; and Ethiopian private higher education institutions (EPrHEIs).

2.4.1 Overview of the overall education system of Ethiopia

The current structure of the educational system of Ethiopia, according to Education Statistics Annual Abstract (MoE, 2013) consists of: pre-primary education (nursery to upper KG); primary (grades 1 to 8); general secondary (grades 9 and 10); preparatory secondary schools (grades 11 and 12); technical-vocational schools (10+1 to 10+3) and HE. The technical and vocational programs are not considered as part and parcel of the system of HE in Ethiopia. Rather, HE in the country's context includes institutions that are giving the three, four, or five years of undergraduate programs, as well as those with the two years masters and four years of PhD programs.

It is the preparatory secondary education that serves as bridging secondary school education and HE. This system is the result of the Education and Training Policy (ETP, 1994) that capitalises on replacing the old policy (system). In the old system students

would choose their desired fields after completing grade 10 but were not required to sit for a national examination, unlike the current system. Instead of the national examination, a student was expected to earn an average score of 50% at his/her school to be promoted to grade 11. That means, during the pre-1994 educational policy, the national examination had been administered only once, at grade 12. In the new system, however, every student shall sit for a national examination at grade 10. Only those who achieve the minimum requirement that the MoE sets every year shall join the preparatory education. The underlying assumption here is students that are admitted to the preparatory education are capable and have the potential to join higher education after two years of preparation. Those who successfully complete preparatory education (grades 11 and 12) and have academic merits are eligible to join any program in the different HEIs of the country. These groups of students are expected to sit for placement examinations, upon completion of the two years' education, to join their preferred field of study in the universities (Yizengaw, 2007a).

The new system has got its own merit in terms of filtering candidates through undertaking two national exams at two different phases. It filters students in terms of their fields of interest and their capability to pursue education. The 1994 policy has been initiated out of the need to accommodate the rising demand for higher education. As the outgrowth of the ETP (1994) and in its attempt to address the youths' rising demands for HE and the general public's concern for quality education, the government of Ethiopia devised a 20-year Education Sector Development Program (ESDP) in 1994. This ESDP, having a five year roll-out, has been classified into four execution phases: ESDP-I (1997/98 – 2001/02); ESDP-II (2000/01 – 2004/05); ESDP-III (2004/05 – 2008/09); and ESDP-IV (2010/11 – 2014/15). The last two years of the ESDP-I and the first two years of the ESDP-II overlapped because the Government of Ethiopia developed a five year Education Program in 2000/01 and consolidated the program to align it with the five year life term of the government. Currently, the first GTP has been phase out and the second GTP started in July 2015. Likewise, the ESDP-IV has been finalised, and hence the stakeholders are currently evaluating the effectiveness of the programme.

It was addressed that the main purpose of devising the 1994 policy and developing the program was to widen access to education, and enhance educational quality, relevance and efficiency (MoE, 1994). From the outset it seems that attempts were made to balance the quality and quantity concerns across the four phases. Although the ESDP (1994) has now been finalised, and much has been said about the effectiveness of the program, quality matters remain a serious concern of the citizens. As of now, what one can comfortably figure out is the remarkable achievement in terms of quantity, not quality. For instance, Nega (2012) notes that access to education in general and access to HE in particular has been widely increased since the inception of the 1994 ESDP. He also notes that, in line with this expansion, the share of public education expenditure from the total government expenditure increased from 11.28% in 1999/2000 to 23.6% in 2008/9. Similarly, the share of the HE budget increased from 10.21% to 22.6% over the same years implying that the role of education in general and that of the HE in particular in boosting knowledge based economic development has been given due regard. But quality issues, particularly in HE, remain a serious concern to all the citizens. Thus, in the next section scenarios concerning the system of HE in Ethiopia will be discussed.

2.4.2 The system of higher education in Ethiopia

HE in Ethiopia has relatively short history of slightly above 60 years only. In the existing education system it includes education programs which are offered for undergraduate degree for the duration of three, four or more years and specialisation degrees such as Masters and PhD programs. An undergraduate program is an education program which is offered for the duration of three, four or more years after completing secondary education. Completion of this program is certified by awarding a bachelor's degree. The degree of Doctor of Medicine and the degree of Doctor of Veterinary Medicine are also undergraduate programs (MoE, 2013). Technical and vocational education is not within the scope of HE.

As a system HE is increasingly required to respond and gear adequately to the development needs of the society and the country. In connection to this, the ETP-1994

stressed issues of quality and relevance in educational programs and emphasised the linkage of HE and the country's development. It has also been emphasised that HE shall be research oriented, thereby enabling students to become problem-solving professional leaders in their fields of study and in overall societal needs (MoE, 1994). The HE Proclamation 351/2003 was another major milestone which drastically changed the structural and functional components of HE system in the country. The Proclamation has been further enhanced by the new Proclamation 650/2009 which is now the basis for the legal transformation of HE (MoE, 2010).

There were various reasons mentioned as factors triggering the transformation of the HE system that had been operating during the previous regime. To note some, the Ethiopian HE system during pre-1991 (Derg regime) was characterised by lack of attention, a low participation rate, inequitable access, gender disparity and inefficiency compounded with lack of quality and relevance during this time. There were only two universities during the time of that regime, namely Addis Ababa University and Alemaya University (Rayner & Ashcroft, 2004). The involvement of the private sector in HE provision was also non-existent throughout the regime (Nega, 2012).

As a result, the currently ruling government devised a policy to tackle these problems. In line with this policy, observable achievements have been made at least in terms of widening access to HE as the number of HEIs has been increasing since 1997 following the inception of the first phase of ESDP. Through the opening of new and expansion of existing HEIs, the total enrolment in the HE sector increased from 42,132 in 1996/97 to 494,110 in 2011/12 (MoE, 2012). It means that within 15 years of operation the enrolment size grew by more than 10 fold. Therefore, the progress observed in terms of physical growth (expansion and enrolment) has been said to be remarkable. However, although the progress made so far in terms of structural reform, expansion and enrolment of the HE sector is very significant, the perception that quality is being compromised in the current effort to expand enrolment is one of the rising concerns among all stakeholders, including the government (Nega, 2012).

Globally there are some contexts that define the forces and trends surrounding the operation of HE. In line with this, Taylor (2012) notes that HEIs share common purposes and similar problems globally although developing countries face more challenges as compared to developed countries in terms of maintaining a balanced endeavour to meet all those demands. Some of the common concerns are explored by Tennant, McMullen, and Kaczynski (2010). According to these authors there are some key features that lie at the heart of forces and trends at play in the context of HE globally in the past few decades. These include, among others: the growth of participation in HE worldwide; the increasing diversity of student population; the demand from stakeholders that education be relevant to working life; the growing global competition in the production and distribution of knowledge; and the renewed concern with accountability, standards and quality assurance.

As in the case of the global context, the context in which Ethiopian universities operate is changing rapidly. Compared to the pre-2000 period, there is an increasing interest in and recognition of the role of HE in the economic development of the country. As Nega (2012) contends, the recognition of HE as a driver of economic development and social transformation has been reflected in many national conferences and academic forums across the country. However, the HE's attempt to realise its mission can be determined by the broader social, economic, and political systems within which they are situated (Yizengaw, 2007a). Yizengaw also notes that in its recent history HE in Ethiopia has not delivered quality learning as it has not kept pace with changes to introduce new approaches to learning and teaching. Given that educational quality is a concern to all stakeholders, who is responsible for the failure and what can be done to reverse the matter remain outstanding issues. In fact, it is possible to research the major constituents that contribute to this so that those bodies are held responsible. But the significance of making people responsible for such failures serves merely for documentation of track records. No one can pay back for such losses and there cannot be a back pay for the victims of a system of poor educational quality. Then, what is most important to discuss is about the way forward to rectify the matter. To this effect, when quality is seen in the light of students' learning experiences, the role of teachers

always comes to the front. As a result, it is relevant to research how CTE really matters to overcome the challenges and the role of VBL to foster that desired confidence.

2.4.3 Formations and institutional structures of higher education in Ethiopia

According to Yizengaw (2007a), HEIs in Ethiopia are generally grouped on three bases: types of institutions, qualification levels, and ownership. With respect to types of institutions they can be named as universities, university colleges, and colleges/institutes. Secondly, on the basis of qualifications they can be classified as first degree offering and/or post-graduate degree offering institutions. Lastly, on the basis of ownership they can be grouped as public HEIs (run by the government) and PrHEIs (includes both for-profit and not-for-profit). There are also HEIs under the ownership of different government ministries. The status of a university is granted by the government (MoE) upon fulfilment of certain criteria as stated in the HE proclamation. The criteria includes: number of regular students (at least 2000); demonstration of capacity to graduate consecutive degree batches (at least for four years); number of faculties/colleges (at least three); undertaking research and demonstrating publication of results; and fulfilling the minimum requirements of a standard in terms of facilities and human resource (Yizengaw, 2007a). As Yizengaw further explains, any institution wishing to operate as a HEI shall obtain a pre-accreditation operation permit from MoE and apply for the accreditation evaluation within a year's time. Accreditation of degree level programs is evaluated and a certification is issued by the MoE. On the basis of standard guidelines, MoE through the HERQAA evaluates the curricula, facilities, teaching staff and other conditions using a team of experts. Upon satisfaction that the given program and institution has fulfilled the requirements, the MoE issues an accreditation letter.

2.4.4 Mission, objectives, and values of higher education in Ethiopia

Whilst institutions for HE do vary in terms of the visions they are aiming to realise and/or the objectives they set to achieve, they do share many commonalities in terms of the contents of their mission statements. Universities are usually identified, but not limited, by three missions: teaching, research and outreach or community services. A teaching

mission necessarily embraces both a concern for teaching and a concern for the end product of the process that is: the student learning experience” (Little & Locke, 2011:19). Teaching is a core mission for every HEI. But to clearly understand how learning can be effectively and consciously promoted at HE institutions, Brockband and McGill (2007) argue that the purpose of HE and the kind of learning that it is promoting must be known. According to these authors, HEIs aspire to create the conditions for learning, and a growing number of academic staff, policy makers and writers are now more explicit about the purpose of the institutions in promoting learning that is not merely instrumental. Such aspirations or purposes of HE are explored and justified in the context of contemporary understandings of society, knowledge and the relevance of universities in the future.

When it comes to the context of Ethiopia, some basic objectives are set for HE as stated in the Ethiopian HE proclamation - 2009. This includes, among others, the desire to prepare knowledgeable, skilled, and attitudinally mature graduates in numbers with a demand-based proportional balance of fields and disciplines so that the country shall become internationally competitive (Federal Negarit Gazeta, 2009). It has been emphasised in the Proclamation that every institution for HE is responsible to uphold those stated objectives and some guiding values. In line with those guiding values and objectives it has been noted in the HE Proclamation 650/2009 that every academic staff member of an institution for HE shall have the responsibilities to carry out the following functions: teaching; undertaking problem-solving studies and researches; upholding, respecting and practicing the objectives of H.E; and counselling, assisting, and supporting students in acquainting themselves with the mission and guiding values of the institution as well as with the objectives of HE (Federal Negarit Gazeta, 2009).

Teachers are shouldering the responsibility to achieve the educational objectives that each institution sets and to uphold the educational values. For them to effectively discharge their assigned duties, academic leadership does have an important role to play. This leadership is a function of providing direction, having an influence on the teachers’ actions and building confidence to bring about the desired outcome.

According to Louis, Leithwood, Wahlstrom, and Anderson (2010:37), “Leadership practices targeted directly at improving instruction have significant effects on teachers’ working relationships and, indirectly, on student achievement.” In fact, leaders of HEIs are presented with a unique set of challenges as they are responsible to balance the interests of the teaching staff and the competing interests of standards, trustees, donors, government representatives, and community members (Taylor, 2012). There is no exception to the institutions for HE in Ethiopia in general and the EPrHEIs in particular. Thus, it is also important to discuss the state of operations in the private sector of institutions for HE in Ethiopia.

2.4.5 Private higher education institutions in Ethiopia

EPrHEIs refer to all non-public institutions offering post-secondary education and training. These could either be for-profit or not-for-profit institutions for HE. As mentioned earlier, for almost half a century, until the late 1990s, only government run public HEIs had been operating in the HE sector of the country. However, the public HEIs failed to meet the demands of the society for tertiary level education. Thus, the need to involve the private sector in the system of HE has been realised. Among others, according to Yizengaw (2007b), the following are raised as factors contributing to the need to allow the private sector to operate in the educational system of the country: increasing demand for access to HEIs; limited capacity of public universities to accommodate the rising demand; and a growing emphasis on and the need for a highly skilled labour force for the growing economy of the country.

Accordingly, the private sector is providing wide access to a large number of youth and adults who could not join the public institutions for various reasons and offers opportunities in terms of choices of programs. The establishment and growth of private providers has been enhanced by the enabling policies of the education, investment and economic sectors. However, the private institutions in Ethiopia are largely characterised by narrow fields of specialisation though there are four universities that have relatively diversified fields. Although increments have been recorded from time to time in absolute figures, the share of private institutions is still very low as compared with the

government run universities (Yizengaw, 2007b). The total enrolment size in the year 2012/13 was 79,650 (constituting only 14.4% of the total enrolment in the country) (MoE, 2013). The latest educational statistic annual abstract published by the Ministry is referred to here. The detail of trends in enrolment and graduation for the past five years (2008/9-2012/13) has been indicated in the next table (table 2.1).

Table 2:2: Enrolments and graduates in the Ethiopian private higher education institutions

Year	2008/9	2009/10	2010/11	2011/12	2012/13
National enrolment trend (undergraduate)	310,702	420,387	447,679	494,110	553,848
Enrolment in the EPrHEIs (undergraduate)	54,900	76,280	78,439	75,145	79,650
National enrolment trend (regular)	170,799	207,179	227,688	269,862	317,799
Enrolment in the EPrHEIs (regular)	13,370	17,136	16,491	19,633	23,442
National graduate trend (undergraduate)	55,770	66,999	75,348	78,144	79,073
Graduate trend from EPrHEIs (undergraduate)	2,573	3,050	3,528	12,905	12,907

(Source: MoE, 2013)

The table depicts that the private sector has been contributing its own share to the country's educational improvement at least in terms of providing HE access to the citizens that would otherwise be left out of the system. However, despite the effort that the sector exerts in this respect, the government and the public alike have concerns over the quality of education. Although quality is a common problem in the entire system of HE in Ethiopia, it has been noted as severe when it comes to the private sector. In relation to this, Yizengaw (2007b) contends that both the quality of students and the quality of the teaching staff are generally poor, which are contributing to poor quality provision in many EPrHEIs. As Altbach *et al.* (2009) assert this is mainly because many for-profit HEIs are taking advantage of unmet demand and such institutions reflect many key characteristics of commercial industry and are run mostly on a business model. This results in a prevalent mistrust between the government and the EPrHEIs (Shemelis, 2004). Therefore, to create a trusting relationship between the

public and the EPrHEIs, the institutions are required to demonstrate that they can provide quality education (Rayner & Ashcroft, 2004; Yizengaw, 2007b). However, regardless of the different predicaments that the private sector is having, there are four universities that have shown a relatively remarkable performance in terms of enrolment (widening access) and program diversification. Accordingly, considering the case of the four private universities in the country, this study attempts to investigate the possibility of fostering CTE through institutionalisation of VBL at EPrUs.

2.5 CHAPTER SUMMARY

In this chapter issues related to teaching at higher education institutions and leadership were addressed under three major topics: teaching and teacher efficacy at higher education; theories and empirical findings about values-based leadership; and detailed description of the research context, which is higher education in Ethiopia. The main purpose of this chapter was to clarify the concepts of the key terms addressed in the research title namely, CTE, VBL and Ethiopian institutions of higher education. For instance, for a reader to have a clear sense of the conceptual framework of CTE, an overview of teaching at HEIs was provided. Themes like teaching excellence, quality teaching, and teaching expertise were addressed so as to make sense of the need for CTE to enhance students' learning experiences. Moreover, the impact of teachers' professional values and group norms on CTE was also reviewed.

In relation to the conceptual framework and empirical findings of VBL major issues were attended to. For instance, VBL was defined in terms of the following aspects: leader-follower relationships; a path that connects moral orientation and principles to stewardship decisions and actions; and a leadership that involves a set of distinguishable behaviours. Moreover, reviews were made about contents of VBL. This was conducted on the basis that although there are differences in values prioritisations across sectors and organisations, some values would have paramount importance in every organisational operation. In connection to this, alternative strategies/approaches can be followed to institutionalise such values were discussed alongside with the

potential challenges underlying this institutionalisation effort. Lastly, the following major issues were addressed in relation to EHEIs: Overview of the education system of Ethiopia; contexts and systems of HE in Ethiopia; institutional structures and formation of HE in Ethiopia; missions, objectives and values of H.E; and EPrHEIs. These were required to clearly establish the context of this research.

CHAPTER THREE

THE PATH-GOAL THEORY: A FRAMEWORK FOR VALUES-BASED LEADERSHIP AND COLLECTIVE TEACHER EFFICACY

3.1 INTRODUCTION

This study is based on a path-goal theory of leadership which was reformulated by House in 1996. Path-goal theory of leadership is one of the four types of contingency approaches of leadership as asserted by Daft (2008). The four contingent theories /models that Daft identifies include: Fiedler's contingency model, Hersey and Blanchard's situational theory, the Vroom-Jago contingency model, and the path-goal theory. Thus, to justify why path-goal theory is preferred here, it is important to briefly introduce the essence of each model.

The concern of Fiedler's contingency model is over the extent to which the leader's style is relation oriented or task oriented. The theory tries to match the leader's style to the situation. It presents the leadership situation in terms of three key elements, namely the quality of leader-member relations, task structure and position power. Conversely, VBL does not suggest any situation in which the leader may shift from relation oriented to task oriented leadership because it is first and foremost people oriented (Viinamäki, 2009). Moreover, Fiedler's model does not clarify how it works out over time (Daft, 2008). Thus, this would not be considered as a proper theoretical framework for investigations pertinent to institutionalisation of VBL, which involves dynamic and changing values. In relation to this, it is asserted that VBL is an action oriented leadership approach that takes into account dynamic and changing values (Fairholm & Fairholm, 2009; Wennes & Busch, 2012).

The second contingency model is Hersey and Blanchard's situational theory which focuses on determining effective leader behaviour that suits a specific situation of the

followers. The theory suggests four alternative leadership styles that can be adopted based on the combination of relation and task behaviour. These include telling, selling, participating, and delegating. This theory seems to have an implicit assumption that the leader has no firm principle or values that he/she contests for, and all that matters is the follower's conditional state and level of readiness. If a leader has no value to espouse and to share with the followers, no one can talk about the essence of institutionalisation of VBL. It implies that this situational theory doesn't best fit into this investigation.

Moreover, the leadership of change does not depend on circumstances in the sense of VBL. It rather depends on the attitudes, values and actions of the leaders (Garg & Krishnan, 2003). These authors support the view that VBL cannot be situational. Even when they face difficult situations, values-based leaders know what they stand for, and they have the courage to act on their principles (Daft, 2008), and they do not lose their balance of the future (Taylor, 2010). Although institutionalisation of VBL demands the presence of certain institutional contexts, it doesn't mean that its operation is situational. It is in fact by placing values in the driving force that value leaders lead the followers towards the attainment of commonly defined goals. When it comes to Hersey and Blanchard's situational theory, it does not specify the central position of a leader in terms of espousing ideological values. Thus, there is a misfit between this model and the philosophical stance of VBL.

The third model is the Vroom-Jago contingency model. This model focuses on the subordinates' level of participation in leadership, how each level of participation influences quality and accountability of decisions (Daft, 2008). The level of subordinates' participation is decided by the leader, based on the required level of decision quality, the level of the leader's or subordinates' expertise, and the importance of having subordinates' commitment to the decision, the likelihood of commitment, group support for goals, goal expertise and team competence. Although it has a prescriptive and calculated level of subordinates' participation in decision making, the model is not appropriate for this study. In this model the place of values during the decision making process and the implication of the decisions on the efficacy of the

followers are not stated or it is at least difficult to infer. Furthermore, it is mainly focusing on the subordinates' participation, which is a single component in leadership, and almost silent on other aspects of leadership practices. Since none of the aforementioned models is comprehensive enough to be considered as a theoretical framework, the path-goal theory of leadership is considered for this study. According to Den Hartog and Koopman (2011) the path-goal theory of leadership is the most influential and complete contingency theory. Accordingly, the concept of this theory and why it is chosen for this study will be explained in the subsequent sections.

3.2 THE PATH-GOAL THEORY OF LEADERSHIP

The preferred theoretical framework for this study is the reformulated path-goal theory of leadership developed by House in 1996. This theory specifies leaders' behaviours that enhance subordinates' empowerment and satisfaction, and the work unit and subordinates' effectiveness. It is also called 'work unit empowerment'. The theory addresses the effects of leaders on the motivation and abilities of immediate subordinates and the effect of leaders on work unit performance (House, 1996). The stated goal of this theory is to enhance employee performance and satisfaction by giving due emphasis to their motivation (Northouse, 2013). The leader's responsibility in this case is to increase the subordinates' motivation to attain both personal and organisational goals (Daft, 2008).

The defining terms here are goal, motivation, satisfaction, empowerment, ability, and performance. The underlying concept of this theory is that leaders define a path along which the subordinates are going to attain a certain goal. Hence, the role of a leader in this case is to link the performance of the members to a realistic goal through working on their motivation, satisfaction, empowerment and abilities. So, it is possible to realise the relevance of path-goal theory to this study, which is about fostering collective efficacy of the lecturers through institutionalisation of VBL. Thus, it is worthwhile to explain in detail about the concept of path-goal theory and its relevance to this study.

Generally, the theory has two main constructs: goal setting theory - which suggests the relevance of challenging and realistic goals to motivate people; and expectancy theory – which explains why people work hard to attain work goals. It has been claimed here that people work hard when they are convinced two things will happen: on the one hand, goal attainment leads to something they value and, on the other hand, the behaviours they engage in have a high chance (expectancy) of leading to the goal (Martin, 2012). In the expectancy theory what matters is the perception of the constituents about the relevance of their current behaviours to their goal attainment and the relevance of matching the goal with their personal or shared values. This requires a leader to cultivate and clarify the behaviour that leads to an intended goal and to build confidence in the followers that this goal attainment will bridge them to their desired values.

Path-goal theory basically capitalises on the role of a leader in aiding followers to reach their goals. To this end, Maritz (2001:248) points out that:

“The essence of the path-goal theory is that it is the leader’s job to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organisation. The term path-goal is derived from the belief that effective leaders clarify the path to help their followers get from where they are to the achievement of their work.”

The assertion here is a leader establishes a path that takes the followers from their current state to their desired goal. This implies that academic leaders at higher education institutions (HEIs) do hold the responsibility to establish a path that takes the teachers from their current state to the desired goal of bringing a change to students’ learning experiences. The theory mainly focuses on how a formally appointed leader may affect the motivation and satisfaction of the followers (DenHartog & Koopman, 2011). According to DenHartog and Koopman, limitations surrounding the application of this theory can be minimised if researchers examine the following perspectives: leaders’ perception of the followers; followers’ perception of the leaders along with the basis of such perception; and the conditions that necessitate leadership. Therefore, for the aim of this study to foster CTE through VBL, the path-goal theory of leadership has a better

potential to reveal this means (path)-end (goal) relationships. Daft (2008) explains about this relationship as depicted in the next figure.

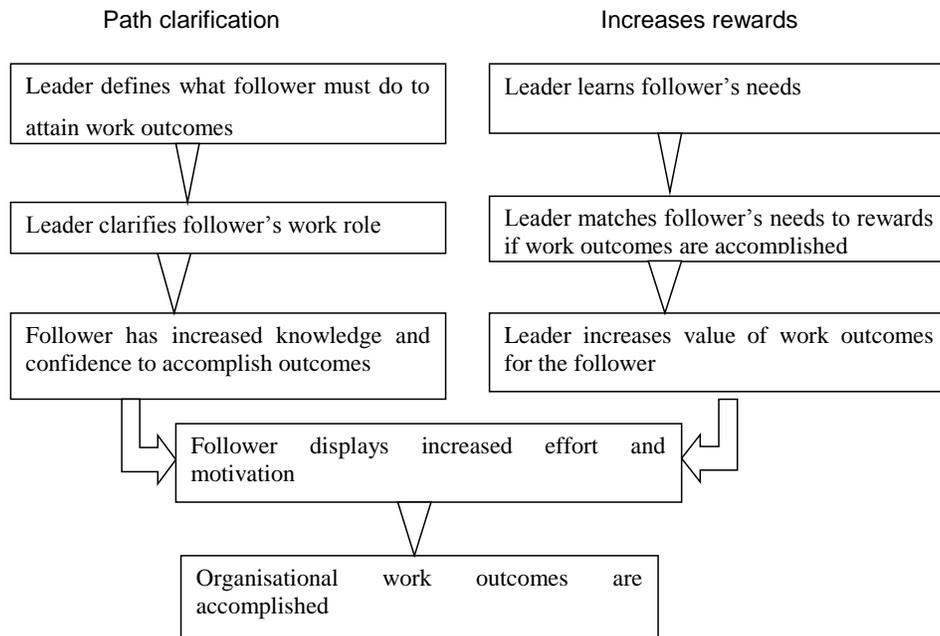


Figure 3.1: Leader roles in the path-goal model (Daft, 2008:78)

According to this model a leader has a dual role of clarifying paths to the goal and leading the followers to the defined goal through increasing the desired rewards. It implies that the followers' confidence to achieve the outcome and the value of work outcomes are increased through the path clarification process that together lead to increased effort and then to the accomplishment of the desired work outcome. Thus, it is mainly the leader's responsibility to increase the subordinates' motivation by clarifying the behaviours necessary for task accomplishment and rewards (Martin, 2012:1). In line with this, Daft (2008) notes that a leader enhances the motivational level of his/her subordinates by either clarifying the follower's paths to rewards that are available or by increasing the rewards that the followers value as desirable.

3.3 THE PATH-GOAL THEORY OF LEADERSHIP AND VALUES-BASED LEADERSHIP

As noted at the beginning section of this chapter, this theory is one of the four types of contingency approaches of leadership as stipulated by Daft (2008). This is so because the path-goal theory is contingent on the leader's adopting particular sets of behaviour to match to the needs of the subordinates and to the working context of the subordinates (House, 1996). This theory is different from Hersey and Blanchard's situational theory in that the changing behaviours of leaders in the case of path-goal theory always focuses on empowering and motivating the followers towards attaining work goals, or to allow them live for something they value.

In line with this changing behaviour, Martin (2012:636), referring to the initial path-goal theory, notes four main types of leadership behaviours which can help subordinates to attain their goals. One of these includes supportive leadership, which is about providing all the required support for the subordinates and creating a friendly atmosphere to work in. The other is directive leadership, which deals with letting the subordinates know what is expected of them, giving clear guidelines, and making sure they know the rules and procedures to get the work done. It also includes participative leadership (consulting with subordinates and taking account of their opinions and suggestions during decisions) and achievement oriented leadership (arousal of followers' interest for better performance).

However, House (1996) in the reformed path-goal theory of leadership stipulated eight classes of leader behaviour that may help the subordinates' effort to attain a certain organisational goal. These include: path-goal clarifying behaviour; achievement oriented leader behaviour; work facilitation; supportive leader behaviour; interactive facilitation; group oriented decision process; representation and networking; and values based leader behaviour. It means that the reformulated theory involves four additional behaviours. It can be explicated here that each of these leader behaviours is a derivative of the path-goal theory of leadership. Hence, VBL is proposed as one of the paths that connect subordinates to organisational goals. In each class of leader

behaviour House tries to stipulate the specific behaviours that a leader is expected to exhibit so as to connect the subordinates to the commonly defined goals.

Accordingly, the following values-based leader behaviours have been identified so as to help the subordinates' effort to attain a certain organisational goal:

“a) articulation of a vision of a better future for followers, to which the followers are claimed to have a moral right; b) display of passion for the vision, and significant self-sacrifice in the interest of the vision and the collective; c) demonstration of self-confidence, confidence in the attainment of the vision, and determination and persistence in the interest of the vision; d) selectively arousal of the non-conscious motives of followers that are of special relevance to the attainment of the vision; e) taking extraordinary personal and organisational risks in the interest of the vision and the collective; f) communication of high performance expectations of followers and confidence in their ability to contribute to the collective effort; g) the use of symbolic behaviours that emphasise the values inherent in the collective vision; and h) frequent positive evaluation of followers and the collective” (House, 1996:343).

House contends that VBL grounds on ideological values and is derived by non-conscious motives. Similarly, Howieson (2008:135) asserts that VBL “helps subordinates identify (and meet with) organisational goals by: appealing to subordinates' cherished values and non-conscious motives; and engage their (subordinates) self-perceived identities, their self efficacy and sense of consistency.” Therefore, it is possible to make sense of the potential role of VBL in terms of leading to desired group goals.

With regard to the select sets of conditions or contingency variables influencing the application of these leadership behaviours, House (1996:345) proposes that the emergence and effectiveness of VBL will be enhanced to the extent that three conditions are met. The first one is that extrinsic rewards cannot be, or are not made, contingent on individual performance. Secondly, there are few situational cues, constraints, and re-enforcers to guide behaviour and provide incentives for specific performance. Finally, the leader refrains from the use of extrinsic rewards contingent on

subordinate performance. These propositions are in line with the assertion that VBL strengthens collective identification and the motivation for work unit members to contribute to collective goals (House, 1996:347). The author further argues that VBL is more likely to be relevant under conditions that do not favour transactional leadership, which relies on contingent rewards as inducement for performance that goes along with cognitive dissonance theory. VBL mainly focuses on group norms through promoting the constructive collectivism perspective (Greenfield, 2005). Similarly Fairholm and Fairholm (2009:16) suggest the following conditions:

“First, the members of the organisation must share common values. Second, leadership has to be thought of as the purview of all members of the group and not just the heads. Third, the focus of leadership must be individual development and the fulfilment of the group goals. And fourth, shared, intrinsic values must be the basis for all leader action.”

According to path-goal theory of leadership, to be motivated employees must feel certain that they shall receive commensurate reward if they attain their commonly held goals, but the reward is directly attributed to values held to be significant among the subordinates in their personal and group affairs. Similarly, although the value of reward for motivation has not been overlooked in VBL, it looks like the value of extrinsic reward for motivation is negligible and is not recommendable, particularly if related to individual performance. The essence of extrinsic motivation is that staff members need some external rewards from their leaders or employers so that they are motivated and committed. According to Williams-Boyd (2002), the degree to which followers are engaged is proportional to the rewards they receive or the inducements they are offered. Thus, the author connects this form of motivation to transactional leadership. Although the author further argues that the business world is characterised by such types of leadership style, it might not be applicable in the education setting. Furthermore, the condition of education that is offered in a business model requires its own defined context that shall be explored hereunder as the chosen theoretical framework.

As Daft (2008) asserts, a leader enhances the motivational level of the subordinates by either clarifying the follower's paths to rewards that are available or increasing the rewards that the followers value. In VBL extrinsic reward doesn't work at all to enhance motivation. So, what matters here is that highly connected to employees' motivation is intrinsic reward. In relation to the intrinsic aspect of motivation, Ross and Gray (2006a:802) argue that "teachers who are more committed to the values of an organisation and to its members are more likely to adopt instructional practices recommended by the organisation, assist colleagues, and work harder to achieve organisational goals." This denotes that there is a positive correlation between staff members' commitment to institutional values, which in this sense is intrinsic motivation, and their willingness to take educational initiatives. Thus, the role of shared values cannot be overlooked because "coherent, cooperative action is impossible where commitment to common values is missing, even if only implicitly" (Fairholm & Fairholm, 2009:88).

The leaders' role is then to adopt certain values that can be espoused and shared with the staff members. If values are adopted and espoused in that way, the stakeholders are likely to consider organisational values as congruent to their own personal values. Therefore, institutional leaders are required to define and adopt the values that have the potential to trigger the intrinsic motivation of the staff members. To define and adopt such desired values, in turn, requires a leader to have a relevant leadership philosophy. Among the leadership philosophies that have the potential to foster such motivation is VBL which necessarily requires value orientated leadership.

Being a 'value leader' entails working with and through teachers to gain their valuing of and commitment to particular means and ends associated with teaching, learning, and other affairs of school life (Greenfield, 2005:249). In relation to this, Haydon (2007) asserts that the motivation of educational professionals will be essentially altruistic because it puts the interest of young people at heart when they are delivering their educational services rather than motivated only by their own satisfaction. This clearly

implies the fundamental values to which these professionals subscribe to. In such cases, as Greenfield (2005:249) contends, value leadership:

“Entails an informed, sustained, and continuing dialogue among teachers and school leaders about preferred practice...The challenge for a school leader is to spark and sustain such a dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively. This dialogue also is critical to facilitating individual and collective reflection on possible gaps between intentions and actual practices...Value leadership can be a critical stimulus to the teacher work group.”

Furthermore, Fairholm and Fairholm (2009) explain how VBL may challenge the belief and performance of the work group in that value leaders define the need for change, create new values visions, mobilise commitment to those visions, and ultimately transform organisations. At the centre of this influence are the leadership values because what determines the success of a given institution is the kind and position of the domain which, according to Sergiovani (2003), can be of two types that go together: the technical-instrumental domain and the value domain. It is contended here that a successful learning institution is one that places the value domain at the centre as the driving force and the technical-instrumental domain at the periphery. Middlehurst (1989) also asserts that leadership is value-laden and has always been part of HE's mission. Since values do have conscious or unconscious influence on attitudes and actions (Begley and Stefkovich, 2007), such kind of leadership focuses on the human dimensions of organisations (Wong, 1998). Frank's (2005) view of leadership also strengthens the arguments that leadership is value-laden that gears towards facilitating change through the emergence of shared values that empower persons to maximise their human capacities in the context of the organisation's mission and purpose.

These may serve as instrumental values to realise the end value of producing a generation that is capable of solving their personal and society's life problems. As part of the contingency approach of leadership, VBL itself is contingent on various constraints. It may flourish under some conditions and may be hampered in others. To this end, House (1996:345) proposes the five conditions as facilitating the emergence

and effectiveness of VBL. The first one is the opportunity for the leader to communicate an ideological vision. The second, which is close to the first proposition, is an opportunity for substantial moral involvement on the part of both the leader and the subordinates. The third condition is related to the exceptional effort, behaviour, and sacrifices required of both the leader and the subordinates. Fourthly, the degree of the congruence between values inherent in the leader's vision with the deeply internalised values of work unit members; and, lastly, the experience of severe threat, crisis, stress, feelings of unfair treatment, persecution, or oppression induced by sources other than the leader.

The general assertion is that, although VBL has a strong potential to improve the operation and performance of a given entity, there are debates about its extent of applicability in different organisational settings and contexts. There are two conflicting paradigms in this regard. Some claim that VBL is transcendental that goes beyond context and experience (e.g. Dean, 2008) and others hold the view that it is contingent on institutional contexts (e.g. Argandona, 2003; Millick, 2009). In his attempt to explain the success rate of the institutionalisation process of VBL, Viinamäki (2011) argues that VBL flourishes more successfully in some organisational cultures than in others. In connection to this, Graber and Kilpatrick (2008) assert that VBL is not easily implemented in healthcare organisations due to their unique cultures and operational characteristics. Therefore, the path-goal theory of leadership used here to investigate institutional contexts necessitates the institutionalisation of VBL at EHEIs, particularly at EPrUs.

3.4 THE PATH-GOAL THEORY OF LEADERSHIP AND COLLECTIVE TEACHER EFFICACY

The acceptability and motivational effect of path-goal theory clarifying behaviours depends on subordinates' perception of their abilities to perform effectively and to resolve task and role ambiguity independently of their superiors (House, 1996). It means that for the teachers to exert their efforts towards their goal attainment, they must believe that they are on the right journey that takes them to their desired

educational goal and that they are able to move on the journey to get to that desired end. This belief is so important in that “individuals who feel that they will be successful on a given task are more likely to be so because they adopt challenging goals, try harder to achieve them, persist despite setbacks, and develop coping mechanisms for managing their emotional states” (Ross and Gray, 2006a:801). Therefore, the path-goal theory has a direct implication for the concept of teachers’ efficacy in general and to CTE in particular.

CTE, as already defined in the previous chapter, refers to the beliefs that typically reflect individual teachers’ perception of the capability of the teacher work group to bring a significant change to their students’ learning experiences. Holanda Ramos *et al.* (2014) note that the perceptions of efficacy are determined by judgment of capabilities, environmental conditions and expected results. In fact, in relation to an investigation of teachers’ perception of their abilities, the social cognitive theory has been widely used as a theoretical framework. The sources for such a perception have been widely contested by scholars. For instance, Adams and Forsyth (2006) classify factors influencing CTE broadly into two: proximate source (teaching task and teaching competence), and remote source (mastery experience, vicarious experience, social persuasion, and affective states). It has been argued here that leaders have the potential to influence all these situations.

Moreover, Leithwood *et al.* (2010) note two possible theoretical lenses regarding sources of insight about how leadership might improve CTE. The first is related to Bandura’s social cognition theory. This theoretical framework identifies the situations influencing CTE that are mainly attributed to the sources that Adams and Forsyth refer to as remote sources. Most of the investigations in relation to these sources assume past experience as predictive of future success. It means that for an academic institution that has failure histories, it is easy neither to build CTE nor to bring a positive impact on an institution’s present and/or future operations. Given that it is so important to exploit the positive results obtained from those sources, there must be a gate to challenge the challenges of past experiences and predicaments. It is implied in the

social cognitive theory that there is no direct link between leadership and a group's sense of collective efficacy in the absence of those past experiences. It is here that educational leadership would surpass these challenges and exploit the underlying opportunities as required. This is because an educational leader is required to work on building the confidence of teachers in the face of all those challenges.

The second source of insight the authors note in relation to how leaders might improve CTE is connected to transformational leadership. According to Leithwood *et al.* (2010:677), a significant impact on CTE can be realised through transformational leadership whereby:

“school principals clarify goals by, for example, identifying new opportunities for the school; developing (often collaboratively), articulating, and inspiring others with a vision of the future; and promoting cooperation and collaboration among staff toward common goals....principals also contribute to CTE by providing appropriate models of both desired practices and appropriate values (walking the talk).”

As this second insight has some connection to the path-goal theory, it is worthwhile to discuss how it works out. In a way, it becomes clear to a reader that the path-goal theory is more comprehensive than this insight in terms of serving as a framework for this study. In fact, Leithwood *et al.* (2010) propose the following four “paths” through which leadership may influence CTE: the rational path; emotional path; organisational path and family path. The rationale path involves classroom and school level variables, whereas the organisational path is connected to structures, cultures, policies, and standard operating procedures which together encompass teachers’ working conditions. The emotional path includes the feelings, dispositions, or affective states of staff members, both individually and collectively, about school related matters. The family path is related to the collective role of a school and the family of the learners. This can be either unalterable or alterable, which are potentially open to be under the influence of the school and its leadership. The writers also found out that each path is distinctively occupied by sets of potential mediators and has varying levels of impact on students’ learning experiences, but it has been noted that the family path has a greater impact on

the achievement of students than all the rest of the paths. Since the authors' investigation was focusing on elementary level students, it is logical to expect an intensive level of family involvement to bring about a significant positive impact on the achievement of students.

Conversely, when we come to a context of university students, the situation could be different. University education requires its own set of paths through which students are exposed to different learning experiences. In the context of HE, students are experiencing a new environment with possibly a lesser involvement of their families as compared with their previous school life experiences. In connection to this, Kantaburta (2010) marks that it is important to devise relevant leadership strategies for university students that would enable them to survive and be competitive in the system. This implies that the effectiveness of a given leadership approach on students' learning experience is contingent on the leaders' ability to define the institutional environment and devise a relevant approach. Thus, universities are required to define a context and system whereby students can learn better and obtain the desired learning outcomes.

Moreover, Hallinger and Heck (2010) suggest three means or paths through which leadership may influence learning. The first is through visioning in which the leader makes decisions to facilitate actions that focus the energy of the institution on improving student outcomes and fostering commitment. The second is through empowering staff and encouraging participation. The final one is through obtaining and allocating resources to support teaching and learning. These three means, together, would have a vital role in enhancing the collective efficacy of the staff. Yet, these paths are fully embedded into the path-goal clarifying behaviours and thus the selection of path-goal theory of leadership for this study is justifiable.

Although transformational leadership, particularly of academic leaders, can be considered as a theoretical framework for CTE (Leithwood *et al.*, 2010), the reformulated path-goal theory of leadership is more comprehensive and relevant as it involves many aspects of leadership theories (House, 1996). Moreover, it is to be

claimed here that some relevant attributes of Bandura's social cognitive theory themselves are embedded in the reformulated path-goal theory of leadership. In connection to this, Shambaugh (2008) quoting Bandura states that a given construct of efficacy best predicts behaviours when it includes both efficacy expectations and outcome expectations. The author describes outcome expectation as referring to a person's assumption that a given behaviour will lead to certain outcomes. Efficacy expectation, on the other hand, is referred to as the conviction that one successfully executes the behaviour required to produce the outcomes. This implies that Bandura's constructs of efficacy are in line with the expectancy theory in this sense. It is in fact the expectancy theory aspect that connects the path-goal theory of leadership to the concept of employees' efficacy about their perceived ability. In relation to the relationship between expectancy theory and the path-goal theory of leadership Northouse (2013:137) contends that:

"The underlying assumption of the path-goal theory is derived from the expectancy theory, which suggests that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe that the payoffs for doing their work are worthwhile."

With particular reference to building CTE, the above assertion can be interpreted in such a way that for teachers to achieve improved learning experiences/outcome, they must be convinced of three things. Firstly, they must believe that they are capable of bringing an improved learning outcome; secondly, must be confident that their current educational initiatives will lead them to the intended learning outcome; and, thirdly, they must recognise that the rewards that they shall receive as a result of that improved learning outcome are worthwhile. It means that for group members to be motivated or committed to attain a certain goal, they have to believe that: they can do the tasks; their current journey is successfully taking them to their common goal; and through attaining the goal they shall receive their valued rewards. This implies that a leader's attempt to build CTE is contingent on some favourable leadership and working contexts, and hence it is reasonable to take a path-goal contingency theory of leadership as a theoretical framework.

3.5 CHAPTER SUMMARY

This chapter was about the path-goal theory of leadership, the theoretical framework of the study. The path-goal theory is part of the contingency approach to leadership theory. It is contingent on three factors: leader's behaviour, followers and situation, and the rewards to meet followers' needs (House, 1996). The theory emphasises the relationship between the leader's behaviour and the characteristics of subordinates and the work setting (Northouse, 2013). The author asserts that to motivate employees a leader faces the challenge of choosing the behaviours that complement or supplement what is missing in the work setting. To this effect, for VBL to have the desired effect on the efficacy level of teachers in group, the context influencing leadership must be clearly defined. Therefore, for the VBL to foster CTE under the framework of path-goal theory of leadership, the desired behaviours and the situations (working contexts) influencing these behaviours must be defined.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The research design and the methodological procedures used in this study are described hereunder to explain about the reliability of the data gathered and to justify the validity of the answers to the research questions. Pragmatism is the research paradigm for this study as it is the relevant philosophical stance in terms of its guidance to answer the research questions. This research paradigm, as Jang, McDougall, Pollon, Herbert, and Russel (2008) contend, is a relevant stance when a researcher has to choose methods that are most likely to provide evidence useful for answering important research questions given the inquiry objectives and research context. Pragmatism rejects traditional dualism and prefers action to philosophising by privileging inquiry questions over assumptive worlds. The paradigm assumes that many research questions can be answered using different theories, data sets, and analytical strategies (Bergman, 2010).

The general objective of this study was to explore and describe constituents/determinants of the institutionalisation of VBL so as to foster CTE. To this end, an assumption is that the philosophical differences underlying qualitative and quantitative research paradigm are reconcilable in terms of exploring and examining such constituting elements. It means that qualitative and quantitative research approaches were mixed to help answer the research questions. Hence, this pragmatic research paradigm framed the research design and the methodological procedures followed in the study. Accordingly, the specific research design used in the study and the procedures followed are presented in sections 4.2-4.7.

4.2 RESEARCH DESIGN

A mixed-methods research approach was used in this study. Johnson, Onwuegbuzie, and Turner (2007) define mixed methods research as the type of research in which a researcher combines elements of qualitative and quantitative approaches in a single study. Onwuegbuzie (2006) also views this method as a research process that involves collecting, analysing, and interpreting quantitative and qualitative data in a single study. Accordingly, both qualitative and quantitative research approaches were mixed here. The specific research design used in this study was a concurrent mixed methods research design in which both qualitative and quantitative data were collected simultaneously. Moreover, equal priority was given to both qualitative and quantitative data sets.

The basic rationale underlying the selection of a concurrent mixed research design herein was to seek for data complementarity and triangulation. To this effect, quantitative data set was collected by survey design concurrently with qualitative data set through the interview method. This choice goes along with the contention of Johnson *et al.* (2007:115-116), that a concurrent mixed research design would serve at least five basic purposes. However, three of the five purposes are being served in this study by choosing this design. One of these includes triangulation, which is about seeking convergence and corroboration of results. The second is complementarity, which is related to seeking elaboration, illustration and clarification of the results from one method with results from the other method. Expansion is also another purpose, which is about seeking to expand the breadth and range of inquiry by using different methods for different inquiry components.

Accordingly, triangulations of quantitative data (survey result of the universally endorsed values of VBL) and qualitative data (themes defined from the interview data) were made about the sets of behaviours amenable to institutionalise VBL so as to foster CTE. Moreover, the institutional challenges that need to be fixed so as to foster CTE through institutionalising of VBL were also defined in terms of themes. These themes are complementary to constituting elements of the institutionalisation of VBL. Moreover,

quantitative assessment of CTE was made by and complemented with qualitative description of the participants, interviews and responses to open-ended questions on a questionnaire. It is claimed by the researcher that mixing the two data sets contributed positively to the validity of answers to the research questions. In line with this claim, Jang *et al.* (2008) note that the underlying merit of using data triangulation is to seek convergence on a single perspective of a particular social phenomenon and to strengthen validity by offsetting biases resulting from various sources.

It is also worthwhile to specify the constituents of quantitative and qualitative data sets used herewith. As explicitly stated in the title, the study involved two key variables: CTE and VBL. Accordingly, CTE was measured in the first place and described as perceived by the teachers in the context of private universities (EPrUs). As supplements to the teachers' perceptions of their CTE, the perceived outcomes of CTE on the learning experiences of students were also assessed as perceived by the students. Although CTE is directly measured by asking teachers themselves, it can also be assessed indirectly by asking the students about their learning experiences and their perceptions of the teachers' educational initiatives. The rationale behind involving the students in this study will be explained later. This quantitative investigation was complemented with results from interviews and open-ended questions about the participants' description of CTE in the context of EPrUs.

The second key variable was VBL. A quantitative assessment was made about the universally endorsed values of VBL. This investigation, in turn, involved two dimensions: the perceived importance of those values and the leaders' perceived performances. The fit or the gap between these two aspects was also examined and interpreted in terms of perceived value congruence or incongruence. Perceived value congruence refers to the degree of congruence between employees' values and their perceptions of organisational and/or leaders' values (Lankau *et al.*, 2007). This is crucial given that values that are more or less congruent are related to increasing job satisfaction, organisational commitment, and credibility of leadership (Viinamäki, 2009a). This is a relevant investigation because, as Van Rekom, van Reil, and

Wieranga (2006) contend, VBL at its best can create a feeling of organisational fit at the personal and group levels. They also argue that the concept of value centrality is clearer when seen in terms of perception of importance. The core values of a given institution represent the behaviour and belief systems of an organisation which are considered as sets of universal principles (Anwar & Hasnu, 2013). Anwar and Hasnu argue that this aspect of investigation is vital given that core values do have the potential to increase organisational commitment by engaging, aligning and creating a common and shared workplace culture. Likewise, the researcher is convinced that this quantitative investigation contributed to describe the extent to which the universally endorsed values and principles of VBL were reflected in academic leadership in the context of EPrUs.

However, such quantitative measures alone might not fully explore the espoused/shared values among the institutions, and between the leaders and the followers. Moreover, our understanding about the values driving other values (core values) at those institutions becomes partial if only quantitative data set was used. Therefore, to obtain a better understanding about the core and/or shared values, which control the engagement and endeavour of the academic community towards achieving a better learning outcome, it was also important to identify the pattern of leadership behaviours through qualitative descriptions. Likewise, Van Rekom *et al.* (2006) contend that the core values of a given institution can be explored qualitatively through interviewing the constituents about what they do and why they do what they do simultaneously. The authors refer to this sort of investigation as means-end analysis. To identify the pattern of such behaviours and explore the values in the driving force, interviews and some open-ended questions on a teacher questionnaire were used.

From all the assertions presented above, it is logical to consider the mixed research methods for this study as a better method than using a single method alone. To further strengthen the justification behind the selection of the mixed methods research approach for this study, it is important to explain here what basic advantages each method contributed to the study. To begin with, qualitative study has a strong potential to provide complex textual descriptions of how people experience a given research

issue. Such a study is effective in obtaining specific information about the values, opinions, behaviours, and social contexts of particular populations (Mack, Woodsong, Kathleen, MacQueen, Guest, Namey, 2011).

Moreover, when we want to understand the contexts or settings in which participants in a study address a problem or issue, qualitative research helps much in exploring matters on the surface (Creswell, 2007). It also helps in describing individual experiences and group norms (Mack *et al.*, 2011). To this end, participants from EPrUs were asked to describe challenges to foster CTE through VBL in their institutional contexts. The participants' interpretations of their experiences individually and collectively were described and triangulated with quantitative data. Hence, to explore the behaviours, shared values and working contexts of the study population, it was also important to involve participants in interview methods so as to provide textual descriptions of such qualitative inquiry. The study would not have been complete had such essential attributes been omitted.

However, qualitative study has its own limitation when eliciting data that should be generalised to other populations takes precedence over data that would contribute to gaining a rich and complex understanding of a specific social context or phenomenon. This implies that quantitative data set was also required here, given that this study is generalisable to EPrUs and transferable to other Ethiopian higher education institutions. Quantitative aspect of the mix provides the advantage of sampling a large group of randomly selected people to measure their perceptions and behaviour (Vanderstoep & Johnston, 2009). It means here that the perceptions of the teachers about their CTE and the VBL behaviours were measured by asking the randomly selected teachers and students.

To obtain the advantages underlying both qualitative and quantitative research approaches in terms of obtaining holistic understanding about the research context and value systems of the institutions, a mixed research approach was chosen in this study. This approach helped much in terms of interpreting and better understanding of the

complex reality of the study situation as in asserted by Mack *et al.* (2011). This mixed approach provided access to complementary databases that have both depth and breadth information that would contribute to the researcher's understanding of the phenomenon under study (Greene, 2006; Teddlie and Yu, 2007). The situation of EPrUs, particularly in terms of the teachers' collective beliefs about their capabilities to take educational initiatives and the values of VBL required thereof, were explored and examined by combining quantitative data (close-ended question) with qualitative data (interview and open-ended questions).

Despite the view that mixed methods research provides an opportunity for a greater assortment of divergent and/or complementary views (Teddlie & Tashakkori, 2009), when using it, a researcher may find different (e.g. contradictory) conclusions from quantitative and qualitative strands. Such divergent findings are valuable, however, in that they lead to a re-examination of the conceptual framework and the assumptions underlying each of the two strands of mixed methods research. In this research also seemingly contradictory findings were obtained from results of quantitative and qualitative data. Whilst moderate results were obtained in most cases from the measurement data, serious gaps were reported by participants to interviews. However, the two different results were first interpreted independently and triangulated. Explanations were also made where contradictions exist. Therefore, a mixed-methods research, within the framework of pragmatism, was chosen for this study to combine both quantitative and qualitative views of the participants. This provides the opportunity to obtain the views of the academic leaders, teachers, and students in the form of interviews and open-ended questions (qualitative), and the views of teachers and students in the form of survey data (quantitative).

4.3 POPULATION AND SAMPLING

The concept 'population' refers to the set of people to whom the inquiry is addressed or the generalization is to be made (Cohen, Manion, & Morrison, 2007). The population for this study included the academic community of four private universities in Ethiopia. The units included in the study population were teachers, academic leaders and students.

The total population size for the study was 15,020 which consisted of: 14,780 students; 230 teachers; and 10 academic leaders. As specified in the first chapter under the delimitation of the study, the students referred to were those who had been attending the under graduate degree program in the regular division. Similarly, the teachers were those who had been delivering the teaching service to students at their respective universities for at least a year period upon the collection of the data.

Sampling was conducted to choose participants or respondents from the aforementioned study population. Sampling refers to selecting a representative portion from the given population, in which the same range of characteristics can be found in similar proposition (Somekh & Lewin, 2005). Accordingly, the total sample size for the survey questionnaire was 1257 respondents (157 teachers plus 1100 students) and the total sample size for the interviews was 34 participants (ten academic leaders, 20 senior teaching staff, and four student representatives). This results in the total sample to be 1291. As per the suggestion given by Cohen *et al.* (2007:103-104), the 15,020 population size can be represented by a sample size up to 1000 participants at 95% of confidence interval. However, the authors also suggest that “if different subgroups are to be used then the requirements placed on the total sample also apply to each subgroup.” Accordingly, sample determination was made independently in such a way that 157 respondents represented 230 teachers and 1100 represented the 14,780 students.

However, for the interview part purposive sampling was used rather than random selection. To this effect, ten academic leaders who were in charge of the teaching/learning process in the context of EPrUs were selected and participated in the interview. Since the study was about fostering CTE which would influence students’ learning experience, the researcher purposively selected only leaders that by virtue of their position were said to have direct contacts with both the teachers and the students. This was required so as to explore the perceived impact of academic leadership on the teachers’ efficacy, which would in turn influence students’ learning. In the contexts of EPrUs, university presidents do not have physical contacts hence teachers and

students might not have clear impression of what they are doing. However, it is assumed here that these members of the academic community can make sense of what is on the ground in the teaching learning process by observing the leaders close to them. Accordingly, leaders who were assumed to have a direct influence on the duties of the teacher work group institution wide (e.g. academic vice president) and/or at the faculty/campus level (e.g. faculty dean). In accordance with this parameter, three academic vice presidents, one academic dean and six campus deans or faculty deans were involved.

Moreover, 20 senior teaching staff members, five from each university, were also involved in the study. Seniority in this case is seen in terms of their service years at the respective universities. The senior teachers who participated in the study were the first five longest serving academic staff members in their respective university. Regarding the selection of students for the interviews, one participant was chosen from each university. They were those serving as presidents of students' union and simultaneously representing students at senate meetings at their respective university. As per the directive of the MoE in the country, students must be represented in a senate meeting to reflect. Thus, these 34 participants were purposively chosen for the interviews as they were believed to have a better insight into the leadership practices and the different educational initiatives assumed by the academic staff.

Essentially, purposive sampling is used whereby a researcher handpicks the cases to be included in the sample in order to access those who have in-depth knowledge (on the basis of the researcher's judgment of their typicality) about the issues under investigation (Cohen *et al.*, 2007). Accordingly, this helped the researcher to ensure a better understanding of the contexts in which the participants (the academic community of the EPrUs) addressed the research problem. This is the basic advantage of qualitative research (Creswell, 2007; Stake, 2010). Accordingly, a total of 34 participants (ten academic leaders, 20 senior teachers, and four student representatives) were involved in the interviews. These participants were chosen because the researcher believed that they could have a better insight into the

leadership issues pertinent to values and teaching contexts with regard to the teacher work group. Accordingly, the result of these interviews helped in generating data for qualitative strand.

Along with the purposive sampling, random sampling was also used for the selection of respondents for the survey questionnaire. This implies that as the study used a concurrent mixed research design, it was proper to use a mixed methods sampling strategy, specifically a concurrent mixed sampling procedure. Accordingly, a combination of random sampling and purposive sampling strategies were used in this research. As Teddlie and Yu (2007:78) contend, “mixed methods sampling strategies involve the selection of units or cases for a study using both random sampling (to increase external validity) and purposive sampling strategies (to increase transferability).” The authors assert that a concurrent mixed methods sampling procedure can be followed within this strategy whereby random sampling techniques and purposive sampling techniques were used to generate data for quantitative strand and qualitative strand respectively.

For quantitative strand, i.e. to select respondents for the survey questionnaire, random sampling was used. A stratified random sampling was used to select respondent teachers from the four institutions chosen for the study. This technique was appropriate for this study because, according to Vanderstoep and Johnston (2009), it allows selecting research participants based on their membership in particular subgroups and ensures a rational representation. This stratification was followed by the use of simple random sampling, particularly the lottery method, to contact individual participants. Regarding students, cluster random sampling was used by considering sections as clusters. Sections were randomly selected and all the students in that particular section filled out the questionnaire.

In this mixed sampling procedure the sampling of the academic leader is completely independent of the sampling of teachers and students. However, sampling for qualitative and quantitative research data sets was somehow interdependent because

teachers and students were involved in both aspects. Thus, to avoid double counts and to using a sample boosting, senior teachers and student representatives who participated in interviews were exempted from the survey questionnaire. These participants had been identified before selection of respondents for the survey questionnaire and were told that they would not fill out the questionnaire if they might be chosen by chance. Accordingly, two of the 20 teachers were chosen by chance but returned back the questionnaire forms to the researcher without filling them.

As noted in the earlier part of this section, the total population size for the study was 15,020 which consisted of: 14,780 students; 230 teachers; and ten academic leaders. Out of this given population the actual sample taken for the survey questionnaire happened to be as follows:

Table 4.1 Samples for the survey questionnaires

List of the universities	Students		Teachers	
Admas University	221	20.1	34	21.7
Rift Valley University	354	32.2	35	22.3
St. Mary's University	242	22.0	51	32.5
Unity University	283	25.7	37	23.6
Total	1100	100.00	157	100.00

As depicted in table 4.1 the total sample size for the survey questionnaire was 1257. The detailed stratification used in terms of personal characteristics of the respondents is annexed with this (see: Annex-IX). This being added to the 34 purposively selected participants made the total sample for the study to be 1291. This size can represent the population as per the suggestion of Cohen *et al.* (2007:103-104).

4.4 JUSTIFICATION FOR THE SELECTION OF THESE FOUR UNIVERSITIES AND THE UNDERLYING ASSUMPTIONS

The study focused on EPrUs which are operating in a business model and in a similar working context. Some selection criteria were made about the institutions included in the study. The inclusion criteria used were the nature of the business operation, enrolment size, programme diversification and service years. Based on the specified

criteria, the following institutions were included in the study: Admas University, Rift Valley University, St. Mary's University and Unity University. When this research was conducted, all these institutions were operating in a business model; their enrolment size as compared to other private higher education institutions was high; they had operated in the educational system of the country for more than a decade; and they were leading in terms of their program diversification. They had also diversified programs in that they offer various academic programs both at postgraduate studies and undergraduate studies in the regular and distance education divisions.

In general there were more than 80 PrHEIs in the country that were operating in a business model, but for the last five years 66 percent of the total enrolment, on average, in the private sector was shared among only five institutions. When this research was conducted, whilst four of these five institutions were universities, one of them was operating at a level of University College. This university college had a large number of students in the distance education mode. However, it had a very limited number of students and staff members in the regular division. It was proposed or stated in the research proposal that this university college would be included in the research as it shared many key characteristics with the universities specified above. However, during the field research it happened to be that the university college was about to close the regular degree program and terminated the contract of staff members hired for this programme. It had only five teachers and less than 145 students in the regular degree programme. Accordingly, the researcher, in consultation with his supervisor, decided to take samples only from the four universities specified previously.

On top of the aforementioned selection criteria, this study held the following four key assumptions that, in turn, establish grounds for designing different instruments of data collection for the study. The first was that there are some commonly held/shared values among these institutions as they are operating in a similar working context, rendering similar services and running their services in a business model. Those values would be explored and defined in terms of themes from the self reflection of the leaders and through examination of the perceptions of the followers (teachers) about the leadership.

Accordingly, the followers' perspectives were considered in terms of their ratings of the level of importance of the universally endorsed values of VBL. Moreover, teachers, through the interview method and the open ended questions, also suggested some leadership values and behaviours that they wished to see in academic leadership. The second assumption was that teacher work groups in those institutions would have some commonly held professional values and behaviours by which they are identified. In line with this assumption some themes were defined from the self reflection of teachers and from the description of academic leaders about the values they wished to be espoused by the teachers.

The third assumption was that the state of CTE would be inferred indirectly from its perceived outcome as seen in terms of students' perceptions of their learning experiences and their perceptions of the teachers' educational initiatives. Accordingly, the students' perceptions were assessed in terms of their ratings, their learning experiences and their teachers' level of commitment to take different educational initiatives. Fourthly, a meta-inference would be given about the role of VBL to foster CTE. The correlation between CTE and the values of VBL was examined along with a measure of the amount of the variability in CTE that is explained by the variability in the values of VBL. Moreover, the perceived impact of the existing leadership behaviours was also examined as per explicitly stated or implied from the descriptions of the participants.

4.5 INSTRUMENTATION, RELIABILITY AND VALIDITY

This section is devoted to an explanation about the attempts made to ensure validity and reliability of this research. According to Cohen *et al.* (2007:133) "threats to validity and reliability can never be erased completely; rather the effect of these threats can be attenuated by attention to validity and reliability through a piece of research." This implies that, though it is difficult to completely avoid the threats, attempts must be made to ensure validity and reliability when the research is conducted. Marczyk, DeMatteo, and Festinger (2005:103) define the term 'reliability' as "the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the

score obtained from a measure.” Conceptually, questions are reliable when two or more respondents interpret and understand the questions the same way (Somekh and Lewin, 2005). This is required for the test of reliability. The reliability of the questions and the instruments consisting of those questions was thus tested using Cronbach’s Alpha test because it is the most common method in the field of social sciences (Vanderstoep & Johnston, 2009). In addition to the reliability test, it is also mandatory to explain validity issues in a given study. Concerning this, Somekh and Lewin (2005) note that questions are valid when the respondents’ answers are true to what the researcher is attempting to measure. Here again, attempts were made to validate the results of this study. For instance, the researcher triangulated results from qualitative data sets with quantitative data sets so as to see whether the findings were consistent and true to what he initially set to investigate. The researcher took an assumption that by addressing similar questions to different units and by asking different questions to the same units of study, it would be possible to convincingly explain about the validity of the overall data. This would strengthen validity by offsetting biases resulting from various sources (Jang *et al.*, 2008).

In accordance with the assumptions stated in the previous section, five types of instruments were designed and used in the study. These include a survey questionnaire for teachers, a survey questionnaire for students, an interview guide for academic leaders, an interview guide for teachers and an interview guide for students. The instruments were designed under the theoretical framework of the contingency approach to leaders, particularly under the path-goal theory of leadership. The model assumes that for a leader to be effective there must be an appropriate fit between the leader’s behaviour, and the needs of the followers and the situation in which they are working (House, 1996). This implies that in examining the complete state of leadership in a given organisation, the relevant stakeholders are asked about the leaders’ values and behaviours as observed in terms of the alignment between their walks (deeds) and talks (words). In line with this, Kouzes and Posner (2012:5) contend that “a complete picture of leadership can be developed only if you ask followers what they think of and admire in a leader.” This is because values described in terms of specific behaviours

become something employees can embrace and act on (Taylor, 2007). Moreover, the gap between leaders' espoused values and actual behaviours are best recognised by followers (Hannah, Lester, & Vogelgesang, 2005). Hereafter, the instrumentations, validity and reliability issues are explained below (4.5.1-4.5.5).

4.5.1 Teachers' survey questionnaire

This survey questionnaire involved three major parts. Part one addressed the universally endorsed values of VBL. This part, in turn, addressed two specific dimensions. The first dimension was about the extent to which leaders were perceived to demonstrate the universally endorsed VBL behaviours in their lived experiences. In the second dimension teachers were asked about the extent to which they wished the academic leaders would be identified with those universally endorsed values or behaviours of VBL. A total of 36 sets of questions were used to measure the universally endorsed values of VBL. These sets of questions were categorised into five value themes. Validation of those values is based on nomination by their frequent citation in reputable journals and books. Since these items were self-constructed by the student researcher, it was a mandatory requirement to make tests of reliability of the items. Reliability means that that "a scale should consistently reflect the construct it is measuring" (Field, 2005:666). Accordingly, the tests made and the results obtained are presented hereunder.

In this study, a total of 157 teachers responded to the survey questionnaire and the reliability test was essentially based on this. The Cronbach's Alpha and inter-item correlations for the entire sets of items were 0.971 and 0.481 respectively. Different results were also obtained when this test was made for the sub-scales, i.e. for the five value categories. The Cronbach's Alpha for humility (six items), compassion (eight items), integrity (five items), accountability (11 items), and envisioning (six items) were 0.813, 0.893, 0.873, 0.898 and 0.889 respectively. The Cronbach's Alpha in all cases was greater than 0.8 implying that the reliability is strong enough for both the scale and the sub-scales. Similarly the inter-items correlations were 0.420, 0.511, .579, 0.446, and 0.572. There are slight variations in the internal consistency of these scales

ranging from medium effect to larger effect. In three cases of value categories, the inter-item correlations had a larger effect and in two of the cases they had a medium effect when seen in the light of the statistical interpretation suggested by Field (2005:32). These results have been summarised in the table 4.2 presented below:

Table 4.2 Cronbach's Alpha and inter-item correlations for VBL themes

Grouping variable	No. of items	Cronbach's Alpha	Inter-item correlation	Item mean	Scale mean for all the items
Humility/selflessness/humbleness	6	0.813	0.420	3.156	18.936
Compassion and sense of gratitude	8	0.893	0.511	3.115	24.923
Integrity and trustworthiness	5	0.873	0.579	3.161	15.803
Accountability and self-discipline	11	0.898	0.446	3.290	36.189
Envisioning and courage	6	0.889	0.572	3.380	20.282
VBL behaviours (for the entire lists)	36	0.971	0.481	3.254	117.128

The second part was about CTE which was meant to reveal the current state of the teachers' level of group confidence to bring about a change in students' learning. To this end, a measure of CTE that consisted of 21 items was used. The scale was initially designed by Goddard (2000) and its validity and reliability had been tested and endorsed by some other researchers (e.g. Ball, 2010). Since the instrument was essentially designed for K-12 schools, minor modifications were made so that it fitted into the context of higher education. For example, the term 'a child' is replaced with the term 'students' or 'learners'. Moreover, instead of using a 6-point scale, a 5-point scale was used here. At the end of this survey questionnaire, three open-ended questions were added for the respondents to provide some detailed information to constitute their own contribution to qualitative data set. Since minor amendments were made on the CTE to make it meaningful to the respondents, it was also important to check for the reliability of the instrument.

A Cronbach's Alpha was measured and found to be 0.857 for straight CTE items and 0.77 for the entire CTE items. Moreover, the inter-correlations between items were .333 for straight items and 0.137 for the entire items. When all the items are considered, the inter-item correlation was weak although the Cronbach's Alpha was above 0.7. Accordingly, except for the sake of description of each item, the reversed items were

excluded from further statistical analysis. For the sake of correlating CTE with values of VBL, 12 straight CTE items were considered.

4.5.2 Students' survey questionnaire

As long as the impact of CTE is seen and examined in the light of what it brings to students' learning experiences, the students' opinions cannot be neglected. Manthey (2006) suggests that when high levels of collective efficacy exist in an academic institution, students are much more likely to develop their own sense of personal efficacy. With regard to this assertion the condition of the teachers' collective beliefs about their capabilities to take different educational initiatives can be indirectly seen in the eyes of their students towards whom their educational effort is geared. Thus, the student survey questionnaire is required to survey the perceptions of the students about their own learning experiences and about the educational initiatives of the teacher work group at their respective institutions. Leithwood *et al.* (2010:676) also affirm that the outcome of CTE can be seen in terms of students' expectations of learning goals and learning experiences. Consequently, this assessment was meant to address the outcome of CTE as reflected in students' learning experiences.

The ultimate objective of this assessment was to use the results of this assessment as supplements to the perception of the teachers about their own CTE. To this end, 18 items have been constructed to assess students' perceptions of their own learning experiences and about the educational initiatives of their teachers. A Cronbach's Alpha test was made and the result obtained was 0.886, which shows that the scale is strongly reliable. Moreover, the inter-item correlation was 0.302 implying a medium effect.

4.5.3 Interview guide for the teachers

Teachers were also interviewed about issues pertaining to values, behaviours and contexts desired to be in place to foster CTE through institutionalising VBL. They were asked about their personal and group values, their preferred behaviour, their conceptions about value alignment/congruence, and their conception about teaching-learning contexts, and the influence of their leaders' behaviour on teachers' group

confidence. The first five longest serving teachers were chosen and interviewed from each university. To this effect, ten semi-structured interview questions were designed for the teachers to reflect on. From this investigation, some complementary and emerging values were explored and described in relation to their potential to foster CTE.

4.5.4 Interview guide for the students

The representatives of students were attending senate meetings to deliberate over the concerns of students and those simultaneously serving as representatives of the students' union were interviewed. Such students contributed to identifying the values that the institutions are promoting and the institutional contexts under which the teaching and learning process is carried out. They were asked about how far the values of the students are valued by the leaders and the teachers. Therefore, nine semi-structured questions were constructed for the students to react to them. Results obtained to this end were meant to complement the results obtained through the students' questionnaire.

4.5.5 Interview guide for academic leaders

The leaders' leadership practices (values, behaviours and principles) were explored as per the description of the leaders. In the view of Kouzes and Posner (2012:6) the first place to look for leadership begins with exploring the values, beliefs and guiding principles espoused by the leader himself/herself. This was meant to discover the values intended to be shared by the academic leaders with the teachers so as to triangulate the teachers' perceptions of the leadership with the leaders' self-description of their own leadership.

Unlike the teachers and the students, leaders participated only in the interview method because of their limited size. Among the four universities included in the study, there were only ten academic leaders who were in charge of academic leadership at institutional levels. In the context used in this study, academic leaders include vice presidents and faculty/campus deans. There were only four vice presidents and 16 faculty/campus deans in those institutions chosen for the study. The fact that there were

very few implies that it is senseless to involve them in the survey method, and instead this denotes the relevance of using the in-depth interview method. To this effect, ten semi-structured interview questions were designed for the leaders to reflect on them. The semi-structured instrument was preferred here because those questions served as only the initial points of departure for the in-depth discussions made with the participants (academic leaders).

To sum up, whilst it is possible to ensure validity of quantitative inquiry through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data, the validity of qualitative data can be maintained through the honesty, depth and scope of the data achieved (Cohen *et al.*, 2007:133). In accordance with this, sampling was made scientific, and relevant instruments and methods of data collection were employed. For instance, to ensure the representation of each university and the major divisions within the universities, stratification (taking proportionate samples in accordance with the size of the sub-population) was also conducted (see: Appendix-IX). However, regarding qualitative study, most scholars argue for the relevance of discussing its trustworthiness and transferability rather than its validity. Therefore, to ensure the transferability of qualitative research (interview data) and enhance the trustworthiness of its findings, the researcher spent a reasonable period of time with the participants to gain a better understanding about their contexts.

Accordingly, the researcher took more than five months in the field with the participants. Spending prolonged engagements with the participants enabled the researcher to gain an in-depth understanding of the phenomenon under study that lends credibility to the narrative account of the interview results. Moreover, member checking was also conducted. After transcribing interviews made with participants, the transcribed data were given to them and they were asked to comment on the results. Only few (five teachers, two academic leaders, and one student) volunteered to participate at this stage; but the feedback obtained from them positively contributed to the credibility of the interview results. In general, a total of thirty four in-depth interviews were conducted with the participants chosen for the study. Accordingly, this enhanced the

trustworthiness of the results to generalise at least to the universities chosen for the study, and to ensure the transferability of this study to other higher education institutions in Ethiopia that are operating in a similar context.

4.6 THE PROCESS OF DATA COLLECTION

The process of data collection begins with identifying the relevant participants (units) of the study. Three types of participants were identified for participation in this study. These were academic leaders, teachers and students. To obtain data from these units of the study, a mixed method of data collection (combination of survey and interview methods) was used. While the leaders participated only in qualitative aspect of the study, the teachers and students participated in both qualitative and quantitative studies. It is worthwhile to recall that this study was conducted through a concurrent mixed research design. This means that the distribution and collection of quantitative data set (survey) was conducted simultaneously with the collection of qualitative data set (interview).

Concerning qualitative data set, a total of 34 interviews were held (ten interviews with academic leaders, 20 interviews with senior teaching staff, and four interviews with student representatives). As explained under the title “ethical issues”, no interview was conducted before obtaining the consent of each participant. After obtaining an informed consent from each participant, an interview session and schedule were decided jointly by the researcher and the participant, mainly in the best interests of the participant. All the participants gave their consent in writing, i.e. by putting signatures. All the interviews except one were held within the premises of the university in which the participant belongs. Only one interview was held out of the universities’ compound upon the request of the participant.

Furthermore, all the interviews except two were audio-recorded so as to facilitate the collection of accurate information and to facilitate the task of transcribing those interviews. Although they put their signatures on the consent form, two participants refused the option that their interviews would be audio-recorded. They both were from

the same university. However, the information obtained from these two participants was not different from the others. After the interviews had been completed, the researcher then transcribed all the interview data before processing it for analysis. Shortly after the transcriptions had been completed, the researcher also sent the participants a copy of the transcript to give them an opportunity to confirm the accuracy of the conversation and to add or to clarify any points. However, no consent form was signed for the purpose of the survey research though the participation was fully on a voluntarily basis. The randomly selected respondents of the survey questionnaire were given the freedom not to fill out the questionnaire. To this effect, 26 teachers and 50 students were not volunteered to fill out the forms though they were chosen randomly. Additionally, two teachers also returned the form without completing because they were invited to participate in interview. This made the return rate of the teachers' questionnaire to be 84.86%, 157 copies out of 185. However, the return rate of the students' questionnaire was very high, (95.65%).

4.7 DATA ANALYSIS AND INTERPRETATION

Essentially the data analysis to be used in a given study is dictated by the nature of the data. Accordingly, as this study followed a concurrent mixed methods design, qualitative and quantitative strands of data were analysed independently at the initial level. However, although the two different data sets were presented and analysed independently, they were integrated at the interpretation phase. That is, meta-inferences were given by consolidating the two data sets where they were meant to answer a single research question. In line with the nature of the data, two different types of software were used to facilitate the data analysis. The analysis of qualitative data was facilitated by Atlas.ti7 after being transcribed in a sound organiser and the analysis of quantitative data was facilitated by SPSS, version 20.

The process of analysing qualitative data began by creating primary documents in the Atlas.ti7 software developed by Friese (2013) within two Hermeneutic Units. The first Hermeneutic Unit contains a total of 30 primary documents. The major content of the primary document was the transcribed interview data (leader interviews and teacher

interviews). The contents of the transcribed interviews were broken down into chunks and the chunks were given initial codes and those initial codes were organised together. Consequently, a total of 96 codes were defined initially and a total of 704 references were made about these codes. The “codes-primary-document table” contains the frequency of codes across documents. After further readings and review of the codes, redundant or overlapping codes were removed and synonymous codes were renamed. Then, after the coding task had been conducted, initial listings of categories were carried out.

At this stage some codes became major topics in their own right and some were grouped under major topics and became subsets of those major topics. As in the case of the coding process, a review of these categories was also conducted. Finally, themes were defined and expressed in terms of the number of references made and the number of participants that made those references. Accordingly, qualitative data were quantified in such a way that codes and themes were created, and the number of times they occurred in the text data was counted. Likewise, the second Hermeneutic Unit contains a primary document which is from the open-ended part of the survey questionnaire written by the randomly selected respondent teachers. The same procedure was followed to define codes and themes as in the case for the first Hermeneutic Unit. A total of ten themes were created for which 185 references were made in aggregate.

To define a theme a minimum of five references were considered. To this effect, when themes are presented, the number of references made is indicated (bracketed) in each case along with the number of some other themes with which this theme is associated. Results obtained about the themes defined are presented along with the number of references, and the reference numbers and the codes of the participants who made the references. The reference number is a default code (serial number) provided by the software (Atlas.ti7). When codes are defined, the software automatically assigns a reference number to locate the text portion of the reference within the primary document in the HU. Moreover, when portions of the quotations are provided under each theme,

only those which are descriptive enough in terms of encompassing the remaining quotations are chosen, but attempts are made not to overuse references made by a single participant.

However, for a critical conceptualisation of the codes and themes, networks showing relationships were also created. According to Friese (2013:19) these networks allow a researcher to conceptualise the structure by connecting sets of similar elements together in a visual diagram. Thus, networks showing code-families were created for seven key dimensions. The first two dimensions are about sets of behaviours desired to be lived by academic leaders, one from the results of the participant interview and the other from responses to open-ended questions. Results from these were compared and common themes were used for the analysis. The third key dimension is about the sets of behaviours desired to be lived by teachers. The fourth and fifth dimensions include the teachers' perceptions of the leaders' core values and the leaders' description of their own behaviours respectively. The sixth and the seventh key dimensions respectively are about institutional contexts perceived to be favourable and the contexts perceived to be challenges to foster CTE through VBL.

Conversely, quantitative data were analysed using descriptive and inferential statistics. The set of questions designed to assess CTE and its perceived outcome were initially analysed using descriptive statistics. The same procedure was made to analyse the items designed to measure VBL behaviours. A one-sample t-test was used to examine the significance of the mean differences from the desirable range. The test-values used in each case will be explained in chapters five and six. Finally, inferential statistics were used to analyse the data obtained through quantitative research. Although initially they were analysed independently, the correlation (r) between VBL and CTE was also examined. Moreover, the measure of the amount of variability in one variable that is explained by the other (R^2) was also seen.

As the design of this research was a concurrent mixed method, the two independently analysed data sets were mixed herein. For instance, after quantitative and qualitative

descriptions were made independently about the state of CTE at EPrUs, a meta-inference was made. Since complementary findings were obtained from the two, they jointly contributed to the validity of the study. Similarly, the values or behaviours of VBL were measured statistically in terms of their perceived importance and leaders' perceived performance. Likewise, qualitative descriptions were made and themes were defined about the sets of behaviours desired in academic leadership and about the leaders' shared values (perceived lived experiences). Accordingly, meta-inferences were made about these aspects. Moreover, teachers' desired professional values were explored and defined in themes and the common characteristics that these values have with regard to the values of VBL were discussed so as to justify the significance of considering them in the process of institutionalising VBL.

4.8 CHAPTER SUMMARY

In this chapter the research paradigm, the research approach, and the specific research design used in the study were presented and the methodological procedures were described in depth. Accordingly, it is noted that the research paradigm and approach respectively are pragmatism and mixed research respectively. It is also noted that a concurrent mixed research design was used to seek for complementarity and data triangulation. The academic communities of the EPrUs were considered as the population of the study, which amounted to 15,020. From this given population, a total of 1291 participants were involved in the study. A mixed methods sampling strategy (combination of random and purposive sampling techniques) was used. Data analysis involved descriptive statistics for numeric data and thematic analysis of the results from interviews and open-ended questions.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

5.1 INTRODUCTION

This chapter deals with quantitative data which were obtained from the randomly selected teachers and students in the form of survey questionnaires. Regarding the survey questionnaire used to obtain information from the teachers, 185 copies were distributed out of which 157 (84.86%) of them were properly filled out and returned to the researcher. Likewise, 1150 copies of the questionnaire were distributed to students, out of which 1100 (95.65%) copies were properly filled out and returned. The teachers' questionnaire contains combinations of 59 close-ended questions (21 of them deal with collective teacher efficacy and 38 of them refer to attributes of VBL). Three open-ended questions were also embedded into the teachers' questionnaire to form qualitative data along with the interview questions. However, the analysis of these qualitative data will be made in the next chapter. With regard to the students' questionnaire a total of 18 close ended items were used.

This chapter, then, deals with the presentation of the findings from the aforementioned quantitative data set. The presentation structure follows the sub-questions and the specific objectives addressed towards answering those questions. These quantitative data sets are presented in the form of tables and figures (in percentage, mean, aggregate mean, mean difference and standard deviation). For the sake of presentation of the frequencies, responses of the same direction are summed-up together and the five point scale is reduced to a three point category. That means "high" and "very high" are treated as high rating; and "low" and "very low" are aggregated as low. Likewise, "agree" and "strongly agree" are both considered as agreement to the proposed statement; and the sum of results to "disagree" and "strongly disagree" are treated as disagreement.

5.2 DESCRIPTION OF TEACHERS' SENSE OF COLLECTIVE EFFICACY

In this section individual teachers' perceptions about their collective capability to undertake educational initiatives to improve the students' learning experiences are presented. To this end, 12 straight and nine reversed items were addressed, and the major findings are presented here. Teachers with stronger perceptions of CTE are more likely to agree with the straight items like "Teachers in this university have what it takes to get the students to learn" and "Teachers here are well-prepared to teach the subjects they are assigned to teach." On the contrary, they also more likely tend to disagree with the reversed items such as "Students here just aren't motivated to learn" or "Teachers in this university think there are some students that no one can reach." Accordingly, results about the straight CTE items are presented in table 5.1 and results about the reversed items are presented in table 5.3. Each of these tables is followed by another table which deals with one-sample t-test in aggregate values.

Table 5.1 Teachers' perceptions of their collective efficacy (straight CTE items)

Item		Agreement	Not sure	Disagreement	Total	Mean	Std. Deviation	Std. Error
		N(F)	122	23	12	157		
	%	77.7	14.6	7.7	100			
	N(F)	103	39	15	157			
	%	65.61	24.84	9.55	100			
	N(F)	80	51	26	157			
	%	50.96	32.48	16.56	100			
	N(F)	92	37	28	157			
	%	58.60	23.57	17.83	100			
	N(F)	53	30	74	157			
	%	33.76	19.11	47.13	100			
	N(F)	52	56	49	157			
	%	33.12	35.67	31.21	100			
	N(F)	59	27	70	156			
	%	37.58	17.20	44.59	99.36*			
	N(F)	91	31	35	157			
	%	57.96	19.75	22.29	100			
	N(F)	92	47	18	157			
	%	58.60	29.94	11.46	100			
	N(F)	77	40	40	157			
	%	49.04	25.48	25.48	100			
	N(F)	119	30	6	155			
	%	75.80	19.12	3.82	98.7*			
	N(F)	67	51	39	157			
	%	42.68	32.48	24.84	100			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

As depicted in table 5.1 above, the maximum mean score is 3.95, which is recorded in the first item. Moreover, when this is expressed in percent, 122 (77.70%) of the respondents believed that teachers are capable to overcome the challenges. This was followed by the inquiry about their tendency to establish a friendly atmosphere with students in the classroom with the mean score of 3.87. When this is expressed in percent, 119 (75.80) of them rated that they are confident about their colleagues'

tendency to establish friendships with the students. Contrary to the results obtained about these two items, minimum scores were also obtained. The minimum score is 2.78 which asked about students' competence followed by 2.85 which asked about the adequacy of learning resources. To express this in terms of frequency count, only 53 (33.76%) and 59 (37.58%) respectively reflected that they are they have strong confidence about the two aspects. With regard to their perception about the students' ability to learn, 74 (47.13%) of them reflected that they are not confident. Similarly, 70 (44.59%) of them reflected that their university is not equipped with sufficient learning resources so as to facilitate the teaching/learning process.

It is also possible to see from the table that there are efficacy gaps. For instance, in nine of the 12 items the number of respondents who reflected their level of agreement positively is less than 60%. But, percent and mean scores alone might not meaningfully reveal the efficacy gap and hence it is also required to look for mean differences. In fact, when 4-point is used as a cut-off point, the mean difference is found to be significant in each case except in the case of the first item, for which a mean score of 3.95 was obtained. So, it is worthwhile to consider the aggregate value and making one sample t-test for the 12 CTE items. Results for these aspects are presented in table 5.2.

Table 5.2 Aggregate value and one-sample t-test of CTE

CTE straight items	Mean	Test Value	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
	40.86	48	-7.14	7.68	.619	-11.538	153	.000

Test value = 4 times 12 for straight items

As noted earlier, the subject is about achieving a high CTE score, which is represented in this case in terms of "agree" (4-point) or "strongly agree" (5-point). That is, the cut-off point or the bench mark is 4-point and the number of total items used in the scale. So, had all the respondents rated "high" all the 12 items, the result would have been 48 (12 times four), but the actual mean obtained for the 12 CTE items was 40.86. As a result, the mean difference, as indicated in table 5.2, is -7.14, which is significantly different from the test-value. The difference would be larger if we use the average of the top

scores, which is 54-point. That means, had all the respondents rated all the 12 items “strongly agree”, the maximum value would have been 60 (12 times five). The average of 60 and 48 for the 12 items is 54. In this case, a mean difference of -13.14 would have been obtained. However, from now on only the cut-off point will be considered for the purpose of data presentation.

Thus far, results about the straight CTE items were presented in terms of descriptive statistics. In addition to the 12 straight items, nine more items were also addressed on the CTE scale and the results obtained to this end will be presented below. Unlike in the case of the straight items, efficacy is expressed in terms of “disagree” or “strongly disagree” for the nine reversed items. Therefore, investigations made and results obtained about those items are presented next in table 5.3.

Table 5.3 Teachers' perception of their collective efficacy (reversed)

Item		Agreement	Not sure	disagreement	Total	Mean	Std. Deviation	Std. Error
	N(F)	114	22	21	157			
	%	72.61	14.01	13.38	100			
	N(F)	77	56	23	156			
	%	49.04	35.67	14.65	99.36*			
	N(F)	34	30	93	157			
	%	21.65	19.11	59.24	100			
	N(F)	44	45	68	157			
	%	28.03	28.66	43.31	100			
	N(F)	82	26	49	157			
	%	52.23	16.56	31.21	100			
	N(F)	35	32	90	157			
	%	22.30	20.38	57.32	100			
	N(F)	88	26	43	157			
	%	56.05	16.56	27.39	100			
	N(F)	72	52	33	157			
	%	45.86	33.12	21.02	100			
	N(F)	60	32	65	157			
	%	38.22	20.38	41.40	100			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Since the lower scores are desired in this case, strong efficacy is implied when the respondents either “disagree” or “strongly disagree” with the attributes addressed here. To this end, the mean value 2.45 was the minimum score obtained for “Teachers do not have the skills needed to produce meaningful students’ learning. To this end, 93 (59.24%) of them reflected that they disagree with the statement and only 34 (21.65%) of them reflected their agreement. The next lower score achieved was 2.62, which was obtained for “There is nothing teachers here can do to reach the low achieving students.” Here again, 90 (57.32%) of them tended to disagree with the statement. This

was meant to validate the straight CTE item “Teachers in this institution have what it takes to get students to learn”. Accordingly, consistent results have been obtained as efficacy is implied in both cases.

The maximum mean is 3.94, which is obtained for “Teachers here need more training to know how to deal with students who are having learning difficulties”. This is consistent with the result obtained under the straight item, which asks “Teachers in this institution are skilled in various methods of teaching.” To this end, only 77 (49.04%) of the respondent lecturers reflected their agreement. The result shows that there is an efficacy gap in this respect and that feel that they need additional training as to how to deal with students’ learning difficulties.

Furthermore, it is also depicted in the table that the efficacy gap is implied in two other cases because more than 50% of the respondents reflected their agreement to the reversed items. One of those statements says, “You believe students should judge the quality of their own work rather than rely on what the teachers tell them.” To this end, 88 (56.05%) of them responded as either “agree or strongly agree.” This is consistent with the straight CTE item which says, “When students demonstrate low achievement you and other teachers usually question your teaching methods or approaches”, because only 65 (42.68%) of them were found to be confident in this regard. Similarly, 82 (52.23%) of them reflected their agreement to the statement “The lack of instructional facilities makes teaching very difficult for teachers here.” This is consistent with the straight item “You believe that your university is equipped with sufficient learning resources” as only 59 (37.58%) of them reflected their agreement with this statement. Here also it is important to examine and present the aggregate result for the nine reversed items. The aggregate mean and the level of gap significance between the desired level and the actual score are presented in table 5.4 below.

Table 5.4 Gaps between actual score and the desired score of CTE (One-Sample Test)

CTE reversed items	Mean	Test Value	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
	25.59	18	7.59	4.55	.36	20.83	155	.000

Test value = 4.5 times 12 for straight items and 1.5 times 9 for reversed items

As indicated in table 5.4 the actual mean score is 25.59. Had all the respondents rated all the nine items “strongly disagree”, the maximum value would have been nine (nine times one). This is the maximum expected mean value implying the strongest CTE. Likewise, had all the respondents rated “disagree” for all the nine items, the result would have been 18 (nine times two), which still implies a perceived strong CTE. Any mean result above 18 is considered in this case as deviations from the desirable value. Hence, the score 18 is taken as a threshold here. Accordingly, a mean difference of 7.59 has been obtained and this difference is found to be significant at a t-value value of 20.83. This implies that there is an efficacy gap that needs to be fostered by the application of a relevant leadership strategy.

Although CTE is measured by asking the teachers, it is also possible to see the perspective of the students because the significance of efficacy is seen in terms of students’ learning experiences. In a situation where teachers might not know each other very closely, it is relevant to incorporate the students’ perspectives as they can reflect about their learning experiences and about their teachers’ motivation, commitment, confidence and the like. This sort of investigation would help triangulate teachers’ perceptions of their collective efficacy with students’ perceptions of their teachers’ educational initiatives. The next section, therefore, deals with the students’ perceptions.

5.3 STUDENTS' PERCEPTIONS OF THEIR LEARNING EXPERIENCES AND THEIR TEACHERS' EDUCATIONAL INITIATIVES

Students' were asked to rate what they feel about their own capability to learn and their teachers' educational initiatives. A set of questions consisting of 18 items were asked but those questions were grouped into two for the sake of simplicity in presenting the results in tabular form. The first group constitutes what students perceive about their teachers' level of motivation and capability needed to teach. The second group deals with students' perceptions of their own efficacy and their teachers' educational approach.

Table 5.5 Students' perceptions of their teachers' motivation, commitment and capability

Item		Agreement	Not sure	Disagreement	Total	Mean	Std. Deviation	Std. Error
	N(F)	617	267	209	1093			
	%	56.09	24.27	19.00	99.36*			
	N(F)	600	283	198	1081			
	%	54.54	25.73	18.00	98.27*			
	N(F)	658	264	174	1096			
	%	59.82	24.00	15.82	99.64*			
	N(F)	544	279	262	1085			
	%	49.45	25.36	23.81	98.64*			
	N(F)	721	241	131	1093			
	%	65.54	21.91	11.91	99.36*			
	N(F)	720	249	115	1084			
	%	65.45	22.64	10.45	98.54*			
	N(F)	603	306	179	1088			
	%	54.82	27.82	16.27	98.91*			
	N(F)	762	213	118	1093			
	%	69.27	19.36	10.73	99.36*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

As shown in table 5.5 above, the highest score achieved is about students' perception of their teachers' intellectual capability or subject matter knowledge. In this regard, 762 (69.27%) of the respondents agreed that their teachers are intellectually capable to teach their assigned courses. The mean score achieved is 3.80. The standard deviation and standard error of mean to this end are 1.01 and 0.03 respectively. The second highest score (mean value) in the list is 3.73, which refers to the clarity of goals set by teachers as perceived by the students. In line with this 720 (65.45%) of the respondents agreed that their teachers are setting clear learning goals. A similar question was also asked about whether the teachers set high but achievable learning objectives. To this end, their response was consistent in that 721 (65.54%) of them agreed with the statement and the mean value is 3.69 with a standard deviation of 0.97 and a standard error of mean 0.03.

The lowest score in the list, in terms of mean, is 3.33. It says, "You will receive extra support from most teachers when you find topics that are so difficult for you to get through". In terms of frequency count, only 544 (49.45%) of them perceived that they can receive additional support from their teachers beyond the classroom delivery. The second and the third lowest scores in mean are 3.47 and 3.53 respectively that are obtained with the same standard error of mean. These were about whether the "Teachers demonstrate a coordinated effort to bring about a significant change in students' learning capability" and about whether the "Teachers exert strong organisational effort to enhance students' learning" respectively. The frequencies are 600 (54.54%) and 603 (54.82%) in the same order. In general, the mean scores range from 3.33 to 3.8, and the difference between the minimum and the maximum is only 0.47. In terms of percentage the number of respondents reflecting their agreement ranges from 49.45% to 69.27%. The mean scores are below 4-point, which is the cut-off point for the 'high score' or 'agreement' in this case, but whether the mean differences are significant or not will be presented later along with the results of the items presented in the next table (5.6).

Table 5.6 Students' perception of their efficacy and their teachers' approach (in percent)

Item		Agreement	Not sure	Disagreement	Total	Mean	Std. Deviation	Std. Error
	N(F)	590	221	287	1098			
	%	53.64	20.09	26.09	99.82*			
	N(F)	654	246	182	1082			
	%	59.45	22.36	16.55	98.36*			
	N(F)	775	207	107	1089			
	%	70.45	18.82	9.73	99.00*			
	N(F)	769	210	111	1090			
	%	69.91	19.09	10.09	99.09*			
	N(F)	538	315	239	1092			
	%	48.91	28.64	21.72	99.27*			
	N(F)	677	251	160	1088			
	%	61.54	22.82	14.55	98.91*			
	N(F)	697	212	175	1084			
	%	63.36	19.27	15.91	98.54*			
	N(F)	575	245	263	1083			
	%	52.27	22.27	23.91	98.45*			
	N(F)	562	336	187	1085			
	%	51.09	30.55	17.00	98.64*			
	N(F)	782	175	128	1085			
	%	71.09	15.91	11.64	98.64*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

The table 5.6 above is meant to address what students perceive about their own capability to learn or to achieve learning goals and about their teachers' personal relationships and approaches in treating and dealing with the students. The lowest score was achieved for "Teachers are humble with students in their interaction and are tolerant of mistakes committed by students." The mean score is 3.33 with standard error of mean .03 and standard deviation of 1.16. This result contradicts the teachers' perception of their CTE in terms of establishing a friendly atmosphere with the students.

It can be recalled that 119 (75.80%) of respondent teachers perceive that they are treating their students in a friendly manner.

The next lowest mean score is 3.39, which asks about the adequacy of the learning resources in place at their respective universities. Only 590 (53.64%) of them believe that there are sufficient and essential learning resources at their institution. This result it is slightly consistent with the teachers' perception of the adequacy of the learning resources although only 59 (37.58%) of the respondent teachers reflected their agreement to this end. The mean score in this case is only 2.85. Although the learning resources are concerns to both parties, stringent results are obtained from the respondent teachers in this respect. The highest mean score is 3.89, which is achieved for the last item in the table. It has been found that 782 (71.09%) of the respondents agreed with the statement, "The majority of the teachers do have confidence in their capability to teach". Moreover, it is also worthwhile to present the aggregate about these items and the next table presents this result.

Table 5.7 Aggregate values and test of gap significance (students' perception)

Grouping variable	Mean	Test Value	Mean Difference	Std. Dev.	Std. Error Mean	t	Sig. (2-tailed)
Teachers' perceived motivation, commitment and capability	28.66	32	-3.34	5.76	.18	-18.57	.000
Students' own perceived efficacy and their teachers' approach	36.48	40	-3.52	6.67	.21	-16.66	.000

It is shown in table 5.7 that the mean values for the first eight groups of items and the second ten groups of items are 28.66 and 36.48 respectively. As in the case of CTE straight items, the cut-off point is four times the number of items. That is, had all the respondents rated "agree" to all the eight items, the result would have been 32 (eight times four). Similarly, had the respondents rated all the ten items "strongly agree" and "agree", the result would have been 40. Taking the lower margin of the "high" scale point, a test of significance is seen for the mean difference. Accordingly, a mean difference of -3.34 and -3.52 were obtained for the first and second group of questions

respectively. In both cases the differences between the actual means and the test values were found to be significant with standard deviation of 5.76 and 6.67 respectively. Therefore, from the major findings presented thus far, it can be inferred that there is perceived gap in terms of attaining a high level of CTE and its intended outcomes.

The outcome has been assessed in terms of students' perception of their learning experiences and about their teachers' level of commitment and motivation. To this end, the results reveal that there are gaps in this sense as well. Obviously, there are many factors that can be linked to teachers' collective efficacy. However, the current study attempted to relate this to leadership practices, and assert that such problems can be resolved if VBL was institutionalised. Accordingly, in the next section assessment results of the perceived importance of the values of VBL and the leaders' perceived performance in the context of EPrUs will be presented.

5.4 SETS OF BEHAVIOURS DESIRED TO INSTITUTIONALISE VBL SO AS TO FOSTER CTE AT EPrUs

Some universally endorsed values of VBL were constructed and addressed to the respondent teachers for them to reflect upon. When presented to the respondents, the questions were grouped into two categories: level of importance and leaders' perceived experience in demonstrating those behaviours. Teachers were asked to rate the extent to which the values (behaviours) of VBL are important to them and to rate the extent to which they perceive the academic leaders live by those behaviours. A total of 36 items were qualified here for analysis, which are grouped into five value categories: Humility/selflessness/humbleness; compassion and sense of gratitude; accountability/self-discipline/focus; integrity; and envisioning. These values and behaviours will be dealt hereunder in three sub sections. In the first sub section, the relative importance will be explored. In the second sub section, the extent to which the leaders demonstrate these values and behaviours will be explored. Finally, the gap between the two groups/categories will be presented.

5.4.1 The perceived importance of universally endorsed values of VBL in academic leadership (teachers' perspectives)

Respondents were asked to rate the extent to which their leaders should espouse the universally endorsed values or behaviours of VBL. The results are presented in five categories of those values. The validity and reliability of the scale in general and the sub-scales are explained in chapter four.

Table 5.8 Teachers' ratings of the importance of sense of humility/selflessness in leadership

Item		High	Medium	Low	Total	Mean	Std. Deviation	Std. Error
	N(F)	147	9	1	157			
	%	93.62	5.74	0.64	100.0			
	N(F)	138	14	5	157			
	%	87.90	8.92	3.18	100.0			
	N(F)	151	5	1	157			
	%	96.18	3.18	0.64	100.0			
	N(F)	121	28	6	155			
	%	77.07	17.83	3.82	98.72*			
	N(F)	126	23	8	157			
	%	80.25	14.65	5.10	100.00			
	N(F)	143	13	1	157			
	%	91.0	8.28	0.64	100.0			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

As depicted in table 5.8 above, six items that are meant to address humility/selflessness as the value of VBL are addressed. Among the six items listed in the table, the highest score, in terms of both the mean score and percent, was achieved about the need to fully commit to serving the interests of the academic community. A total of 151 (96.18) of the respondents rated the need for this behaviour as high and the mean score is

4.54, which was obtained at a 0.59 standard deviation and a 0.05 standard error of mean. Similarly, in the cases of two of the items, more than 90% of the respondents rated the importance of each attribute in academic leadership as high. For instance, the extent to which a leader should be concerned about others rather than about his/her personal interest was rated as high by 93.62% of the respondents. The mean value is 4.48, which was obtained at a 0.64 standard deviation and a 0.05 standard error of mean. Likewise, the importance of the item "Using the input of lecturers by considering them as informal advisors to collaborate on institutional issues" was rated as high by 91.08% of the respondents and its mean score is 4.49.

Although the importance of each of the six attributes has been rated as high, the minimum among them in terms of mean score is about being humble, which was addressed in terms of "Not to usually complain when staff members commit mistakes." The mean score is 4.15, which was obtained at a 0.92 standard deviation and a 0.07 standard error of mean. To this end, 126 (80.25%) of them rated the importance of this attribute as high and 8 (5.10%) of them rated it as low. However, in terms of percentage the lowest score is about need to pursue reasonable self-interest and reasonable concern for the common good because only 121 (77.07) of them rated it high. The mean difference between the item having the minimum score (4.15) and the item having the maximum score (4.54) is 0.39.

Table 5.9 Teachers' ratings of the importance of compassion and sense of gratitude in leadership

Item		High	Medium	Low	Total	Mean	Std. Deviation	Std. Error
	N(F)	146	8	3	157			
	%	92.99	5.10	1.91	100.0			
	N(F)	147	8	1.27	157			
	%	93.63	5.10	1.91	100.0			
	N(F)	136	14	6	156			
	%	86.62	8.92	3.82	99.36*			
	N(F)	140	11	6	157			
	%	89.17	7.01	3.82	100.0			
	N(F)	152	3	2	157			
	%	96.82	1.91	1.27	100.00			
	N(F)	146	10	1	157			
	%	92.99	6.37	0.64	100.0			
	N(F)	136	19	2	157			
	%	86.62	12.10	1.27	100.00			
	N(F)	129	25	2	156			
	%	82.17	15.92	1.27	99.4*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
2. Scores are rounded to two decimal points

Table 5.9 above reveals respondents' ratings of the extent to which aspects of compassion and sense of gratitude should be reflected in academic leadership by their leaders. The highest score was achieved about the need to work towards teachers' professional development and their self confidence. A mean score of 4.76 was obtained for which 152 (96.82%) of the respondents rated the importance of this behaviour in academic leadership as high. Likewise, a relatively similar result was obtained about leadership attempts to "Create an environment conducive towards the improvement of the teachers' team work." To this end, 146 (92.99) of the respondents rated this attribute as high and a mean score of this is 4.69. The third ranked in terms of the mean score is 4.60. This was achieved for the item that says, "Your leader takes responsibility to care for and develop the work team he/she represents."

Furthermore, 146 (92.99%) of them rated the extent to which leaders should commit to the moral principle of respect for the staff members as high and a mean score as high as 4.57 was achieved for this. In general, mean scores are concentrated on the high score because the minimum mean score in the list is 4.40. With reference to this score, a total of 129 (82.17%) rated the extent to which their leaders need to recognise performances that are consistent with espoused values as high. The remaining portion, except for 2 (1.27%) of them, also fall in the middle value. Hence, all the items meant to reflect aspects of compassion and sense of gratitude have been perceived to have high importance in academic leadership as seen in the eyes of the teachers.

Table 5.10 Teachers' ratings of the importance of integrity in leadership

Item		High	Medium	Low	Total	Mean	Std. Deviation	Std. Error
	N(F)	145	9	1	155			
	%	92.36	5.73	0.64	98.73*			
	N(F)	135	21	-	156			
	%	85.99	13.38	-	99.37*			
	N(F)	128	24	5	157			
	%	81.53	15.29	3.18	100.0			
	N(F)	147	10	-	157			
	%	93.63	6.37	-	100.0			
	N(F)	143	10	2	155			
	%	91.08	6.37	1.27	98.72*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Table 5.10 is about the extent to which integrity is perceived to be important in academic leadership. Integrity in this case is expressed in terms of keeping one's words, being trustworthy, setting an uncompromising example, sharing information/promoting transparency, and being a role model to the followers. Accordingly, the obtained mean scores are 4.61, 4.55, 4.32, 4.60, and 4.57 respectively. The frequencies of respondents that rated the importance of these attributes as high include 145 (92.36%), 135 (85.99%), 128 (81.53%), 147 (93.63%), and 143 (91.08%)

respectively. In all these cases, the standard deviations are below 0.9 implying that response patterns are consistent among respondents.

It is possible to conclude that the obtained mean scores are high in all cases. However, there are slight variations between the mean scores. Being believed and relied upon by the followers in terms of keeping one's word has won the highest mark in terms of teachers' ratings. This is followed by the need to promote transparency by sharing information with the followers (teachers). Only a negligible number of respondents rated the importance of these attributes as low. Hence, each aspect of integrity as a leadership value has been rated as high by the respondents. That is, teachers highly endorse integrity as a value that needs to be reflected in academic leadership. The aggregate result of each value including integrity will be presented later on.

Table 5.11 Teachers' ratings of the importance of accountability, self-discipline and focus in leadership

Item		High	Medium	Low	Total	Mean	Std. Deviation	Std. Error
		N(F)						
	N(F)	134	21	1	156			
	%	85.35	13.37	0.64	99.36*			
	N(F)	136	15	6	157			
	%	86.63	9.55	3.82	100.0			
	N(F)	108	32	11	151			
	%	68.79	20.38	7.01	96.18*			
	N(F)	139	15	3	157			
	%	88.54	9.55	1.91	100.0			
	N(F)	117	24	15	156			
	%	74.52	15.29	9.55	99.36*			
	N(F)	147	6	2	155			
	%	93.63	3.82	1.27	98.72*			
	N(F)	132	24	1	157			
	%	84.07	15.29	0.64	100.00			
	N(F)	142	14	1	157			
	%	90.44	8.92	0.64	100.00			
	N(F)	142	12	2	156			
	%	90.44	7.64	1.27	99.36*			
	N(F)	142	14	1	157			
	%	90.44	8.92	0.64	100.0			
	N(F)	130	23	3	156			
	%	82.80	14.65	1.91	99.36*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Accountability is another category of values of VBL which is considered herein. Self-discipline and focus are also treated along with accountability. In this value category, 11 items were incorporated to assess the extent to which the teachers want the leaders to live by the stated values or behaviours. As indicated in table 5.11, in all cases except one the mean values are 4.00 or above. The minimum obtained score here is 3.99,

which is about the need to hold others accountable for operational performances. To this end, only 117 (74.52%) of the respondents rated high about the extent to which their leaders need to reflect this behaviour. However, as opposed to this, the need to hold themselves accountable for their operational performances was rated high by 139 (88.54%) of the respondents.

As depicted in the table, mean scores above 4.50 were obtained in the cases of two of the 11 attributes. The first case is about the need to have a behaviour that gears towards establishing “a mutual agreement, a reciprocal understanding and commitment regarding what is expected”. For this, a mean score of 4.53 is obtained and 147 (93.63%) of them rated the importance of this leadership attribute as high. The other item is about the need to “Sit in council with the teachers to ensure understanding and acceptance of common values, work process and goals.” In this regard, 142 (90.44%) of them rated the importance of this behaviour as high and the mean score of this is 4.55. In fact, there are also two additional cases whereby the aspects of this value category were rated by more than 90% of the respondents. For instance, about the need to have behaviour that gears towards setting “Standards of conduct and performance that implement cultural values and behaviour”, 142 (90.44%) of them rated this as high and the obtained mean score was 4.47. An equivalent result was also obtained for the item that refers to establishing and maintaining a culture that fosters core values, vision and other purposes. Hence, it is possible to note here that accountability is highly endorsed as a value that needs to be reflected in academic leadership at EPrUs as seen from the eyes of the teachers.

Table 5.12 Teachers' ratings of the importance of envisioning power in leadership

Item		High	Medium	Low	Total	Mean	Std. Deviation	Std. Error
		N(F)						
	N(F)	148	8	1	157			
	%	94.27	5.09	0.64	100.0			
	N(F)	145	10	1	156			
	%	92.36	6.36	0.64	99.36*			
	N(F)	137	16	4	157			
	%	87.26	10.19	2.55	100.0			
	N(F)	138	19	-	157			
	%	87.90	12.10	-	100.0			
	N(F)	143	12	2	157			
	%	91.08	7.65	1.27	100.00			
	N(F)	121	33	3	157			
	%	77.07	21.02	1.91	100.0			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

The last value category addressed within quantitative aspect is the perceived importance of envisioning power. Six attributes of envisioning have been addressed here and it has been found that each attribute has been rated to be highly important which the teachers wish their leaders should live by. The lowest score is 4.25, which was obtained for the item “Leader has a clear understanding of where to lead you (common destiny)” and 121 (77.07%) of them rated the importance of this aspect as high. The maximum score is about the need to have the ability to articulate an inspiring vision and having imagination with regard to the future. About the importance of this aspect, 148 (94.27%) of them rated it as high and a mean score as high as 4.54 was achieved. In fact, in the other case, i.e. about “Making plans and taking actions based on future goals”, the same mean score was achieved. However, the number of respondents who rated this attribute as high in the latter case was lower than the former one by five.

5.4.2 Teachers' ratings of their leaders in terms of demonstrating the universally endorsed values of VBL

In the previous section the importance of the values of VBL in academic leadership were presented as perceived by the teachers in the context of EPrUs. From now on, the leaders' performance against those value categories and attributes are discussed as seen by the same observer. Teachers were asked about the extent to which they agree or disagree with statements whether their leaders are perceived to live by the values or behaviours of VBL. Accordingly, their responses are presented in the subsequent tables along with descriptions.

Table 5.13 Teachers' perception of their leaders' experience in demonstrating a sense of humility and selflessness

Item		Agree	Not sure	Disagree	Total	Mean	Std. Deviation	Std. Error
		N(F)						
	N(F)	68	42	47	157			
	%	43.31	26.75	29.94	100.0			
	N(F)	83	35	39	157			
	%	52.87	22.29	24.84	100.0			
	N(F)	75	29	53	157			
	%	47.77	18.47	33.76	100.0			
	N(F)	63	55	37	155			
	%	40.13	35.03	23.56	98.72			
	N(F)	52	31	74	157			
	%	33.12	19.75	47.13	100.00			
	N(F)	76	35	46	157			
	%	48.42	22.29	29.29	100.0			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Table 5.13 is about the extent to which the academic leaders in the context of EPrUs are perceived to have a sense of humility and selflessness. To this end, a mean value as low as 2.83 for “Leader doesn’t usually complain when staff members commit mistakes” was obtained; and a mean value as high as 3.36 for “Leader foregoes self-interests and makes personal sacrifices in the interest of a goal or vision of the institution” was obtained. When this is expressed in terms of frequency, 74 (47.13%) of the respondents disagreed with the statement in the former case and only 52 (33.12%) of them tended to agree with the statement. In the latter case, which is about forgoing self-interest, 83 (52.87%) of them agreed with the statement and only 39 (24.84%) of them disagreed about it. This is the only attribute of humility for which more than half of the respondents reflected their level of agreement. In the remaining cases the number of respondents who reflected their level of agreement is less than half and even as low as 33.12% in one case.

It is also seen apparently in the table that a sizable number of respondents reflected their disagreement in each case. As to whether the academic leaders live by the proposed behaviours, respondents as high as 74 (47.13%) and as low as 37 (23.56) disagreed with the attributes meant to assess humility. This was not the case when they were asked about the relative importance of those attributes. In fact, there are respondents who couldn’t decide and preferred the middle response. The perceived gap between the two dimensions (perceived importance vs perceived performance) will be presented later at the end of this section in table 5.19.

Table 5.14 Teachers' perception of their leaders' experience in demonstrating compassion and sense of gratitude

Item		Agree	Not sure	Disagree	Total	Mean	Sta. Deviation	Std. Error
		N(F)						
	N(F)	89	32	36	157			
	%	56.69	20.38	22.93	100.0			
	N(F)	79	32	46	157			
	%	50.32	20.38	29.30	100.0			
	N(F)	71	37	48	156*			
	%	45.22	23.57	30.57	99.36*			
	N(F)	54	32	71	157			
	%	34.39	20.38	35.23	100.0			
	N(F)	58	31	68	157			
	%	36.94	19.75	43.31	100.00			
	N(F)	53	35	69	157			
	%	33.76	22.29	43.95	100.0			
	N(F)	61	33	63	157			
	%	38.85	21.02	40.13	100.00			
	N(F)	57	58	41	156*			
	%	36.31	36.94	26.11	99.36*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

With regard to leaders' perceived performance in terms of demonstrating compassion and sense of gratitude in their lived experiences, the teachers' ratings are indicated in table 5.14 above. It has been found that for three of the attributes included herein the mean values are below three. For instance, the mean value in two of the cases is 2.85. One of the items says "Leader works towards your professional development and self confidence", and the other item says "Leader creates an environment conducive towards the improvement of the teachers' team work." The number of respondents who agreed to the proposed statement were 58 (36.94) and 53 (33.76) respectively. However, these two aspects were the top rated attributes in terms of their perceived

level of importance because their mean values were 4.76 and 4.69 respectively. 152 (96.82%) and 146 (92.99%) of them rated the importance of these attributes as high. This implies that, although it is possible to see the gap between the two aspects from the outset, the test of significance will be presented later in terms of aggregate values. The third item for which the mean value was found to be below three points says "Leader appreciates, acknowledges, and rewards the contributions of the teachers." Its mean value is 2.83 and only 54 (34.39%) of the respondents agreed with this statement.

Among the sets of items listed in table 5.14, the maximum mean value (3.53) was obtained for the item that says, "Leader is committed to the moral principle of respect for the staff members." In terms of percentage also this is one of the two items for which more than 50% of the respondents reflected their agreement about the statements. Here, 89 (56.69%) of them agreed with the statement. The other item for which 79 (50.32%) of them agreed says "Leader takes responsibility to care for and develop the work team he/she represents." Its mean value is 3.37, which is the second score in the list. Except for these two aspects, the number of respondents who agreed about the statements in the remaining other cases was less than 50%. It was even less than 40% except in one case whereby 71 (45.22) of the respondents agreed with the statement "Leader has deep awareness of the problems of staff members and is willing to relieve them." The mean value for this item is the third score in the list. It has also been found that in four of the eight cases the number of respondents who tended to disagree is greater than those who tended to agree about the statements. In fact, the standard deviations are also greater than one in all cases implying that there are variations among the respondents in terms of their perceptions.

Table 5.15 Teachers' perception of their leaders' experience in demonstrating integrity

Item		Agree	Not sure	Disagree	Total	Mean	Std. Deviation	Std. Error
	N(F)	72	36	47	155			
	%	45.86	22.93	29.94	98.72*			
	N(F)	49	56	51	156*			
	%	31.21	35.67	32.48	99.36*			
	N(F)	52	56	49	157			
	%	33.12	35.67	31.21	100.0			
	N(F)	105	24	28	157			
	%	66.88	15.29	17.83	100.0			
	N(F)	65	35	55	155*			
	%	41.40	22.29	35.03	98.72*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Table 5.15 above depicts the extent to which academic leaders are perceived by their followers (teachers) as demonstrating integrity in their leadership. In connection with this, 105 (66.88%) of the respondents reflected their agreement with the statement "Leader shares information with his/her followers/teachers." This is an aspect of integrity as it promotes transparency. The mean value obtained to this end was 3.68 and this is the highest score in the list. However, in all the remaining four cases the number of respondents who agreed about the statements is less than 50% and the mean scores are concentrated around three. Even in one of the cases, the mean score is only 2.93. This is about the statement "Leader can be trusted to serve the interests of the teachers." It is also revealed that only 49 (31.21%) of them agreed about the statement. This is the lowest score in the list. The second lowest score is about the statement "Leader sets an uncompromising example for the teachers." To this end, only 52 (33.12%) of the respondents reflected their agreement and the obtained mean score is 3.03.

Table 5.16 Teachers' perception of their leaders' experience in demonstrating accountability, self-discipline and focus

Item		Agree	Not sure	Disagree	Total	Mean	Std. Deviation	Std. Error
	N(F)	67	54	35	156			
	%	42.68	34.39	22.29	99.36*			
	N(F)	74	53	30	157			
	%	47.13	33.76	19.11	100.0			
	N(F)	46	56	50	152*			
	%	29.29	35.67	31.85	96.81*			
	N(F)	77	42	38	157			
	%	49.05	26.75	24.20	100.0			
	N(F)	93	40	23	156			
	%	59.24	25.48	14.65	99.36*			
	N(F)	72	40	43	155			
	%	45.86	25.48	27.39	98.72*			
	N(F)	69	45	42	156			
	%	43.95	28.66	26.75	99.36*			
	N(F)	68	43	45	156*			
	%	43.31	27.39	28.66	99.36*			
	N(F)	75	43	37	155*			
	%	47.77	27.39	23.57	98.72*			
	N(F)	67	41	49	157			
	%	42.68	26.11	31.21	100.0			
	N(F)	53	51	52	156*			
	%	33.76	32.48	33.12	99.36*			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Table 5.16 presents three integrated issues, which are accountability, self-discipline and focus as essential values of VBL. Teachers were asked the extent to which their leaders demonstrate these aspects in their lived experiences in their academic leadership. Results show that in only one of the given cases more than 50% of the respondents agreed with the proposed statement. For the item that says "Leader holds

others accountable for the operational performance” a total of 93 (59.86%) reflected their agreement and a mean score of 3.55 was obtained. However, in terms of its perceived importance this is the item for which the lowest mean score was obtained (see table 5.11).

The second and the third highest mean scores under the list in table 5.16 above are 3.41 and 3.4 respectively. These were obtained for the items “Leader does not lose sight of his or her goals as an academic leader” and “Leader sets standard of conduct and performance that implement cultural values and behaviour” in that order. It is also revealed in the table that 75 (47.77%) of the respondents in the case of the latter statement and 74 (47.13%) of them in the case of the former statement reflected their agreement. The fourth top score in the list in terms of mean is 3.39. This was obtained for the item that says “Leader holds himself/herself accountable for operational performance.” However, when seen in terms of the number of respondents who reflected their agreement, this is the second top score as 77 (49.05%) of them agreed about the statement. The least mean score obtained was 2.95, which is about the item that says “Leader doesn’t want to lose on immediate issues that are relevant to ultimate objectives.” To this end, 47 (29.29%) agreed and 50 (31.85) disagreed about the statement. The second least mean score obtained was 3.05, which is about “Leader creates more leaders imbued with the same values and ideas who can work to realise envisioned goals.” Here, 53 (33.76) agreed and 52 (33.12%) of the respondents disagreed about the statement. In general, though different scores were obtained, the number of respondents who agreed about the given statements was less than 50% in all cases except for one item.

Table 5.17 Teachers' perception of their leaders' performance in terms of envisioning experience

Item		Agree	Not sure	Disagree	Total	Mean	Std. Deviation	Std. Error
		N(F)						
	N(F)	93	38	26	157			
	%	59.24	24.20	16.56	100.0			
	N(F)	80	39	38	157			
	%	50.96	24.84	24.20	100.0			
	N(F)	66	53	38	157			
	%	42.04	33.76	24.20	100.0			
	N(F)	68	47	42	157			
	%	43.31	29.94	26.75	100.0			
	N(F)	84	40	32	156			
	%	53.50	25.48	20.38	99.36*			
	N(F)	67	52	38	157			
	%	42.68	33.12	24.20	100.0			

NB: 1. Ratings of the same direction are summed-up 3. *implies missing values
 2. Scores are rounded to two decimal points

Table 5.17 depicts the extent to which the respondents agreed or disagreed about the statements given, which are meant to address leaders' lived experiences in terms of demonstrating envisioning in their academic leadership. Accordingly, in three of the given cases more than 50% of the respondents agreed about the statements that their leaders are demonstrating envisioning in their lived experiences in terms of the specified aspects. For instance, 93 (59.24%) of them agreed about the statement "Leader articulates inspiring vision, and he/she has imagination regarding the future." The top mean score (3.61) was obtained for this given item. Likewise, about the statements, "Leader makes plans and takes actions based on future goals" and "Leader creates a powerful vision that binds him/her and the staff members in a common goal/purpose", 84 (53.50%) and 80 (50.96)% respectively of them reflected their agreement. The second (3.47%) and third (3.37%) top mean scores were also obtained for these items respectively.

Thus far, results obtained about individual items have been presented both in terms of their perceived importance and in terms of the leaders' perceived lived experiences as seen by the teachers in the context of EPrUs. From now on the aggregate results of each value category and the overall result of the values of VBL are presented. Following the presentation of the results of those values, results about tests of significance for the mean differences will be presented.

5.4.3 Aggregate values of VBL themes and test of mean differences

Hereunder, the results obtained about the values of VBL are presented both in terms of their perceived performance and in terms of leaders' perceived lived experiences in demonstrating those behaviours.

Table 5.18 Aggregate results about the values of VBL

Variables	Valid N (list wise)	Mean	Std. Deviation	Std. Error of Mean
Humility as lived experience of leaders (six items)	155	18.94	5.05	.41
Compassion as lived experience of leaders (eight items)	155	24.92	7.26	.58
Integrity as lived experience of leaders (five items)	152	15.80	4.79	.39
Accountability and self-discipline as lived experience of leaders (eleven items)	148	36.19	8.77	.72
Envisioning as lived experience of leaders (six items)	156	20.28	5.24	.42
Humility as perceived to be important (six items)	155	26.21	2.78	.22
Compassion as perceived to be important (eight items)	155	36.40	3.94	.32
Integrity as perceived to be important (five items)	152	22.70	2.67	.22
Accountability and self-discipline as perceived to be important (eleven items)	149	42.46	5.35	.44
Envisioning power as perceived to be important (six items)	157	26.73	3.36	.27
VBL (leaders' perceived lived experiences) (36 items)	141	117.13	29.19	2.46
VBL (perceived importance in academic leadership) (36 items)	145	154.94	14.95	1.24

As depicted in table 5.18 the mean scores obtained about the perceived importance of humility as a value and the leaders' perceived lived experience in terms of espousing it are 26.21 and 18.94 respectively. The second value category is compassion and sense of gratitude for which mean scores of 36.40 and 24.92 were obtained for the perceived importance and leaders' perceived lived experience in this regard. The third

value set is integrity. The mean obtained about its perceived importance was 22.70, and it was 15.80 about the leaders' perceived lived experience in terms of demonstrating it in their academic leadership. The fourth one is about accountability, self-discipline and focus. To this end, a mean score of 42.46 was obtained about its perceived importance, and a score of 36.19 was obtained about the leaders' perceived performance in terms of demonstrating this. The last one is envisioning for which a mean score of 26.73 was obtained about its perceived importance in academic leadership. The mean score about the academic leaders' perceived performance in terms of demonstrating this as a value was 20.28.

Along with the assessment result of each value category, the aggregate results were also obtained about the entire sets of items that form VBL. Accordingly, a mean score of 154.94 was obtained about the perceived importance of VBL behaviours, but only a score of 117.13 was obtained about the leaders' perceived experience in terms of demonstrating these leadership behaviours in their academic leadership. In general, differences are observed in all cases between the mean score of the perceived importance of the values of VBL and the leaders' perceived performance in terms of demonstrating those values and behaviours in their lived experiences. However, it is also worthwhile to test whether the leaders' perceived experience in terms of demonstrating those leadership behaviours is significantly below the desired level. The test was made at 95% confidence interval of the difference and the results are presented in table 5.19 below.

Table 5.19 Test of gap significance (One sample Test)

Teachers' perception of the leaders' lived experiences	Mean	Test value	Mean difference	t	Sig. (2-tailed)	95% confidence interval of the difference	
						Lower	Upper
Humility as lived experience of leaders	18.94	26.21	-7.27	-17.94	0.000	-8.08	-6.47
Compassion as lived experience of leaders	24.92	36.40	-11.48	-19.69	0.000	-12.63	-10.33
Integrity as lived experience of leaders	15.80	22.70	-6.90	-17.74	0.000	-7.67	-6.13
Accountability and self-discipline as lived experience of leaders	36.19	42.46	-6.27	-8.70	0.000	-7.69	-4.85
Envisioning as lived experience of leaders	20.28	26.73	-6.45	-15.36	0.000	-7.23	-5.62
VBL (leaders' perceived lived experiences)	117.12	154.94	-37.81	-15.38	0.000	-42.67	-32.95

As seen in table 5.19 the test was made for the leaders' perceived lived experiences in terms of demonstrating those values and behaviours in their academic leadership. To this end, the mean scores about the perceived importance of those values are considered as test-values. Hence, by taking this as constant (test value), it has been found that the leaders' perceived performance in terms of demonstrating those behaviours is significantly below its desired level. Although the differences are significant in all cases, there are variations about the magnitude of the difference. The greatest difference is observed for compassion and sense of gratitude where the leaders' perceived performance is 11.69 below the perceived importance. With regard to humility and integrity, equivalent differences are observed. The differences are -7.27 and -6.90 respectively. Whilst the least difference is -6.27, which was obtained for accountability, self-discipline and focus, the difference obtained for envisioning is 6.45 which is very close to the former difference. Moreover, at the aggregate level, a difference of -37.81 was obtained.

5.4.4 The relationship between collective teacher efficacy and values-based leadership

By taking into account the data generated from the two measurement scales (VBL and CTE), a correlation was computed between the teachers' perceptions of CTE and their perceptions of their leaders' perceived lived experiences in terms of demonstrating the VBL behaviours. Accordingly, the following result was obtained about the correlation between these two aspects.

Table 5.20 Correlation between VBL and CTE

Values of VBL	CTE		
Humility as lived experience of leaders	.576**	.000	152
Compassion as lived experience of leaders	.618**	.000	152
Integrity as lived experience of leaders	.624**	.000	149
Accountability and self-discipline as lived experience of leaders	.618**	.000	145
Envisioning as lived experience of leaders	.530**	.000	153
VBL (leaders' perceived lived experiences)	.646**	.000	138

Correlation is significant at the 0.01 level (2- tailed).

As depicted in table 5.20 above, correlations are significant and strong between CTE and each aspect of VBL. The correlation coefficient is above 0.5 in each case. It is .576 between CTE and leaders' perceived experience in demonstrating humility. A 0.530 coefficient was obtained between CTE and leaders' perceived envisioning experience. In the rest of the value categories, this coefficient is found to be above 0.6. For instance, the correlation between CTE and perceived integrity is 0.624. And it is 0.618 with both compassion and accountability. So, when seen category-wise, the correlation between CTE and perceived leaders' experience of integrity is stronger than between CTE and any other value category under consideration. However, the coefficient is even stronger when aggregate values of VBL are used than when any of the individual categories are correlated with CTE. In addition to correlation, it is also worthwhile to look for how teachers' perception of their leaders' behaviours accounts for the variability in teachers' perception of CTE. Table 5.21 below shows a measure of the amount of variability in CTE which is explained by perceived VBL behaviours.

Table 5.21 Predictable relationship between VBL and CTE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.646 ^a	.417	.413	5.99553	1.852

As revealed in the table the correlation between teachers' perceptions of their CTE and their perceptions of leaders' lived experiences against VBL behaviours is 0.646. Its R² is found to be 0.417 implying that the teachers' perceptions of their leaders in terms of VBL behaviours predicts 41.70% of the variability in teachers' perceptions of their own CTE. However, it is also worthwhile to corroborate about the perceived relationship between the two concepts with what has been informed by qualitative data sets.

5.5 DISCUSSION OF RESULTS FROM QUANTITATIVE DATA SET

This research aimed to answer one main question and three sub-questions. The main question was "What constitutes institutionalisation of values-based leadership (VBL) so as to foster collective teacher efficacy (CTE) at Ethiopian private universities (EPrUs)?" The first sub-question says "What does the current state of CTE and its perceived outcome look like at EPrUs?" The second and the third research questions respectively are "What sets of behaviours are desired to institutionalise VBL so as to foster CTE at EPrUs?" and "What are institutional contexts (challenges) to institutionalise VBL so as to foster CTE at EPrUs?" The sub-questions serve as the basis of major divisions in the chapter and the specific objectives are considered as the sub-divisions.

The discussion begins with assessment results of CTE and its perceived outcome as seen in terms of students' perceptions of their learning experiences. The second section deals with the sets of behaviours amenable to institutionalise VBL so as to foster CTE. In this regard, both leaders' desired values and teachers' professional values are discussed. Moreover, the common characteristics between themes defined as leadership values and those defined as teachers' professional values are explained

so as to show their significances in the institutionalisation of VBL. The third section is about the institutional contexts required to foster CTE through institutionalising VBL. This, in turn, involves the institutional contexts perceived as contributing and those perceived as challenges to foster CTE through VBL.

5.5.1 Assessment of collective teacher efficacy and its perceived outcome at Ethiopian private universities

This section deals with discussion of the result of the study at two levels. In the first place, findings obtained about CTE in the context of EPrUs are discussed. This discussion aims to clarify the need to institutionalise VBL so as to foster CTE from the perspective of teachers and leaders. In the second place, the perceived outcome of CTE is assessed in terms of what students perceived about their teachers' educational initiatives and their own learning experiences.

5.5.1.1 The existing state of collective teacher efficacy

Teachers at a level of higher education are usually called 'lecturers' if they are holding a Master's degree or are promoted to that rank through research, but when we are referring to EPrUs, some teachers are assigned to teach at a degree level although they are not holding this academic rank. The personal characteristics of the respondents also reveal that 19.1% of the total respondents were only BA holders (see appendix-IX). As a result, it is preferred here to use the term 'teacher' instead of 'lecturer'. Although instructors, lecturers, and academics are mainly used terms in the context of university level teaching, the term teacher is preferred here so as to align the discussion with the key term in the title, which is collective teacher efficacy. Accordingly, 21 sets of questions were addressed to teacher respondents, of which 12 were straight forward items and nine of them were reversed items. Regarding as to how assessment results of such investigations can be interpreted, Brinson and Steiner (2007:2) note the following:

"Teachers with stronger perceptions of CTE are more likely to say they agree with statement like 'teachers in this school have what it takes to get the students to learn' and 'teachers here are well-prepared to teach the

subjects they are assigned to teach'. Likewise, teachers with strong efficacy are more likely to say they disagree with the reversed items such as 'students here just aren't motivated to learn' or 'teachers in this university think there are some students that no one can reach'."

For example, to say that there is strong sense of CTE, respondents tend to agree with the straight CTE items and tend to disagree with the reversed items. That is, in a 5-point scale used in this study respondents are likely to rate the straight CTE items as either 4-point (agree) or 5-point (strongly agree). Likewise, they tend to rate the reversed CTE items as either 2 (disagree) or 1 (strongly disagree). Thus, any significant deviations from the specified ranges are considered here as gaps on CTE that need to be fostered so as to bring the desired change to students' learning experiences. Thus, 4-point is mainly used as a test value for the one sample t-test.

In line with the above stated framework, CTE assessment was made and results from quantitative investigation reveal that the mean values in all cases are below 4-point. Item-wise also, the mean scores obtained were significantly below 4-point in all the remaining 11 items except for one item. The exception was about "Teachers in this institution have what it takes to get students to learn." To this end, a mean value of 3.95 was obtained. At 95% confidence interval of the difference, this score is found to be insignificant at a 4-point test value. Yet, there is a significant mean difference for this given item itself when either a point 4.5 (the average of the two top scores) is used as a test-value. Moreover, the overall mean average (item means) for the 12 straight CTE items was also calculated and found to be 3.4. This mean score is also significantly below the desired level of CTE when 4-point is used as the test-value. This implies that there is the need to foster CTE so as to enhance students' learning

Brinson and Steiner (2007:2), quoting the study conducted by Goddard, Hoy and Woolf Hoy, notes that "a one-point increase in a school's collective efficacy score is associated with about an 8.5% increase in students' achievement score - an increase social scientists would call a moderate effect." This implies that to bring the desired change to students' learning experiences and achievement, there is much to be done in

terms of fostering CTE. Given the fact that the increment of each unit has a moderate effect on students' learning experiences, it is relevant to devise a strategy and system whereby CTE would be fostered. Although the mean score is concentrated at a middle value in most cases, it is still worthwhile to foster CTE which is strong enough to influence students' learning experiences. Therefore, the results obtained here signify the need to foster CTE so as to sustain and improve institutional achievements recorded by the universities under the study.

To enhance students' learning experience and to contribute to educational quality, cultivating the beliefs and confidences of teachers is a key dimension. In connection to this, it has been noted in Bangs and Frost (2012:5) that teachers' internal states, or the way they feel, may shape the extent to which they are committed, enthusiastic and willing to perform. Moreover, Williams-Boyd (2002:28) asserts that:

"It is not the correct teaching methods or the amount of content knowledge that enable teachers to be effective, but rather their beliefs-beliefs about themselves as valued professionals, about their students as capable and talented, about their work environment as one conducive to growth...Those people who have the most direct impact on students are teachers, people driven by their commitments to quality and performance, to compassion and caring, to a belief in the integrity of each individual student."

This implies belief is more vital than subject matter knowledge or pedagogical competence. It doesn't mean that professional competence has less significance to enhance students' learning experiences or achievements. Rather, if such competence is not backed by the right perceptions about oneself as a teacher, about the initiatives of their colleagues and about the learning potential of the students, such competence might not result in the desired level of effect size.

As already noted, there is a significant gap in each case of CTE items, but there are slight differences in mean scores among these items. The scores range from 2.78 (teachers' perceptions of their students' ability) to 3.95 (teachers' perceptions of their competence to handle what it takes the students to learn). The least mean score

obtained was 2.78, which was about “Teachers in this institution believe students are competent learners”. Believing in the students’ ability to learn lies at the centre of CTE. That is, teachers with a strong sense of efficacy believe that their students can learn and are able to achieve any educational goals set forth. But, when it comes to the context of EPrUs, this sense of efficacy is relatively low in terms of their confidence in their students’ ability to learn. If teachers do not believe that students are competent learners, they may neither set high learning goals nor engage their students in active learning. This implies that there is a high need to cultivate the teachers’ confidence.

The second least mean score (2.85) was obtained for the item which says “You believe that your university is equipped with sufficient learning resources.” This implies that CTE is not perceived to be high enough in this regard. This score is significantly below 4-point, which is a cut-off point for the desired level of CTE scale. Although the mean scores 2.78 and 2.85 might not be considered as low in absolute terms, one can easily make sense of a wide efficacy gap in both cases that need to be filled out in some way. In general, measurable gaps were reported in the context of EPrUs in terms of attaining the required level of CTE.

Furthermore, in addition to obtaining individual scores for each item, aggregate results were also obtained for the 12 CTE items. Had all the respondents rated “high” all the 12 items, the result would have been 48 (12 times four). However, the actual mean obtained for the 12 CTE items is 40.86. This mean is found to be significantly below the test-value (48). A mean difference of -7.14 was recorded at a t-value of -11.538. The mean difference would have been larger had we used the average of the top scores (54) as a test value. When this value is taken as a test value, a mean difference of -13.14 would be obtained and this difference is found to be significant at a t-value of -.24. Therefore, it can be inferred from the results of this quantitative assessment that there are perceived gaps with respect to CTE which need to be minimised by adopting a relevant strategy.

5.5.1.2 Students' perception about their own learning experiences and about their teachers' educational initiatives

Thus far, discussions of results about CTE were made with particular reference to teachers' and leaders' perspectives, but the students' perspectives cannot be overlooked in this regard. One of the basic outcomes of high CTE is that students are highly motivated to learn and consider themselves as capable to learn and able to undertake challenging learning goals. In relation to this, Manthey (2006) suggests that when high levels of collective efficacy exist in an academic institution, students are much more likely to develop their own sense of personal efficacy. Moreover, the outcome of CTE can be seen from the perspectives of the students. To this end, Leithwood *et al.* (2010:676) assert that CTE:

“creates high expectation for students' learning and encourage teachers to set challenging benchmarks for themselves...High-CTE are more likely to engage in student-centred learning...High CTE is associated with teachers adapting a humanistic approach to student management, testing new instructional methods to meet the learning needs of their students, and providing extra help to students who have difficulty.”

Accordingly, to explore the outcome of CTE in terms of students' learning experiences and from their perceptions of the teaching-learning environment in the context of the EPrUs, they were also asked to comment about their teachers and about themselves. Previous studies about CTE largely focused on teachers' perceptions alone and no attempt was made to corroborate with students' feedback about this situation. In fact, there are few studies (e.g. Manthey, 2006) which found out that, in a context where high CTE exists, students would also become confident and ready to undertake high educational goals. So, an attempt was made here in the study to corroborate teachers' perceptions of their collective efficacy with students' reflections about their learning experiences and about their teachers' educational initiatives. To this effect, 18 sets of questions were addressed to student respondents and the results are discussed in this subsection.

The 18 items were grouped into two groups. The first group constitutes what students perceive about their teachers' level of motivation, commitment and intellectual capability needed to teach. The second group deals with students' perception of their own efficacy and whether the student-centred approach has been perceived to be in place. In relation to the first group, eight items were incorporated. Results obtained about these items show that the mean score in each case was below 4-point. The mean scores range from 3.3 to 3.8 which were concentrated to average score. The maximum score obtained was about "The majority of teachers are intellectually capable to teach their assigned courses." This is consistent with the result obtained from the teacher respondents about "Teachers in this institution have what it takes to get students to learn." The mean score in these two items is 3.8 and 3.95 respectively. These scores are relatively close to the high score, which is 4-point.

The minimum obtained score (3.33) was about "You will receive extra support from most teachers when you find topics that are so difficult for you to get through." This question is meant to assess the teachers' perceived educational initiatives in terms of providing extra help to students who have learning difficulties. In relation to this, teachers were asked about their CTE as "If a student doesn't learn something the first time, teachers will try it another way." The obtained mean score was 3.49. So, results from these two items are complementary in that teachers' perceived readiness to handle students' learning challenges is at a moderate level. Here also, teachers tended to rate their confidence with regard to their educational initiatives to provide extra help to needy students more than what students tended to rate the teachers' educational initiatives in this regard.

However, although there are mean score differences among these eight items, there is a significant mean difference in all cases when 4-point is taken as a test value of the difference. A one-sample t-test was also made for these eight items in aggregate. Results obtained reveal that there is a perceived gap in relation to teachers' commitment, motivation and capability from the perspectives of the students. Had all

the respondents rated “agree” for all the eight items, the result would have been 32 (eight times four). Hence, 32-point was taken as a test-value. The actual obtained mean was 28.66 and the mean difference was -3.34. Accordingly, the significance of the difference was computed and found to be significant at a t-value of -18.57. Therefore, it can be concluded that there is a perceived gap in terms of attaining a high level of CTE which is powerful enough to influence students’ learning experiences at the EPrUs. This implies the need to devise a leadership strategy that would foster CTE.

Furthermore, students’ were also interviewed to describe their learning experiences or the learning environment. With respect to their learning expectations, the following were the major issues addressed by the participants about learning at a higher education institution: It provides background knowledge for whatever they might encounter in the future. It is considered as a base for a better tomorrow. It is a means to win a decent job and other opportunities. It would enhance their interactive skills. It also helps them to gain some knowledge and problem solving skills with which they can contribute to the community and to their own lives. In line with these expectations the participants were asked to describe or evaluate the institutional efforts made towards helping the students to achieve their personal goals. The results revealed that, though there are some fragmented efforts, they are not strong enough in terms of addressing the expectations of the students. Therefore, from the major findings presented thus far, it can be inferred that there is a perceived gap about collective teacher efficacy as directly reported by teachers and as seen in terms of its perceived outcomes.

Obviously, there are many factors that can be linked to CTE. However, the current study attempted to relate this concept to VBL. It is asserted in this study that CTE can be fostered through institutionalising VBL. It can be recalled that the aim of this study is to develop a model to foster CTE through institutionalising VBL. To institutionalise VBL so as to foster CTE, the sets of behaviours perceived to be amenable in the process and the institutional contexts desired to be in place need to be explored. Accordingly, the

findings explored these issues which were presented in the previous chapter and the major findings are discussed here in the next sections.

5.5.2 Sets of leadership behaviours desired to institutionalise values-based leadership so as to foster collective teacher efficacy

To explore and describe the sets of behaviours desired in VBL so as to foster CTE, both quantitative and qualitative investigations were made. But here, only quantitative descriptions are made about the perceived importance of the universally endorsed values of VBL and the extent to which leaders are perceived to be identified by those behaviours. Theoretically VBL has been asserted to play a pivotal role in organisational operations. For instance, according to Howieson (2008:135) it “helps subordinates identify (and meet with) organisational goals by: appealing to subordinates’ cherished values and non-conscious motives; and engage their (subordinates) self-perceived identities, their self efficacy and sense of consistency.” Taylor (2010:20) also contends that “VBL leverages the potential contribution that each employee can make - the discretionary effort that will only be given because they are involved in something bigger than themselves, something that brings them each significance and fulfilment.” For VBL to be institutionalised there must be strongly internalised ideological values. In line with this Daft (2008:439) asserts that VBL is “a relationship between a leader and followers that is based on shared strongly internalised ideological values that are adopted by the leader and strong followers’ identification with those values.”

Accordingly, teachers were asked to rate the extent to which the values and behaviours are important in academic leadership in the context of EPrUs. The results from quantitative investigations reveal that the universally endorsed values of VBL were rated as highly important in academic leadership in this context. A 5-point scale was used here as follows: 1 for “very low”; 2 for “low”; 3 for “medium”; 4 for “high” and 5 for “very high.” Hence, any mean score obtained as 4-point and a score which is not significantly below this point was taken as a high score. To this end, all 36 items were measured in

this regard. Except for one item the mean scores were above 4-point in all cases. The exceptional item was “Leader holds others accountable for the operational performance.” The mean score obtained for this was 3.99 and a test of significance was made for the difference. To this end, the mean difference between this score and the test value (4-point) was found to be insignificant (Sig=0.789) at a t-value of -0.152. Therefore, it can be concluded that the universally endorsed values of VBL and earned a high degree of importance in the context of EPrUs from the perspectives of teachers.

In addition to computing the values of individual items, group values were also computed. The 36 items were grouped into five value categories. These include humility/selflessness/humbleness (six items); compassion and sense of gratitude (eight items); accountability/self-discipline/focus (eleven items); integrity (five items); and envisioning (six items). To this end, mean scores (in scale statistics) were as follows: 26.21; 36.40; 22.70; 42.46; and 26.73. These results were used as test values to examine the significance of mean differences in terms of leaders’ perceived performance in sharing these leadership values and behaviours in their lived experiences. A reliability test was also conducted for each category and the result will be discussed later in this chapter in relation to teachers’ ratings of the leaders’ performances in this regard.

5.5.3 Teachers’ perception of their leaders’ values and behaviours

Sweeney and Fry (2012:91-92) contend that leaders who, through their actions, demonstrate the possession of such universal values as honesty, integrity, courage, compassion and humility are likely to earn attributions of good character from their followers. Accordingly teachers were asked about what they perceived about their leaders’ values and behaviours. The objective was to explore the extent to which academic leaders are identified by VBL behaviours as perceived by the teachers. Hence, due attention is given to the followers’ perspectives because as Kouzes and Posner (2012:5) contend, “a complete picture of leadership can be developed only if you ask followers what they think of and admire in a leader.”

As noted previously, the 36 items which were meant to assess VBL were grouped into five thematic areas. This categorisation was made on the basis of theoretical constructs. Validation of these values was based on nomination by their frequent citation in reputable journals and books. Moreover, a Cronbach's Alpha of reliability test was used for both the entire items and for each value category. Moreover, inter-item correlation was also obtained in each case. The test results showed that all the sub-scales and the general scale used in this respect were found to be reliable (see table 4.2). It has been revealed that a Cronbach's Alpha is above 0.8 in all cases implying that the measurement is reliable as partly explained by this test. Moreover, inter-item correlations are above 0.420 for humility and 0.446 for accountability implying the existence of a medium effect in each case. In the remaining three cases the coefficient is greater than 0.5 implying that there exists a large effect in each case. Accordingly, an investigation was made about teachers' perceptions of their leaders' values and behaviours.

From the investigation made it has been found that item mean scores range from a minimum of 3.156 for humility to a maximum of 3.38 for envisioning. Although there are slight differences among these values in terms of mean scores, in all cases values are concentrated around average scores. However, to examine whether there is a perceived fit or significant perceived gap in these values, the respondents' ratings of the degree of importance of those values are used as test values. Perceived fit refers to the degree of congruence between employees' values and their perceptions of leaders' values (Lankau *et al.*, 2007). As followers are able to recognise the alignment or gap between the leaders' talks and deeds, asking followers about their perception of the leaders' values has a strong potential to examine a given leadership. In accordance with this, Hannah *et al.* (2005) assert that the gap between leaders' espoused values and actual behaviour are best recognised by followers.

Accordingly, a measure of significance for mean differences was made and the results showed that there are significant differences in all cases. The first category examined

was humility. The mean score obtained for humility was 18.94. A significance of the difference was made at a test value of 26.21. The test value in this case was the degree of importance of this value as rated by the respondents. Thus, a mean difference of -7.27 was obtained. This difference was found to be significant at a t-value of -17.94. A similar procedure was followed to examine mean differences for the remaining values. The second value category examined here is compassion. A mean score of 24.92 was obtained for this and a difference of significance was measured at a test value of 36.40. To this end, a mean difference of -11.48 was obtained which was found to be significant at a t-value of -19.69. The third category is integrity for which a mean difference of -6.90 was obtained, which was significant at a t-value of -17.74. The fourth and the fifth are accountability and envisioning respectively. To this end, a mean difference of -6.27 was obtained for accountability and a difference of -6.45 was obtained for envisioning. These differences were significant at a t-value of -8.70 and -15.36 respectively. All these values were also aggregated. The mean obtained was 117.12 and the expected score as per the ratings of the respondents was 154.94. A mean difference of -37.81 was obtained which was significant at a t-value of -15.38. Therefore, it can be concluded from this quantitative investigation that there is a perceived gap in academic leadership in terms of demonstrating the VBL behaviours.

5.6 CHAPTER SUMMARY

This chapter dealt with the presentation and discussion of quantitative data which were obtained from the randomly selected teachers and students in the form of survey questionnaires. These data were presented in the form of tables and figures (in percentage, mean, aggregate mean, mean difference and standard deviation). For the sake of presentation of the frequencies, responses of the same direction were aggregated and the five point scale was reduced to a three point category. The presentation began by reporting about individual teachers' perceptions of their collective capability to undertake educational initiatives to improve the students' learning experiences. Following this, students' perspectives were reported as they were also

asked to rate what they feel about their own capability to learn and about their teachers' educational initiatives.

Moreover, values of VBL were constructed and addressed to the respondent teachers for them to reflect upon. When presented to the respondents, the questions were grouped into two categories: level of importance and leaders' perceived experience in demonstrating those behaviours. Teachers were asked to rate the extent to which the values (behaviours) of VBL were important to them and to rate the extent to which they perceived the academic leaders live by those behaviours. Finally, the gap between the two groups/categories was presented. By taking into account the data generated from the two measurement scales (VBL and CTE), a correlation was computed between the teachers' perceptions of CTE and their perceptions of their leaders' perceived lived experiences in terms of demonstrating the VBL behaviours. To this end, positive and strong coefficient of correlation was obtained between the two variables. At last discussion of the results of quantitative data was made.

CHAPTER SIX

ANALYSIS OF QUALITATIVE AND MIXED DATA SETS

6.1 INTRODUCTION

This chapter contains two major sections in addition to this introductory section and the last section in which the chapter is summarised. The first major section is about the presentation and analysis of qualitative data set. This is about data obtained from teachers in the form of interviews and open-ended questions, and about data obtained from students and academic leaders in the form of interviews. This section, in turn, involves two sub-sections: The sets of behaviours amenable to institutionalise VBL at Ethiopian private universities (EPrUs); and the institutional contexts required to foster CTE through VBL. Thematic analysis is mainly followed in both cases and figures which are generated with the help of the software (Atlas.ti7) are also used along with verbal descriptions. When this software generates the figures, it also indicates in brackets the number of times a given theme is referred to and the number of other themes associated with a given theme. Therefore, the thematic analysis herein is supported by verbal descriptions about the themes and a figure that summarises the results about the theme.

The second major section of the chapter deals with triangulation of quantitative and qualitative data sets. In this section, the commonalities obtained between these two data sets are analysed. The mixed method is particularly required to triangulate quantitative data (teachers' ratings about the relative importance of the universally endorsed behaviours of VBL) and qualitative data (themes defined from teachers' descriptions about the sets of behaviours they wish to see). This triangulation is also extended to show teachers' perception of their leaders' behaviours as informed from the two data sets. Here, after the teachers' ratings of their leaders' performance against the values of VBL are summarised, relevant qualitative descriptions that go along with this

quantitative data are also analysed. The analysis of this latter aspect of perception is particularly important to explain the role of VBL to foster CTE.

6.2 PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

This section deals with two major issues. The first is about the sets of behaviours amenable to institutionalise VBL so as to foster CTE. This includes: the sets of behaviours desired in academic leadership (teachers' perceptions); teachers' perceptions of their leaders' behaviours; academic leaders' descriptions of their own behaviours; and teachers' desired professional behaviours and values. The second issue is about the institutional contexts required to foster CTE through institutionalising VBL at Ethiopian private universities (EPrUs). This, in turn, addresses two issues: conditions found to be supportive of leadership efforts to foster CTE and existing institutional challenges to foster CTE through VBL.

6.2.1 The sets of behaviours amenable to institutionalise values-based leadership

To explore these sets of behaviours, four key aspects and approaches were followed. In the first case teachers were asked about what sets of behaviours they wish to see in academic leadership, particularly behaviours pertinent to foster CTE. Following this, they were also asked about what they perceived were the actual behaviours or core values of their leaders. These two aspects are considered to make sense of the perceived fit between the teachers' perceptions of their leaders' values and behaviours they wish to see in the academic leaders. The third key aspect is about leaders' description of their own behaviours. Any disconnects between the leaders' intended values (behaviours) and the teachers' perceptions of the leadership values are also described here. The fourth key aspect is about the behaviours desired to be espoused by the teachers. These are about the professional behaviours that both teachers and academic leaders wish to see in the teachers' professional practice. These all would form the sets of behaviours amenable to institutionalise VBL at EPrUs so as to foster CTE.

6.2.1.1 Teachers' preferred leadership values and behaviours

Under this section, the sets of values or behaviours that teachers wish to see in academic leadership are explored and analysed. Themes are defined from two different data sources: reflections on the open-ended questions and results from participants' interviews. From the open-ended sources of the questionnaire the following themes were defined: a) compassion/stewardship and sense of gratitude; b) accountability/action oriented; c) integrity/transparentcy and objectivity; d) humility/humbleness; e) create a sense of collaboration and teamwork; and f) autonomy. The networks of results obtained from the open-ended source are indicated in Figure 6.1. Similarly, four major themes were defined from the teacher interview data: a) empowerment and accountability; b) envisioning power, courage and participation; c) compassion, sense of gratitude and humbleness; and d) professional ethics (integrity and role modelling). The networks of the themes defined from the interview results are indicated in figure 6.2. Therefore, following the presentation of those themes in the two figures, this section deals with thematic analysis about the sets of behaviours the teachers wish to see in academic leadership in the context of EPrUs.

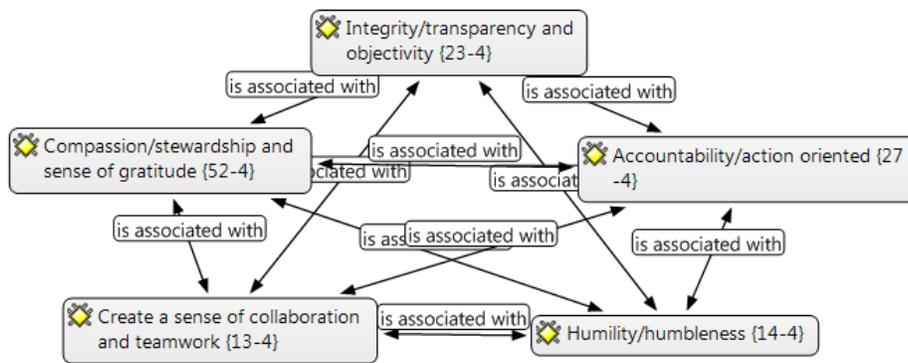


Figure 6.1 Teachers' description of values they wish to be espoused by academic leaders (open-ended questions)

As depicted in the figure 6.1, five themes were created in relation to the values and behaviours that teachers wish the academic leaders would demonstrate so as to foster CTE. The dark arrow shows the link (association) among these sets of behaviours. Moreover, the numbers bracketed in the theme denotes the number of references made by the participants in relation to the theme and the other themes associated with the theme. The teachers felt that if CTE needs to be fostered, there is the need to demonstrate a sense of compassion (stewardship) and gratitude. These were largely echoed by the teachers as noted in the survey questionnaire because 52 references were made about this theme. Another demanded aspect was about the need to be action oriented and readiness to take accountability. To this end, a total of 27 references were made. The third most endorsed theme was about integrity (transparency) and objectivity for which 23 references were made. For the remaining two themes, the numbers of references made were 14 for humility/humbleness, and 13 for the need to create collaboration and team spirit. All the five themes indicated in the figure are also associated with one another in that the presence or the absence of one can influence the absence or presence of the other.

Moreover, senior teachers (the first five longest serving teachers in each university) in the context of EPrUs were asked to describe the behaviours that they wish to see in academic leadership. They were also asked to justify why they wish to see those behaviours in academic leadership, which was meant to explore the perceived relevance of those behaviours to CTE. To this end, they reflected their preferences of the behaviours and leadership values either by directly noting the behaviours they wish to see or by addressing the behaviours and leadership values that should have been in place. From the reflections of the participants, four themes are defined and the results obtained about these themes are presented in figure 6.2. Alongside this, the number of references made about the theme, and the number of other themes linked to each theme are depicted in the figure. Following the presentation of these themes in figure 6.2, thematic analysis is made and this remains to be the pattern of presentation throughout the chapter.

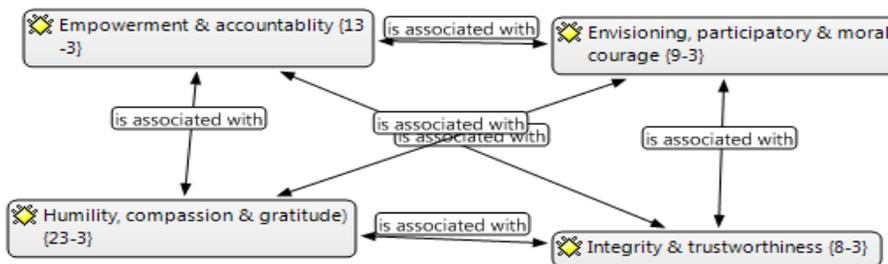


Figure 6.2 Teachers' description of behaviours they wish to see in their academic leaders (interview results)

From the 20 senior teachers' interviews, four themes were defined and indicated in figure 6.2 above. These four themes in turn are associated with each other. Humility, compassion and gratitude are treated as one theme here as they were co-occurring during the interview, and this theme was the one for which the largest number of references was made. This is followed by leadership empowerment and readiness to take accountability for operational performances. About this theme, 13 references were made. The third theme for which a total of nine references were made involves envisioning, participatory leadership and courage. It means that teachers wanted the academic leaders to have envisioning power; wanted them to involve the followers in the way towards realising the vision, and required them to be courageous enough in the process. Similarly, a total of eight references were made about the need to demonstrate integrity and trustworthiness in academic leadership.

Although the themes presented in figure 6.1 and figure 6.2 emerged from two different sources and are seemingly different, similar issues are addressed in each case. For instance, accountability is treated independently in the first case. However, it is treated with empowerment as the two issues were co-occurring as informed from the interview results. Likewise, while humility is embedded with a sense of compassion and gratitude in figure 6.2, this value is defined as a theme in its own right in figure 6.2. Though the

number of references made and the way themes are treated are different in each case, both figures are dealing with similar issues. Another theme presented in figure 6.1 was about the need to create collaboration and team spirit. This can be linked to both accountability and empowerment. Therefore, the common themes addressed in both cases are combined and discussed hereunder.

6.2.1.1.1 Compassion/stewardship and sense of gratitude

Participants in the interviews were asked about what sets of behaviours they wish to see in academic leadership that could have an impact on their efficacy. In connection to this, compassion and sense of gratitude were standing as basic factors as it was possible to make sense from the descriptions of the participants. For instance, the participant who is coded as LecPart1 reflected his feelings about the set of behaviours he wishes to see in academic leadership as follows:

“They have to come back to the teachers’ to understand the real interest and motives of the teachers. To this end, they need to design a system whereby teachers might be supported. If the teaches are happy here everything goes right. They have to bring back the teachers. They have to pay reasonable salary and motivate the teachers. The institution is trying to build image at the expense of the instructors. It might grow as long as it takes the market share and works intensively on the external factors. However, I am really concerned about the future fate of this university” (Interview made on May 06, 2015).

From the descriptions noted in this quotation one can easily make sense of what this participant intended to endorse. The participant just wanted the leaders to have a sense of compassion which can be expressed in terms of understanding the real interest of the followers and to be supportive and caring. Teachers want to have a leader who is ready and committed to stewardship service. For that matter, they want to see a leader who has a deep awareness of the problems they are currently facing in their professional practice. For the teachers to have the desired confidence in themselves and in the group, they want to feel the support of their leaders and a sense of gratitude. Since this participant expressed his concern about the future fate of his

university in this regard it implies that in the absence of sense of compassion and stewardship it would be difficult to maintain and build the confidence of the staff members. In the absence of such confidence in the teaching staff, a university's sustainability would be at stake. A complementary reference was also made by another participant who is coded as LecPart14 as follows:

“They need to know the deep inside desires and needs of teachers. They need to know the teachers’ existing life situation. Secondly, they also need to establish cordial relationship with teachers instead of being dictators. As long as both the leaders and the teachers are here for a common purpose, there should be a mutual understanding. To create mutual understanding, the effect size of holding repetitive meeting is low. Instead they need to be very close to the teachers; form a cordial relationship with the teachers and understand the teachers’ real desires” (Interview made on August 21, 2015).

A similar issue is addressed in this quotation in that the teachers want the academic leaders to be fully aware about the real needs of the teachers. Though leaders may do many supportive activities, those efforts might not result in the desired outcome if they fail to take into account the real needs of the teachers. In addition to the feeling of caring and compassion, this participant has also emphasised the need to establish a cordial relationship and mutual respect. Along with the sense of compassion/stewardship, teachers also want their leaders to have a sense of gratitude. They want to feel appreciated and recognised for what they have achieved so as to feel confident about what they could do. Accordingly, the need for sense of gratitude was also explicitly addressed by the participants in this study. For instance, a participant who is coded as LecPart18 described as follows:

“...The other problem is there is no culture of recognising our effort and saying thank you by the leaders. As mentioned earlier there must be forums for teachers to meet together at an institutional level and to meeting with the leaders. We need to re-establish our dead culture. We need to celebrate our success together. Leaders need to create a friendly atmosphere. They need to show us that they really do care for us. They need to recognise our personal significances to the university as teachers” (Interview made on August 27, 2015).

The point of emphasis in this quotation is about the need for recognising the efforts of the staff members and about genuine sense of gratitude in terms of acknowledging the efforts. This participant said that there was a good culture previously where successes were celebrated in groups and the contribution of the staff was properly recognised and he called for the re-establishment of the previous culture. The point is that for teachers to feel confident about what they can bring to the students, they need to be properly appreciated. Their personal significance should be recognised in relation to CTE and this is not the feeling of a very few teachers. Similar other references were also made by respondents to the survey open-ended sets of questions and some of the notes are summarised hereunder:

“The leaders should clearly understand the interest of the lecturers together with the goal of the institution....They could make continuous staff development and fulfil resources...Increasing the benefits of lecturers....The leaders should be committed to serving the interest of the academic community to work in team....Leaders must appreciate the qualities of instructors and also they must give value for their profession....They should have acknowledged the contribution of the lecturers for the success of the university” (Portions of notes taken from survey questionnaire).

These issues were noted in relation to what the leaders could do to enhance the group confidence of teachers. The result obtained to this end shows that leaders need to clearly make sense of the teachers' current state. They need to be compassionate, caring and need to approach the teachers in a stewardship manner. As a reflection of this they need to capitalise on the contribution of the staff and to work on the teachers' continuous professional development.

6.2.1.1.2 Integrity and trustworthiness

Another key value that the teachers wish to see in academic leadership is integrity. Along with this value, trustworthiness is also addressed, which is one of the ultimate outcomes of integrity. As a reflection of integrity teachers want an academic leader who keeps his word and whose words match with his/her walk. If an academic leader fails to

walk the talk, he/she can never win the required trust from the teachers. This would seriously hamper the success of an academic institution as teachers might lose their efficacy about the outcome of their achievements. In connection to this, Northouse (2013:25) notes integrity as the “quality of honesty and trustworthiness and that leaders with integrity inspire confidence in others because they can be trusted to do what they are going to do.”

Accordingly, this value is endorsed in the contexts of EPrUs as a key element so as to foster CTE. For instance, a participant who is coded as LecPart18 stated the following:

“They are not usually keeping their promises and hence I do have a strong reservation on their leadership integrity. As a senior staff, I do have much experiences of this kind. For example we were asking them to improve our payment scheme for so long. Some years back, the university’s investment cost was also very high as it was trying to build its own campus. Accordingly, the leaders told us that the teachers’ payment scheme would be largely improved upon the completion of the building. However let alone, improving our payment scheme, we couldn’t get the chance to attend the inauguration of the building upon its completion. I was thinking that our financial problem was mainly attributed to the investment cost. But, I held a wrong assumption. They are not trustworthy. It was since then my sense of belongingness to this university started to be eroded and I feel no sense of ownership now. I know consider the building of this university just as one business centres in the city, rather than as an education centre” (Interview made on August 27, 2015).

Many relevant details are involved in this quotation. The participant directly questioned the integrity of the leaders as a result of their failure to keep their promises and he noted that the problem is prevalent. The issue of trustworthiness was also raised as directly linked to teachers’ collective efficacy. Thus, the teachers’ desire to see this value in academic leadership can be considered as legitimate. Other participants also noted the need for integrity and trustworthiness. For instance, the participant who is coded as LecPart19 also noted the following:

“There is no trust-based leadership here. To this effect, there are “watch dogs” that are assigned to control whether the teachers go to the classes. I do not feel comfortable in such a controlling mechanism. The instructors’ accountability must mainly be to their professional ethics (values) and to

the students. The leaders need to relook at the implication of this. Most of us here, as we informally discuss are not happy with the existing leadership” (Interview made on August 28, 2015).

Whether the claim about the irrelevance of using “watchdogs” is legitimate or not, the participant perceived this practice as lack of trustworthiness. The participant perceived that he and his colleagues are not trusted by their leaders and this would create a sense of dissatisfaction among them. The implication is that there is the need for promoting trustworthiness in academic leadership. Furthermore, the need for integrity and trustworthiness was also addressed in the notes received from the open-ended questions. It is worthwhile to quote the references made about this value set:

“There should be information exchange and regular feedback... Leaders are expected to hear lecturers’ comments, suggestions, and critiques and make proper feedback..... They should have made participatory decisions... They should have working impartially...Freedom to think independently and avoiding bureaucracy....They develop deep prejudice and bias against lecturers....Gossip intervention, misunderstanding, partiality, etc....understanding gap between the management and the staff. It is bureaucratic....Tardiness and lame excuse damages the moral of staff...Although they are holding meetings with the lecturers, they are not putting into practice what we are asking them to do....They do not keep their promise...I do not personally believe that they look beyond what the University can earn today” (Notes taken from survey questionnaire).

As informed from the above references, there are statements that directly address the need for integrity. They noted that the leaders are not putting into practice what the teachers are asking them to do. It is also noted that leaders are not keeping their promises. The need for information exchange and regular feedback, the need for readiness for promoting objectivity and transparency, and the need to ensure staff participation on vital institutional decisions were addressed by the participants. These all would have implications for the academic integrity of the leaders, which in turn would affect the emotional state of the teachers.

6.2.1.1.3 Humility/selflessness

This attribute is mainly asserted to be indispensable in leadership. When it comes to educational leadership it might be more valued and needs to be exercised more than any other sectors. Among others this value is endorsed as basic in the context of EPrUs. This has been informed from both interviews and open-ended questions. For instance, the participants in the open-ended sets of the survey questionnaire made relevant references, and only portions of the notes are summarised hereunder:

“...forgoing personal interests and triumph...Leaders should have undertaken periodic discussions with lecturers so as to receive inputs on various issues..... Exaggerating silly mistakes...Inconsiderate of one’s continuous development and over-exaggerating faults.....intolerance, arrogance...ignorance of achievement, etc.....Greediness to the extent that they stray from their mission and values....They usually transfer blames to lecturers when students fail. They are so punitive and lack educational leadership skills.....Arrogance” (Portions of notes taken from survey questionnaire).

Moreover, although it co-occurred with the sense of compassion and gratitude, the need for humility was both stated and implied from the interviews made with participant teachers. For instance, in the reference quoted under the previous section, which was made by the participant who is coded as LecPart1, the need for humility is addressed as follows:

“Leaders have to try to understand their real interest and motives.....They have to pay reasonable salary and motivate the teachers. The institution is trying to build image at the expense of the instructors..... I am really concerned about the future fate of this university Greed doesn’t have any my moral any ways. To talk about moral you have to be out of the sense of greedy” (Interview made on May 06, 2015).

In the statement that says “they are trying to build image at the expense of the instructors”, the participant is implying that there is a problem with the humility dimension and selflessness. Selfishness and attempting to pursue one’s own interests at the expense of the others are exactly the opposite of humility. However, the

participant is implying that image building cannot be realistic without having a sense of this humility. Another common issue addressed in this quotation and in the portions of notes taken from the open-ended questions is about greediness which is the exact opposite of humility. The issue of being arrogant and exaggerating mistakes/faults was also noted as a leadership problem. Moreover, the need for making use of the inputs of lecturers and considering them as informal advisors were also addressed by the participants. These aspects were also addressed under quantitative data set and found to have a high degree of importance. Therefore, it can be concluded that humility is one among the sets of values or behaviours desired in the context of EPrUs.

6.2.1.1.4 Accountability, self-discipline and focus

When teachers were asked about the behaviours they wish to see in academic leadership, the need for accountability, self-discipline and focus were jointly addressed by the participants. In the context of private universities in Ethiopia, teacher participants clearly claimed that they have a tough situation in terms of running the teaching-learning process. Accordingly, they wish to see a leader who is ready to take a responsibility for the ongoing practice. They wish to see a leader who holds himself/herself accountable for the operational performance therein. They wish the leaders should be more focused and self-disciplined to fix the matter. For instance, the participants of the open-ended questions noted some relevant statements and phrases that imply the need for this theme and only portions of the references are summarised hereunder:

“Everything needs serious amendment...The leaders didn’t do anything to enhance the quality of education or teaching....The institution is running its program with the facilities it availed before ten years. This is a threatening condition....Some of the very crucial aspects of the university are not still institutionalised....Lack of instructional facilities...Greediness to the extent that they stray from their mission and values...They usually transfer blames to lecturers when students fail. But, they are not providing sufficient learning materials...Equipments are not provided as required although there are periodical discussions on this....They do not implement what lecturers ask them to do....Lack of fast and on-time decision...This is as everyone knows, the very fact that most academic leaders keep awake only when the President of the University is around.....It works only for survival...I do not personally believe that they look beyond what the

University can earn today” (Portion of the notes taken from survey questionnaire).

The points of emphasis here are about the need for action oriented leadership to enhance quality, to institutionalise values, to avail learning resources, to hold themselves accountable for failures rather than transferring blame, and not to be distracted from the ultimate goals rather than running for mere survival. What seems so natural in a given work setting is that employees usually prefer to have leaders who primarily hold themselves responsible for operational performance. If leaders usually blame employees for performance failures, they may get frustrated and feel less confident about what they can do in the future. Ordinary employees, teachers in this case, usually prefer to stand on the second line in the accountability system and this is actually what must be the case. If the target of the blame is the teachers’ work group, this would not only affect the self-efficacy of the individual teacher but also of the collective efficacy of the teachers. Accordingly, an academic leader who would boldly say “I am in charge for the teaching-learning process here”, and a leader who is self-disciplined and focused towards realising the vision of the institution is largely demanded in the context of EPrUs.

In addition to the teachers’ reflections on the open-ended questions, similar feelings were reflected by the teacher participants in the interviews. For instance, consider the following reference which was made by the participant who is coded as LecPart4:

“Obviously, staff turnover is high. They need to systematically organise (conduct exist interviews). They run to replace the person than taking time to find out the institution’s problem. This has got its own implication. They are implying that they can replace whoever resigns from the University and that no one has personal significance. This has got a negative impact on CTE. They also need to give attention to the administrative staff members that facilitate an environment conducive for the teaching-learning process. Moreover, office facilities should be in place. If teachers get this, they would spend time in their office and work collaboratively with colleagues” (Interview made on June 08, 2015).

The participant emphasised about the need for action-oriented leadership and accountability to stabilise the working environment of the teachers. The issue of staff turnover was raised by all the participants as a serious threat to the private sector, but the need to take accountability and responsibility to reverse the problem was mainly addressed by participant teachers. Essentially employees' turnover and instability issues must be the responsibility of the leaders or managers in charge of setting the retention mechanism. However, when problems of this kind turn out to be significant, it would result in negative repercussions on the employees' confidence about their fate and what they can contribute in the future. In addition to problems (e.g. turnover), the way academic leaders react to the problem itself does have its own bearing on the teachers' moral and feelings. A responsible leader takes responsibility to fix problems on time and tries to expand the comfort zone of the teachers. This can be reflected in what he/she does to remove the frustration of employees who can be affected by the problems.

In relation to the actions the academic leaders take when staff members urge them to take corrective action in relation to the turnover, a participant (coded as LecPart12) noted, "There are also times when they say 'you all can resign if you wish so'. This directly implies that they are not concerned about the teachers and the teaching learning process. They might have a wrong orientation about how the university would be successful" (Interview made on August 12, 2015). The implication here is teachers prefer leaders who are ready to take accountability for the teaching-learning process and they wish the leaders to be action oriented. A leader could have many other leadership qualities, but the leadership cannot be effective if this value set is missing. Moreover, a participant who was given the code-LecPart17 stated the following:

"I believe that the management bodies have a good human relation skill, particularly those holding academic leadership. But, they lack professional competence. If the university wants to realise its visions, I think competent leaders should come on board. I know that these leaders have no ill motives or bad intentions in the way they want things to happen here. But, my confidence in their professional competence and autonomy is low. For instance, if you want to buy a learning resource, you must be able to challenge them now and then. Finally, the item might be purchased after

they talk to the owner and only upon the will of the owner. The concern of the leaders here is to save money to please the owners. But, they should hold themselves accountable for the smooth running of the teaching-learning process” (Interview made on August 27, 2015).

Although the points of emphasis in the first few statements of the paragraph are about lack of leadership competence, the participant concluded by addressing the need for accountability for the students’ learning rather than merely doing what might please the owners. Therefore, it can be concluded that accountability and self-discipline as leadership values are highly endorsed in the context of EPrUs as perceived by the teachers.

6.2.1.1.5 Envisioning power and moral courage

As it is possible to make sense from the participants’ reflections, there is also a high need for visionary leaders. Teachers want to have leaders who are visionaries and who are powerful enough to share the vision and lead the staff towards its realisation. Along with this sense of envisioning, there is also a need for moral courage as both are directly linked to the efficacy of teachers about the end state of their university and about what they could contribute to the university’s endeavour to realise its vision. It is the collective belief about this given factor, among others, that might affect CTE. In connection with this, a participant who is coded as LecPart10 expressed as follows:

“I want to see transformational leadership. There should also be transparency. I want to have a clear knowledge of where the University is heading to. I also want to feel confident that we have the requisite inputs to that effect. So, I expect the leaders should be visionary” (Interview made on August 11, 2015).

The point of emphasis in this quotation is on the need to capitalise on the visioning dimension and the teachers’ moral right to know the future direction of the institution. The teachers’ belief about the future state of their university can have a direct impact on their CTE. However, it must be taken into account that teachers mainly learn about the future of the university from the leaders’ behaviour and actions. This implies that the

leaders' envisioning power in its own right is a major source of confidence about the teacher group's capability to bring a change to the students' learning experiences.

However, envisioning is not merely about identifying vision statements and posting on a given billboard but, rather, the leader should be courageous enough in terms of the confidence of the staff about the realisation of the vision. Above all, a complete sense of ownership of the vision should be created. To elaborate the argument here, it is worthwhile to take on some more quotations. For instance, a participant who is coded as LecPart8 also noted that there are problems with respect to envisioning and courage. From the description of this participant about the problem, it is possible to make sense of the need for envisioning:

"...I feel that there is no collective effort and belief here and I do not believe that the university can realise its vision within the defined period of time unless significant improvement is made on our current environment. A lot needs to be done to bring people on board and to facilitate an environment conducive for teachers to work in teams so that they are determined to achieve their common goal. Therefore, I want the leadership here to be participatory and communicative. The leaders should focus on getting the staff members own the University system as their own because nothing should be done by impositions. Sometimes we receive directions straight downward from the top, which we feel are irrelevant to us. If you don't believe in them, your level of commitment to implement them will be low. So, to create a sense of ownership the leadership should be participatory" (Interview made on July 30, 2015).

The points of emphasis in both cases are that the participants wanted the teachers to be visionary and courageous enough to share the vision and also to lead the followers to the common goal. However, except about gaps perceived to be there with respect of the way forward to the visions or about moral courage, no participant asked questions about institutional problems pertinent to the creation or articulation of visions. In fact each item meant to address envisioning was rated high in terms of its degree of importance and the interviewees also affirmed the same. Consequently, envisioning and moral courage are also among the values endorsed by the teachers in terms of their importance to academic leadership.

6.2.1.1.6 Sense of collaboration and teamwork

A leadership that gears towards creating a sense of collaboration and teamwork is desired by employees in every working context. But, when it comes to educational setting, this sense would be one among the top preferred ones. Where a sense of teamwork and collaboration are established, employees might not feel frustrated about what they could do alone because they are already not walking alone. Accordingly, one of the issues addressed by participants in terms of what their leaders could do to foster group confidence is about creating a sense of collaboration or teamwork. For instance, consider the following references which were noted by the participants to the open-ended questions when they were asked what their leaders could do to enhance group confidence:

“They should create a good rapport and strong link with the lecturers...Creating good communications between and among the lecturers...Arranging periodical meetings and discuss on existing problems to arrive at common solutions...Experience sharing, benchmarking, engaging with students and getting them feedback....They need to create team work and harmonious work environment with the staff....Discussing over issues on meetings and organising experience sharing....It could not create a culture among the staff towards their thoughts (the staff are not willing to forward their ideas) which creates shortage of collaboration” (Notes taken from survey questionnaire).

The descriptive phrases stated in this quotation include “good rapport, strong link, experience sharing teamwork, harmony”. As per the perception of these participants, these are key elements that would have direct implications for their group confidence. Furthermore, the need for working in teams and the sense of collaboration were also reflected during the interviews with the participants. For instance, a participant who is coded as LecPart18 noted the following about the need for working in teams and the required leadership effort to create a sense of collaboration:

“As teachers, we need to regain the culture of team working. We need to invite one another in a class; we need to invite guest lecturers from other departments as the case may be. We should avoid the sense of individualism....This must be largely institutionalised both within and across departments. The leaders should have a leading role in terms of

facilitating such team working environment. They need to create the desired floor (platform) for this. They need to encourage this and properly recognise instructors that have active engagement on this” (Interview made on August 27, 2015)

This participant believed that, let alone within departmental level, there is the need for working in teams across departments as long as all the staff members stand for a common purpose. Moreover, although some aspect of teamwork has been treated with compassion in terms of what the leaders are required to do for the benefit of the team, this issue has more sense if it stands as a theme along with the need for creating a sense of collaboration. In fact, some aspects of the need to create a sense of collaboration were reflected in terms of accountability. Given that the subject is fostering CTE through VBL, it is more relevant to consider this as an emergent theme as it is possible to make sense from the reflections of the participants. As a result, a leadership that gears towards creating a sense of collaboration or teamwork is one of the key dimensions, among others, that form the sets of leadership behaviours constituting the institutionalisation of VBL.

6.2.1.2 Teachers’ perception of their leaders’ shared values (leadership priorities)

Under this section teachers’ perception of their leaders’ shared values and the issues which are given priority, i.e. core values in academic leadership, are analysed. In relation to this, participant teachers were asked to describe what they perceive are the core values of their leaders and/or their universities. Before attempting to explore this, the interview process was started by asking the participants to describe the stated core values (corporate value statements) of their universities. However, except for a very few who fairly described the vision and mission statements, none of them stated the corporate value statements (CVS) accurately. When the researcher asked them to describe the Corporate Value Statements (CVS) of their universities, most of them were talking about the vision and mission statements, and some who attempted to describe these statements also couldn’t state them properly. In fact, there was no intention in

this study to analyse those statements, but this question was so useful to make sense of how far institutional values are properly shared. Therefore, since the focus was on the perceived values, participants were asked about what they feel are the shared values of their leaders.

Specifically, they were asked what the academic leaders are frequently talking about when they are in meeting with the teachers, and what those leaders demonstrate in their lived experiences. This question was asked to make sense of whether the participants perceive that their leaders are trying to give priorities to the concerns and benefits of the teachers. However, results show that the leaders' focus is mainly on tasks and tasks that would contribute to image development. Accordingly, the following four major themes are defined in relation to the teachers' perception of leadership priorities: a) task oriented (focus on teachers' obligation); b) focus on research and public image; c) focus on quality and growth; and d) focus on students' satisfaction. The networks of these themes are indicated in the following figure.

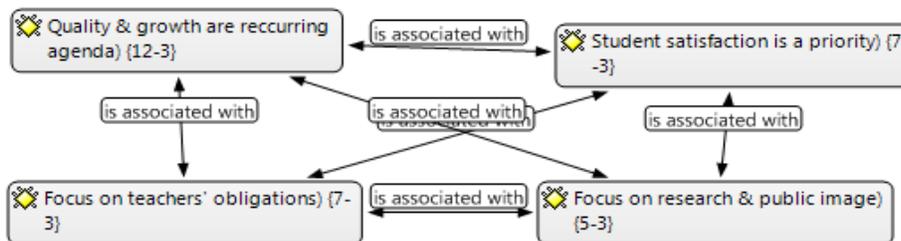


Figure 6.3 Teachers' perception of their leaders' values and leadership priorities (interviews)

The information presented in this figure is interpreted in the same way as in the previous two figures. That is, the number of references made about the theme and the number of other themes which are linked to this theme are indicated in the table. Accordingly, it has been depicted that each of the four themes presented herein are linked to three other themes. Moreover, regarding the number of references made

about the themes, it has been found that a total of 12 references were made in the case of one of the four themes. Moreover seven references were made in the cases of two of the themes and five references were made in one case. Accordingly, the data analysis presented hereunder is about these four themes.

6.2.1.2.1 Focus on teachers' obligations

When the participants were asked about their leaders' priorities or about what leaders are focusing on during academic deliberations, participants noted that one among the recurring agendas is teachers' professional obligations. In fact, at department level and with the teaching staff, it is needless to talk about the relevance of talking about teachers' professional obligations as it goes without saying. Accordingly, a participant who is coded as LecPart13 described the following:

"The recurring agenda during our meeting is about teachers. Class absenteeism, a gap on classroom delivery (as obtained from students' feedback), late coming and early going are our common concerns with the leaders. Grade submission deadline is also a concern. We also deliberate on possible strategies of capacitating our students. Since we have no control over the input we just focus on the process to produce a desirable output" (Interview made on August 13, 2015).

As learned from the description of this participant, leaders are frequently talking about what teachers could do to enhance students' learning experiences. None of the participants, including this one, held reservations about the need to talk about the obligations. However, some concerns were addressed in terms of the leaders' readiness to pay attention to the rights and privileges of the teachers. When the researcher held the interviews with the participants, he was able to make sense that the leaders' mere focus on the teachers' obligations was not taken positively. Teachers do not simply want an academic leader who demands much but is not ready to provide the support required in terms of fulfilling their professional obligations. It means that if the leaders expect the teachers to fully discharge their professional obligations, they need to provide the required moral and material support.

Noting the same feeling/impression, which is teachers' professional duties are the recurring agenda when the teachers and academic leaders are in a meeting, a participant who is coded as LecPart8 stated as follows:

"They are mainly talking about teachers and I believe that is the right subject to reflect upon. They are focusing on the extent to which teachers are discharging their contractual obligations. Again, I would say that this is an important aspect to focus on so as to realise the stated vision. Absenteeism is a serious concern and it is hardly easy to take control of this problem. These would lead to failure in course coverage, which in turn, has a negative implication to the quality of education. Moreover, the leaders expect the teachers to be in the campus beyond their class hours. The leaders are expecting this with a good intention that teachers should be accessible to students who might need advising and additional support. There are conflicts between teachers and leaders with this regard. Although they want the teachers to stay within the premises of the university and to discharge their obligations in a responsible way, the leaders are not providing the teachers with basic facilities and inputs. There is nothing that encourages the teachers to stay here and motivates them to commit themselves for educational quality. Since, they have no motivational schemes, our teachers prefer to be somewhere else to subsidise their life" (Interview made on July 30, 2015).

As implied herein, the focus is on how the teachers could discharge their obligations. It is also implied that the teachers are compromising their professional duties and it is worthwhile to take professionalism as a standing issue. However, professionalism cannot be fostered merely by discussing about what the professionals could do. It is the responsibility of the leaders to facilitate an environment whereby the professionalism would flourish. But, as perceived by the participants, since no due attention is given to motivate teachers, focusing on the task (obligation) alone would have a low effect size on the performance of teachers.

6.2.1.2.2 Focus on research and public image

Another theme defined here in relation to the leaders' perceived leadership priority or focus is attention to research and building the public image of their universities. For instance, a participant who is coded as LecPart5 described his memory of the leaders' frequent dialogue as follows:

"I hear that the leaders are frequently talking about the staff's engagement in research. They are saying that a university should be more peculiar than high school. They have high concern on research task. To this effect, I believe the management is out there as auxiliaries to normalise our activities. There is no noticeable gap with this regard" (Interview made on August 27, 2015).

As opposed to the previous theme, participants held complementary views about the leaders' real commitment in this regard. It is implied in the quotation that when the leaders are making research as a recurring agenda, they do also mean it. A common understanding was held by participants across the universities about the value given to research by academic leadership. For instance, a participant, who is given the code LecPart4, noted as follows:

"One of the things for which I appreciate the University is the management bodies' engagement in research. In majority of the research platforms they are presenting papers and I see this as a sort of leading by example. Hence, I need this practice to be extended in to the other end, to the teaching mission as well" (Interview made on June 08, 2015).

From these two quotations, it can be inferred that the participants held positive perceptions about the leaders' focus on research. Since research would contribute to solving the problems of society, it would make a positive contribution to building the image of the institution that conducts the research. However, some reservations were held about the institutions' ultimate motive in focusing on research. As perceived by the participants, the universities are focusing on this so as to build their reputation or for the sake of image building. Addressing the fact that the university's attempt is towards building image, a participant coded as LecPart1 reflected his concern as follows:

"Building public image is the core value of this University. It is good to build a positive image so as to attract the attention of the customers because staff can also get salary only if they pay. They have established good relations with the regulatory bodies (e.g. HERQA) and reports are presented just for such consumptions.... The institution is trying to build image at the expense of the instructors. It can still grow as it works intensively on the external factors. However, I am really concerned about the future fate of this university" (Interview made on July 23, 2015).

It can be implied from the aforementioned references that, as part of building image, research was given due attention in academic leadership. However, participants reflected some concerns about the attention given to the internal stakeholders (staff) in the process of image building. Although they did not hold any reservations about the relevance of building image, participants perceived that the focus is mainly on what regulatory bodies might investigate to grant a licence or re-naming claims. In this sense the universities' attempt to focus on research is perceived as instrumental to the leadership effort to build institutional image. Had things been taken positively, the basic benefits of research would contribute to the individual teachers, to the institution and to the society at large, and would have been given weight in the participants' descriptions. The good thing that can be noted anyway is that there is a good culture in terms of the attention given to research.

6.2.1.2.3 Quality and growth are recurring agendas

Another recurring agenda and concern of the academic leaders, as perceived by the teachers, is quality issues and the future growth of the universities. Although mixed feelings were reflected among participants, what is common to all was the fact that quality and growth have been a standing agenda across the universities. The teachers are well aware that quality is an issue for the teachers and leaders alike though they differ in terms of what must be done to ensure quality. For example, a participant who is coded as LecPart2 reflected her feelings as follows:

"I frequently hear the leaders are talking about ensuring quality. Explicitly or implicitly they are talking about educational quality and ensuring the continual growth of the University. But, I see the leaders' level of commitment in terms of two aspects. They are doing well in terms of producing learning resources, curriculum preparation and the like. However, since the curriculum implementing body is mainly a teacher, I feel a strong gap in terms of teachers' empowerment. Much would have been done on the human aspect (teachers). Since there is a gap with this regard it is hardly possible to say that they are walking their talks. At least the teachers' preferred way of ensuring quality is different from the leaders' perspectives" (Interview made on May 07, 2015).

As perceived by this participant quality is only a “for say” value of the university as attention has not been given to the key stakeholder. It is perceived here that there is misalignment between the instrumental values of leaders and the teachers in terms of the means to ensure quality. The serious gap noted by this participant in relation to this is what the leaders could do regarding the human element as the right means to ensure quality. This has got its own implications for the teachers’ level of trust of the leader, which would in turn affect the confidence of the teachers’ work group. The fact that quality is a common agenda to both the teachers and the leaders alike is a worth taking note of in terms of the teacher-leader relationship. However, if these two parties move on a different path to ensure the same quality none of this might be able to ensure it. Another participant coded as LecPart3 also noted the following in relation to this theme and about value misalignments:

“I frequently hear that the leaders are talking about quality. When it comes to the practice on the ground, it looks that they are doing against quality assurance because there is no mechanism to ensure quality. There is staff turnover. As a result there are incidents whereby students are having 3-4 faces for a single course in a semester. Class size also matters. In the previous times, tutorials had been arranged; guest lecturers had been invited; panel discussions had been organised; and educational visits had been facilitated. But, these practices are declining from time to time. There are also shortages of office facility at large. All these problems would have negative repercussions to quality education. Hence, it is possible to say that there is misalignment between the leaders ‘words and talks’ because the actual practices are different from what they are talking” (Interview made on May 12, 2015).

From this participant’s reflection it is implied that the leaders’ intention is to ensure educational quality. The talk or the leaders’ intended value is about ensuring quality and the future growth of their universities. However, participants’ perceived value disconnects with the right means to ensure quality and this would also have negative repercussions on the morale and confidence of staff members. In line with this, Nelson and Gardent (2011) contend that:

“The organisation’s values can influence all the actions and decisions related to the mission and vision. For example, when a question arises regarding a trade-off between profit and quality, it is the organisation’s

values that will likely drive the response. Worst of all are the organisations whose values statements conflict with the organisation's actual practices and behaviours. Rather than fostering and maintaining a positive culture and setting an ethical tone for behaviours and practices, such situations undermine staff morale, breed cynicism and can lead to the acceptance of unethical practices."

The general assertion here is that what leaders could do to balance the profit need of the company and the customers' legitimate demand for quality would have implications for organisational behaviours or cultures. That is, ethical tone can be institutionalised and positive organisational culture can be established whereby a leader is ready to demonstrate an uncompromising example to go with the legitimate demand of the customers for quality. Any debate over the subject of quality in the absence of genuine interest to ensure it would be good for nothing.

It was a common pattern in the interview made with the participants that there are some misalignments between the leaders' words and deeds. According to some participants the talk is about quality but the focus is mainly on what the regulatory body might expect from them. This is just consistent with the description noted above about the theme "focus on research and public image". This is directly stated in the description given below, which was made by a participant who is coded as LecPart7:

"The leaders frequently are talking about educational quality. They talk about what we should do to ensure educational quality. However, their greatest concern on quality is about what HERQA may want to see (e.g. establishing quality assurance office). They do have a desire to ensure educational quality but they are not ready to provide the required inputs to ensure it" (Interview made on July 29, 2015).

6.2.1.2.4 Students' satisfaction

From the outset, students' satisfaction was perceived by the participants as one of the core values in academic leadership in the context of EPrUs. For instance, a participant coded as LecPart6 noted the following:

"Our leaders are usually asking about the extent to which we are able to serve the interests of our customers and get them satisfied. When they

are trying to deal with individual teachers about our customers' satisfaction, this may imply something to us as teachers. This may mean either teachers are doing well with this regard or the leaders want to recognise it or teachers might create some gaps that leaders need to attend to" (Interview made on July 28, 2015).

This implies that how to ensure students' satisfaction is among the standing agenda on the academic deliberations between leaders and teachers. As noted by the participants, this has been at the top of the agenda of academic leaders, with which teachers are usually asked to get along. However, participants perceived that the leaders' motive is merely to maximise customer satisfaction rather than to ensure educational quality. As in the case of the previous theme, participants perceived disconnects about how and why to work on students' satisfaction. This implies that there is a perceived value incongruence between the leaders' and the teachers' instrumental values in this regard. To this end, a participant coded as LecPart7 noted the following:

"Sometimes we see that the management's concern is only on treating students and they do not bother about the practice on the ground. They do not care if you play music instead of teaching the subject matter as long as that pleases the students" (Interview made on July 29, 2015).

The point here is although the need to give attention to satisfy the customers is taken positively, the way to satisfy them has been still under question. This must be seen in the light of educational quality as whatever pleases the customers might not be taken for granted as quality. The worst extreme as perceived by the participant is about the priority order given to teachers and students. This concern was reflected by a participant who is coded as LecPart9 as follows:

"The leaders wish the teachers should treat the students as customers as in buyers of a commodity. They say 'if the students are not here, you cannot be here'. But, I have never heard when they say to the students that if the teachers are not here, they cannot be here" (Interview made on July 30, 2015).

From the participants' descriptions of the leadership priorities, it can be implied once again that there is a perceived disconnect between teachers and leaders in terms of the right means to ensure students' satisfaction. The negative implication of such an approach was also noted by a participant, coded as LecPart11, as follows:

"They are usually talking about teaching learning process and educational quality. They are largely capitalising on how we should treat the students. They consider themselves as attorney to the students. I think that teachers are more close to and responsible for the students than the leaders. But, the leaders consider themselves as if they are the only organ hereby to protect the interests of the students" (Interview made on August 11, 2015).

In general, as perceived by the participants, attention has been given to teachers' obligations, research and public image, quality and growth, and students' satisfaction. Each of these aspects if properly institutionalised is a key determinant of the success of an academic institution at least in the context of EPrUs. Each theme is a relevant value to be institutionalised so as to foster CTE. However, if the grey areas are not properly attended to, and the ultimate objectives in promoting those value sets and about the right means to attain those objectives are not well addressed, these would be only a source of mistrust between academic leaders and teachers.

6.2.1.3 Academic leaders' description of their own behaviours and leadership priorities

In the previous section, teachers' perceptions of their leaders' or institutions' values were discussed. Though asking employees about their leaders is one of the primary means to understand a leadership practice, employees' perceptions alone cannot give a complete picture about such practices. Therefore, it is also worthwhile to investigate the leaders' perspectives of their leadership practices to corroborate with the employees' perceptions. This is required to examine the fit between employees' perceptions of leadership values and leaders' descriptions of their own values. It is meant to reveal objective fit or gaps between academic leaders' values stated values and teachers' perception of their leaders' values.

Objective fit according to Lankau *et al.* (2007) refers to the fit between the employees' values and another party's description of organisational values (e.g. CEO or a supervisor). In line with the leaders' self-description of their own behaviours and values or leadership priorities, a total of five themes were defined: a) Integrity and objectivity; b) humility and participatory leadership; c) compassion and team work; d) Ensuring quality and sustainable growth; and e) students' satisfaction/protection of their rights. The networks showing the relationship between these themes are indicated in the next figure.

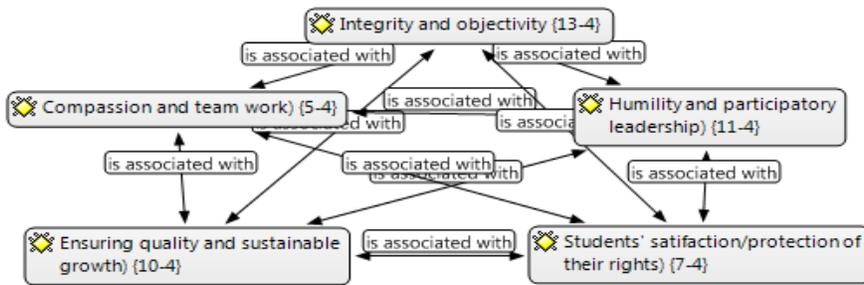


Figure 6.4 Leaders' description of their behaviours and leadership priorities (interviews)

6.2.1.3.1 Integrity and objectivity

Leaders were asked about their leadership priorities and the behaviours that identify them among the teachers. For instance a participant with a given code of ALPart3 described himself as follows:

"The teachers consider me as a rigid leader. But, they know that I am guided by principles. They also know that I am open to all, and usually bring gossips and rumours to come to a point of discussion. Sometimes teachers do misunderstand me because they sometimes consider decisions passed somewhere else as if I myself have decided at my office.....I usually do only what I believe I should do. My supervisors themselves also identify me with this principle (stand). I also hope that they know me for being a hard worker. In relation to moral principles I strongly go for the strict application of the legislation of the university" (Interview made on July 24, 2015).

The issues emphasised in this quotation are about transparency and moral principles, which have direct implications for the theme. He also noted that he is a hard worker and committed to applying the legislation of the university. Another participant who is coded as ALPart4 also described his leadership behaviours in almost a similar way as follows:

"I feel that truth seeking is one of my moral principles. We should not hide truths for the sake of promotion of our personal interests. I usually get in conflict with colleagues with this stand because I just say "a spade is spade". I am not against flexibility but I do not want truth to be covered and this is dominant in my personal life" (Interview made on July 30, 2015).

The points of emphasis still are about moral principles and about making a firm stand to protect truth. Within the essence of moral principle, rationality has been implied which would promote objectivity. In addition to issues addressed in the previous quotations, another participant who is coded as ALPart7 noted aspects honesty, truth, learning by doing and loyalty as follows:

"I actually do not compromise my moral principles. When I say "no" I am saying it rationally. I don't compromise what is not compromised. Honesty always comes to my mind and my tongue. I am true to myself and to others. I admit my failures. I also promote loyalty. I am loyal to my university. I also believe in leadership by doing" (Interview made on August 10, 2015).

From the descriptions given by the academic leaders about their conscious behaviours it can be implied that integrity and objectivity are at least their intended values. However, it has been revealed from both quantitative and qualitative investigations that integrity and trustworthiness were among the values endorsed as highly important in academic leadership, but for which gaps were reported about the leaders' lived experience with regard to these qualities.

6.2.1.3.2 Humility and participatory leadership

Participant leaders made relevant references about this theme implying that they consider themselves as having a sense of humility and that they are promoting the participation of the staff members in operational decisions that may affect the interests

of the staff. For instance, a participant who was coded as ALPart6 described his conscious behaviours with which he is identified among the teachers as follows: "I don't want to impose my values on my followers, and hence I feel that my followers might identify me with democratic and participative leadership behaviours" (Interview made on August 10, 2015). Similarly, another participant (ALPart2) described himself as follows:

"I think my readiness to learn from others and my listening habit may identify me among the lecturers here. I most often do not talk too much and I want to demonstrate my interest to learn from others by listening to them. I also believe in participation and I want to bring people on board before making any decision. I want to have the possible aspects and perspectives that need attention by participating others before I reach at conclusions" (Interview made on July 14, 2015).

According to these participants they are humble enough and are giving a place for the voice of the staff. Readiness to listen to the interests of others and willingness to involve them in important organisational operations are aspects of humility because a leader having a sense of humility considers himself as insufficient unless the staff members are participating. When this sense of humility/ humbleness is expressed by another participant (ALPart9), it can be presented as follows:

"I also see every human being is equal from ordinary guard to a distinguished professor....I have learnt how they treat even job seekers let alone their own employees. Once upon a time, I went to one company to seek for job and I do not forget how a person that I applied to treated me. He just came to me and sat beside me on a guest chair; invited me a cup of tea; made me feel comfortable and discussed about the job I requested. I do not think that we are treating our permanent employees at those guys treat job applicants. The value they have for human beings and the way they give credits to your education largely inspired me to follow this behaviour as my personal attribute" (Interview made on August 20, 2015).

This participant considers himself as a leader who is very close to the teachers and a person who goes down to the level of ordinary level staff members with a sense of genuine humility. In addition to this participant, other leaders asked noted that they paid due attention to the human dignity of their academic staff. However, although claims were made by participant leaders as if they lived by this value, this was not complemented by participant teachers. As a consequence of this and from the

seemingly contradicting findings here, it is possible to note two points here. The first one is that humility as a value is perceived to be important not only to the teachers but also to the leaders. Academic leaders are well aware that without having this sense their leadership can never be effective. The second point is, though it was intended, this value has not been properly shared as followers could not perceive it to be so.

6.2.1.3.3 Compassion and team work

This theme also goes along with the theme defined from the teachers' description of leadership behaviours and values. Although no theme was defined pertinent to these values from the teachers' perceptions of the leaders' values, these values were noted by participant leaders as their espoused values. It means that, although not practically shared, leaders' intended to share compassion and humility as their own espoused values and behaviours. For example, another participant (ALPart8) described the following about his leadership behaviours:

"I am approaching my colleagues in a friendly way. I also focus on winning the heads of the teachers that I am leading. People in general and professionals in particular are not admitting their mistakes. When you want to criticise them for class absenteeism, they tell you that it is not a big deal. They tell you that what is most important is their effectiveness in teaching. But, I believe that effectiveness comes only when you are present, not when you are absent. Therefore, the way you have to treat professionals may differ and I focus on winning back their hearts. I usually do not believe in punishment, rather I focus on positive re-enforcement, role modeling, guiding them, etc." (Interview made on August 11, 2015).

Another participant who was coded as ALPart2 also noted the following:

"This university believes in team spirit and team work because it has gone through this and reached to its current position because people worked together. An individual can take an institution nowhere unless supported by each team member. Sixteen years back this university has only 37 students but now tens of thousands of students. This happened because there was teamwork. Teaching can never happen unless people work in team. This university wants to be one of the centres of excellence in East Africa. This can happen only when different minds are put together. By bringing different opinions and ideals together, we believe that we can reach at our goal and meet our vision" (Interview made on July 14, 2015).

The points of emphasis in both quotations are about the need for promoting teamwork and about taking care of the team and the individuals. There are in fact overlapping references as compassion and humility were co-occurring and equally addressed.

6.2.1.3.4 Quality education and future growth

Another theme defined in relation to leaders' conscious values and leadership priorities is about their focus on quality education and ensuring future growth. According to the participant leaders much attention has been given to quality education and towards ensuring the sustainability of the business. This is the core centre for every academic institution. If an institution is able to ensure educational quality, this in itself is a key to the success of the institution. If, however, an institution tries to grow for the future by compromising educational quality, its sustainability would be at stake. So, to make sense whether leaders are genuinely concerned about the quality issue, it is worthwhile to see some references made about this theme. For instance, a participant who is coded as ALPart4 noted the following:

"Our core value is to resolve students' problem with respect to educational access because we feel this is the greatest problem in our country. It is with this value that we are expanding to every corner of the country" (Interview made on July 30, 2015).

This participant described that the major focus and strategic direction of the university is towards access to education. Likewise, another participant who is coded as ALPart7 remarked the following about the priority given to expansion and the need to ensure quality as:

"Trustworthiness is our guiding/core value. This refers to the trustworthiness of the institution to the society. It encompasses everything. Expansion is also our core value. Although it is an educational institution, our university is a business intuition simultaneously. So, we strongly need to build a goodwill/reputation to make trustworthy expansion" (Interview made on August 10, 2015).

From the descriptions of these two participants it is clear that there is at least the need to ensure to quality even though the driving force here is the need to expand and grow

in the future. It looks like here that quality is an instrumental means to the ultimate goal to grow and expand. So, if attention is given to quality as a means to grow, why were teacher participants mainly concerned about this? According to participant teachers quality is just a 'for say' value for private universities. Subsequently, it is relevant to discern where the instrumental value incongruence is regarding the feelings of the teachers and that of the leaders in this regard. It has been explained previously that, according to the perceptions of teachers, much attention is given to the quality dimensions in which the regulatory bodies do have high interest. It is also possible to corroborate this sense with the description given by some participant leaders about their focal points in ensuring quality. For example, a participant with a code ALPart9 stated as follows:

"We want to focus on quality as the government also wants to have a control on this. We need to meet the expectation of the regulatory body so as to sustain in the system. If we are able to ensure quality, we would be able to attract students easily. I feel that our university is the top preferred in terms of some disciplines since it is able ensure so" (Interview made on August 20, 2015).

The general remark here is that there is a need to grow and expand in the future. These universities have actually demonstrated that they are able to grow as these are the only institutions that have grown into the status of a university. They have been excelling other private institutions in the country in terms of enrolment, program expansion/diversification and other important aspects. The implication is that though there are some gaps between the teachers and leaders about the instrumental means, the presence of the growing culture in itself has made its own positive contribution to the efficacy of the teachers.

6.2.1.3.5 Students' satisfaction/protection of students' rights

Another element noted here in relation to what the leaders are focusing on in their academic leadership is the need to pay attention to students' satisfaction and protection of their rights. This was both implied and explicitly noted in the description of the participants. To this end, it is worthwhile to note here only some of the references made

by the participants. For instance, a participant coded as ALPart9 stated the following:

“The top rated core value here is customer satisfaction. We believe in the basic principle that ‘customer is a king’. Although we might not successfully meet the expectation of all students, attempts are made towards ensuring this. The driving force is money. But, we cannot earn the profit we seek without ensuring quality. In the face of every challenge, we devise a strategy as to how we can possibly serve the interest of our students so as to exist as an institution” (Interview made on August 20, 2015).

A participant leader, who is given the code ALPart6, noted that he would focus on serving the interests of the students under any circumstances. The description is given as follows:

“...We would like to give priorities to students’ interest in every matter. I would focus on what may foster student-centredness. I want to spend the last coin I might be in charge of on academic matters to serve the interests of our students. Even under tough and challenging circumstances, I want to focus on students. An institution may be dissolved for some reasons. But, I want to focus on persons that can possibly form institutions in the future. Otherwise, you cannot have a vision to produce the next generation” (Interview made on August 10, 2015).

The points of emphasis in both cases are about the need to satisfy the customer, i.e. students in this sense. This concern was boldly addressed by the participants implying that academic leaders have a keen interest in ensuring the satisfaction of their students. Teachers were also asked about what they perceive is their leaders’ primary focus in their leadership. To this end, they noted that the leaders’ main focus is on ensuring students’ satisfaction. However, incongruence has been discerned between teachers and academic leaders about the right/instrumental means to ensure this. The teachers’ tone when they were talking about the leaders’ focus on satisfying students was so weak because according to them they fail to extend the same concern to the internal customers, teachers. The implication is that teachers perceive that they are given no due attention by academic leadership. They feel as if they are less important to their universities than the students and this would have negative repercussions on the efficacy of the teachers.

6.2.1.4 Teachers' desired professional values and behaviours

Along with the sets of behaviours desired to be espoused by the teachers, both academic leaders and teachers were also asked to reflect on the professional values that need to be espoused by teachers. The question raised to participant teachers says "What are the core values of teachers that override all other values in the teaching career here?" A similar question was addressed to the leaders, which says "What are the professional values you desire the lecturers here should espouse most?" This is required to define values and behaviour desired in the teaching profession that the teachers should hold dear and that the academic leaders take into account in the process of institutionalisation of VBL so as to foster CTE. Since leaders who advocate for values that are not representative of the collective will not have the potential to inspire people to stand and act as one (Kouzes & Posner, 2012), it is worthwhile to explore values that would represent the ideological beliefs of these relevant stakeholders (academic leaders and teachers).

In the end, the common characteristics between teachers' professional values and the values of VBL are also discussed to explicate the significance of VBL to CTE. In relation to exploring the teachers' desired professional values and behaviours, both teachers and academic leaders were asked the same question. There was a consistent pattern between the description of the teachers and the leaders in this regard. Accordingly, the following themes were defined: commitment to self-development; professional competence, commitment and accountability; cultivating students' behaviours; compassion and friendship; professional ethics (integrity and role modelling); team working and self-sacrificing; valuing missions and institutional systems. The networks of themes are indicated in the following figure:

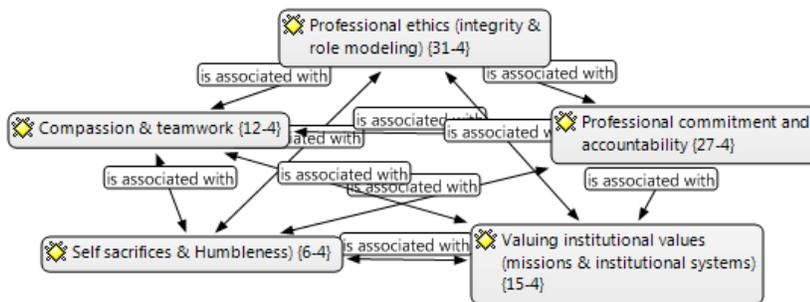


Figure 6.5 Teachers' desired professional values and behaviours (interviews)

Before discussing the themes defined here, it is important to explain what this figure, which was generated with the help of Atlas.ti7, depicts. A total of 27 references were made by 24 participants about the need for commitment and accountability. Likewise, a total of 12 references were made by 11 participants about the need to hold dear compassion and teamwork as professional values in teaching. In connection with professional integrity (integrity and role modelling in this case) 31 references were made by 26 participants as it is an important value to be espoused by teachers in their professional practice. The other remaining two are about the need to value institutional values (e.g. mission, vision, and institutional system) and the need for readiness to self-sacrificing and being humble with the students. To this end, a total of 15 references were made by 14 participants in the case of valuing institutional values and a total of six references were made by six participants about the need for self-sacrificing and being humble with the students. Accordingly, the presentation and analysis of these themes follows hereafter.

6.2.1.4.1 Professional commitment and accountability

When both academic leaders and teachers were asked to describe about what professional behaviour and value system they want to see in the teachers, this was one among the five themes constructed. For instance, with regard to the need to take

accountability for students' learning, a participant coded as LecPart1 noted the following:

"Our students are young and immature, and they can be easily under the influence of the environment. We need to share the burden of the parents who are sending their young boys and girls to us. I do respect teachers that are trying to help such students. We need to commit whatever knowledge and experience we might have to enhance students' learning experiences. It is common to see students in their first-year experience with weak personality, performance, bad behaviours, etc. If you present yourself to them as a father, you can see significant changes in them after three years. You will find them with better performances, good behaviours, and readiness to shoulder responsibilities. Knowledge bank alone doesn't bring behavioural changes in students" (Interview made on May 06, 2015).

The need to take accountability for educational quality or towards enhancing students' learning experience was defined anonymously by the participants. Another participant coded as LecPart11 noted:

"The role of a teacher in teaching profession is not limited to knowledge sharing. Accountability and responsibility are also core values of teachers. Currently, everybody is complaining about educational quality in Ethiopia. But, I consider myself as part of the problem. I should take the blame because I contributed for the failure. Everybody has to ask himself/herself about what he/she could do to enhance educational quality. In fact, quality issue starts from the ground and at a lower level of education. But, we should not focus over things that we do not have that much control. We need to shoulder a responsibility and remain accountable for the quality of education" (Interview made on August 11, 105).

The reason behind the need to take accountability for students' learning was noted by a participant coded as LecPart18 as follows:

"As per my opinion a teacher needs to be aware that he/she is accountable to the students. No one usually dictates an instructor's task. An instructor does his/her teaching role in a closed room under no one's direct supervision. It is only the students that see and comment on what the teacher does. Hence, he/she should remain accountable to the students. Therefore, whenever he/she goes to the class, a teacher should bear in mind about this principle and forget about the financial problem at least until he/she leaves the classroom. He/she needs to have respect for

the students and love for the profession. You need to ask excuses of your students if you fail” (Interview made on August 27, 2015).

The need to shoulder a responsibility for students’ learning was also equally suggested by the academic leaders as endorsed by teachers. For instance, a participant leader coded as ALPart8 noted the following:

“...Independence is needed. We don’t want our instructors to work under anyone’s pressure (influence). There are polices, rules and regulations that we want our teachers to implement without any sort of suppression. Another critical value is moral responsibility. We don’t know what teachers are doing in classes. We just trust them and prefer to respect their freedom to exercise their intellectual exercises. Therefore, they should feel moral responsibility in terms of discharging their obligation” (Interview made on August 11, 2015).

As part of taking accountability for students’ learning, it was also noted by the same participant that teachers need to be professionally competent and should work towards developing themselves. The description given by this participant is given below:

“...Moreover, in terms of their personal development, teachers should acquire themselves with recent developments and technological changes. They are supposed to update themselves so that they can effectively support their students. They shouldn’t be dependent on traditional way of teaching. Rigidity/dogma should not have a place in education. Hence, teachers must update themselves with contemporary issues” (Interview made on August 11, 2015).

6.2.1.4.2 Compassion and humbleness

In this theme, the need for taking care of the students and working in teams towards their development are emphasised. For instance, a participant, coded as LecPart1, noted the following:

“A teacher should respect the students. Students may be academically weak, may have bad behaviour, and may lack their basic objectives for which they are here. But, as a teacher I have to give respects to the students because I am a father to them as I am to my children. I do respect my children. I know that some are not moving to the direction that I want. The environment may affect them. But, I cannot hate them. I

cannot expel them away from my community because they are my part and parcel. We have to think like that. Our students are young and immature, and they can be easily under the influence of the environment. We need to share the burden of the parents who are sending their young boys and girls to us” (Interview made on May 06, 2015).

The key elements in this description include “I have to give respects...I cannot hate them...I cannot expel them away”. These are the essence of compassion as one’s value. Adding on this another participant, coded as LecPart6, remarked the following:

“He/she needs to share love as essential value. He/she needs to respect the students because they will be great professionals, business persons, politicians, etc. If you don’t respect your students, you cannot produce a respectful generation. You need to respect their human dignity because human beings are the most respectful generation of all” (Interview made on July 28, 2015).

The two key issues addressed in this quotation are love and respect. Accordingly to this participant, in addition to giving respects to the students and to their human dignity, a teacher needs to hold dear love-sharing as a professional value in teaching. There was no mismatch between teachers’ and leaders’ description in this regard. For instance, a participant leader, coded as ALPart3, addressed the following in relation to this theme:

“To facilitate the teaching learning process and for easy communication, the teachers should be friendly with the students. However, a reasonable distance should be preserved. They also need to be ready to make sense of the problems of others and to show willingness to support. They need to understand the feeling of others in a compassionate and humble manner. We need to avoid the feeling that I am always right. I am usually observing on departmental meetings and other interactions that teachers are frequently using the pronoun I” (Interview made on July 24, 2015).

This participant expanded the range of the application of these senses of compassion in that teachers should reflect these behaviours both in their interactions with students and their colleagues and hence there is the need to give values to teamwork. Although sufficient references were made about the need for compassion, there were also overlapping references to humility/ humbleness.

6.2.1.4.3 Professional ethics (integrity and role modelling)

One of the key issues addressed here in line with this theme was the need to role model good behaviours. In line with this, a participant coded as LecPart20 viewed that:

“A good teacher is someone who is committed to infuse/discipline the students with good behaviours. A teacher needs to model good behaviours for example by giving a timely feedback to the students. Students cannot learn about meeting deadlines and reporting assignments if the teacher fails to show this in practice. Hence, a good teacher is mainly identified by his commitment to discipline the students by instilling the overall value system of the university and by carefully applying the theory of classroom management” (Interview made on September 10, 2015).

Another participant that coded as LecPart13 also noted the following in relation to role modelling:

“Teachers need to be role models to their students in every aspect: on what they teach; about the way they teach; about their dressing style; and what have you. Teachers are readable books and are the one the students love to read. You can bring a long lasting effect on your students in many respects. When I was a university student, I had a role model teacher. Most of us were admiring her personal and professional values. She was so descent, committed, well organised, and self controlled. As a female she was the right model to me and still I always want to be like her. Therefore, if you want your student to properly behave, you must have that desired behaviour in your practical life” (Interview made on August 13, 2015).

6.2.1.4.4 Team work and self-sacrifices

Both participant teachers and participant leaders addressed the need for one’s willingness to self-sacrificing for the benefit of the students and to work in team towards the improvement of the students’ learning experiences. For instance, a participant (LecPart5) noted the following:

“The core worth of teaching is to be utilitarian, which means giving priorities to the benefits of others. In fact this also requires teleological perspectives that require the teachers to sacrifice his /her life by considering the end of the students. Satisfaction (hedonistic) values can be obtained through watching the end result of the students. You need to

discharge your responsibility without any condition because you have a moral obligation to do it. I cannot compromise my profession and leave here for any other opportunity. I have devoted my entire life here and I don't want to lose on this for the sake of material satisfaction. I don't want to be like sophists who are just seeking for their advantages alone” (Interview made on July 23, 2015).

Another participant who is given the code LecPart6 noted the following:

“There is a proverb that says “a candle needs to melt out to give a light for others and teachers are experiencing the same. They spend their life in schools as both students and teachers. They join schools at early ages to learn and may die while teaching. They produce individuals that are more wealthy and capable in many respects by limiting their needs for the betterment of others. It is not a paying job and societies also don't really recognise the profession. But, teachers are willing to bear all these pressure to live for the benefit of others. They sacrifice their life for this. Can we think of great individuals in the absence of teachers? If you really live by this value, you will get its payoff. Your graduates can be everywhere to serve you, to respect you and to recognise your contributions. A teacher lives in his/her graduates' lives” (Interview made on July 28, 2015).

6.2.1.4.5 Loyalty to institutional systems and values

Valuing the institutional mission and system has been defined as one key professional value by participants (both leaders and teachers). To begin with one reference made by a teacher, who was coded as LecPart20, the following was noted:

“A teacher needs to have a rich knowledge of the institution (vision, mission, values, rules and regulations) in which he/she has been employed. A good teacher is mainly identified by his commitment to discipline the students by instilling the overall value system of the university and by carefully applying the theory of classroom management” (Interview made on September 10, 2015).

According to this participant, a teacher not only should have mere knowledge of the overall institutional values and systems but also needs to share them with the students in a practical manner. The claim here is that there are some commonalities between the values required to be espoused by academic leaders and the desired professional

values of teachers in the context of EPrUs. According to Kouzes and Posner (2012:16), “exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behaviour they expect of others.” This implies that the values desired to be shared with the followers by the leaders must be discerned first. In other words, for the institutionalisation of VBL to be effective, there should be shared ideological values between the values desired in the leadership and the professional values of the working staff. Accordingly, commonalities have been defined here between the characteristics of the teachers’ professional values and the values of VBL. Teachers were asked to describe the practical relevance of their careers to their personal values in life.

Results from the interview revealed that there is a perceived alignment between teaching career and teachers’ personal values. The personal values described by the participants, in turn, match with the stated professional values of teachers. This implies that there are ideological values espoused by these teachers that bind them to this professional practice and this is one critical success factor for the institutionalisation of VBL. To mention some of these references, a participant coded as LecPart16 noted the following:

“This profession does not only give the chance to share your knowledge, it would also give the chance to grow/develop through time. I am searching for knowledge and new findings that I might share with my students. I can get the chance to try out and face the challenge of developing new ways of learning. So, while I am teaching, I am also learning. I agree with the saying “to teach is to learn twice”. These philosophies are really my values in life with which I regenerate myself and develop eventually” (Interview made on August 26, 2015).

It is implied here that a teaching career is perceived to have the mutual goal of providing the chance to share what you have towards personal development. Another participant coded as LecPart11 also noted that:

“Teaching is a job that gives you a privilege of working on the minds and attitudes of human beings. You are trying to share your knowledge and facilitate a condition whereby learners can gain knowledge. You are trying

to develop skills of the students, which might be needed in the labour market. As you teach you are creating creators, and hence, this career would give me a greatest pleasure and strongly matches with my personal values in life” (Interview made on August 11, 2015).

This participant perceived teaching as a privilege, which gives a teacher the pleasure and spiritual satisfaction of creating the creators. So, one basic intrinsic satisfaction that a teacher can get in a teaching career is about what they could contribute to the students’ learning experiences and outcomes. In emphasising this participant LecPart18 noted the following:

“The greatest satisfaction one can get in teaching is the practical outcome associated to this effort. Accordingly, you always see that your students are everywhere serving you and the entire citizens. They earn more money; they take hold of different vital positions and have influential roles in every sector. Therefore, it is my pleasure to see my students living a better life and simultaneously serving the society they belong in. Hence, I see that this profession has got practical relevance to my personal value in life” (Interview made on August 27, 2015).

6.2.2 Institutional contexts required to foster collective teacher efficacy through institutionalising values-based leadership

Participants were asked about what specific contexts must be there so as to foster the teachers’ collective efficacy at EPrUs. Teachers’ perceptions were obtained from two sources: interview result and results from teachers’ reflection on open-ended questions. Moreover, leaders also reacted to this question in interviews. To this end, the explored contexts are categorised and presented into two sections. The first one is about the institutional contexts perceived as supportive conditions and the second one is about challenges to institutionalise VBL so as to foster CTE.

6.2.2.1 Conditions found to be supportive of institutional efforts to foster collective teacher efficacy

In the open-ended sets of the survey questionnaire, teachers were asked to note what they like most about academic leadership at their respective universities. Four themes are defined from this source. These are: a) academic freedom; b) encouraging

publication, innovation, team work and extra-curricular activities; c) systems and structures; and d) attention to quality, curriculum and vision. The number of references made and the networks existing between these themes are depicted in the following figure.

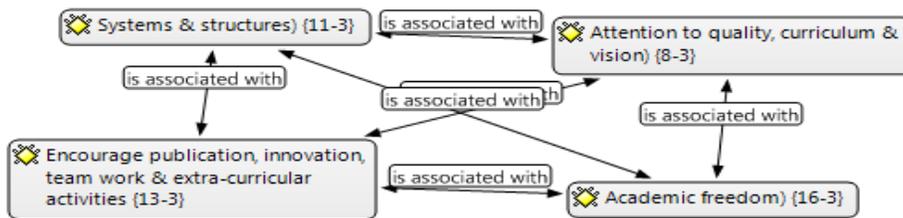


Figure 6.6 Conditions supportive to institutionalise VBL (results from open-ended questions)

In addition to what was directly obtained from the open-ended questions, some good institutional or leadership practices were also explored through the interviews (as seen in the eyes of the participants). The following are some of the practices that were applauded by the participants across the four universities: establishing institutional systems like resource centres, documentations, policies, rules and regulations; holding regular academic meetings; the presence of open-door policy for personal negotiations; recognition of personal achievements though not at collective level; modelling the way for research; and attempts to grow and expand. Moreover, some peculiarities were also seen in the case of two universities. For instance, the staff development effort was largely appreciated in the case of one university while this was the major source of complaints in the others. In the other university, continuous revision of the salary scale has been perceived as a gesture of the leaders' concern for the staff. Participants here consider their university as the top paying one compared to any other universities in the country.

However, these unique practices themselves have been overshadowed by other problems, and hence some participants couldn't recognise these as something having a

pivotal role in terms of fostering CTE. For instance, in a university where one participant considered continuous revision of the salary scale as a gesture of the leaders' concern for the staff, another participant considered it as having only a temporal effect on staff morale or confidence. To better make sense of these contradicting opinions, it is worthwhile to quote the references made by participant teachers. For instance, a participant who was coded as LecPart16 noted the following about the relationship between salary increment and staff efficacy: "When your institution treats you well and does something for you better than what other institutions might do for their staff, you develop a positive image about your institution and your individual and collective efficacy would also be enhanced" (Interview made on August 26, 2015). This participant linked his emotion with salary just by comparing his salary with the payment scale of his friends working in other universities.

As opposed to the view of LecPart16, a participant who is coded as LecPart19 (both were from the same university) noted the following:

"It has actually made a significant salary increment to motivate the staff. But, I don't think that the University obtained the desired level of reaction from the staff. In connection to this, leaders are just blaming the staff member for lacking the required commitment. I see a financial remuneration as a single aspect of keeping the moral of your staff. In fact, this could have a temporal effect of enhancing your motivation (initiation), but it does not have a long-lasting effect. We need to have a complete sense of ownership of the vision of the university and we also need to have our say about how to reach at our vision. Nothing should be kept secret about the future direction of the university. I am not sure whether due attention has been given to the academic wing of this institution. I can possibly perceive the place given to this circle based on the way the academic vice president is treated. Whilst a person who has been assigned to give auxiliary service to the president has been given an imported and modern car, the academic vice president has been given just a locally assembled car. If this university needs to be a quality house, where is the roadmap to build this house? The academic unit must be given a priority" (Interview made on August 28, 2016).

This participant perceived salary increment as having only a temporal effect. In fact, one of the major concerns of the participants was about the low salary scale paid by the

sector. But, in a university where salary has been found to be revised on a regular basic, there is still a perceived gap about collective efficacy. Likewise, in a university where the participants acknowledged staff development efforts, the efficacy gap was still observed. It looks like the good practices achieved by each university have been overwhelmed by perceived institutional challenges. However, though not expressed in terms of networks of themes, it has been found that respondents across EPrUs held positive impressions about their institutional system and structures. As shown in figure 6.6, this can be linked to established systems that encourage publication, innovation and teamwork in relation to involvement in extra-curricular activities. It is also linked to ensuring educational quality and sustainable growth. Therefore, the following four major themes are defined here in relation to conditions supportive to leadership efforts to foster CTE.

6.2.2.1.1 Established institutional systems and structures

Though participants held reservations about the institutions' chosen means of ensuring quality, they noted that the leaders are frequently talking about this issue and working well on establishing systems. This would contribute positively to sustainable growth which, in turn, would contribute to CTE. As perceived by the participants, instead of focusing on the staff, the universities are giving more attention to centres; on physical assets rather than human capital. However, they believed that the system is supportive if it is really complemented by what the leaders could do to enhance staff moral and confidence. One of the questions raised to the participants was, "What sets of behaviours you wish to see in academic leadership in this institution so that the university may accomplish its mission and can realise its vision?" In relation to this given question, they were also asked about their level of confidence about whether their university can realise its vision. The results obtained revealed that, although the majority of them held concerns about this, some of them believed that their universities may move forward as a result of institutional systems and structure. Therefore, this established institutional system is one of the basic conditions that can be explored here as supportive to leadership efforts to foster CTE.

6.2.2.1.2 A modest sense of academic freedom

Moreover, the largest majority are also happy about the degree of academic freedom granted to them though they all were addressing one missing key element, which is the freedom to form teachers' associations or labour unions.

6.2.2.1.3 The perceived congruence between teachers' professional values and their career

Another key dimension linked to contexts that might support institutional efforts to foster CTE through VBL is the perceived fit between teaching as a career and the teachers' professional values. All the 20 senior teachers who were interviewed perceived that their career matches with their personal values in life. Though three of them noted that they had had initial no interest in teaching, they eventually developed that interest and now perceived that this career has practical relevance to their personal values in life. This was meant to assess whether enhancing students' learning is implied in the teachers' personal values as their end values or goals. For instance a participant who was coded as LecPart5 said the following about the valued aspect of teaching:

"Teaching is a career that gives you a special place in the society....It is a noble profession respectful. It is a job that gives you a pleasure of taking a responsibility to shape (mould) a generation....As a teacher I also live longer in a sense through perpetuating activities. When you teach, what you taught passes to the generations, and hence it contains a spiritual element" (Interview made on July 23, 2015).

As it is possible to make sense from the description of the participant, this career is perceived to have intrinsic satisfaction and the spiritual satisfaction has been capitalised in the teaching profession. Even in some cases participants noted that they cannot think of any meaningful life outside of a teaching career. For example, see the following description given by a participant coded as LecPart14:

"It definitely matches with my personal values in life as I am naturally pleased in sharing what I have with others. Frankly speaking, I have had ample opportunities to work in other sectors. But, I could not find any profession that strongly matches to my preference as in this profession" (Interview made on August 21, 2015).

From this description it is possible to imply that this participant has unconscious motives and drives as she is involved in this career. Common perceptions were held among those participants in that, regardless of the challenges that they are currently facing, they believe that this career is highly valued to them as it matches with their personal values and philosophies in life. Their major satisfaction is in seeing that their students are succeeding in life. For instance, look at the following description given by a participant who was coded as LecPart18:

“The greatest satisfaction one can get in teaching is the practical outcome associated to this effort. Accordingly, you always see that your students are everywhere serving you and the entire citizens. They earn more money; they take hold of different vital positions and have influential roles in every sector. Therefore, it is my pleasure to see my students living a better life and simultaneously serving the society they belong in. Hence, I see that this profession has got practical relevance to my personal value in life” (Interview made on August 27, 2015).

It is possible to make sense from the three preceding quotations that the perceived fit between teaching as a career and teachers’ professional values is one crucial finding that would support leadership efforts to foster CTE through institutionalising VBL. Furthermore, after asking for what made them choose a teaching career, the participant teachers were also asked to describe the relevance of their career to their personal values in life. With regard to career choice, it was revealed that five of them joined the career because they were trained to be a teacher. It was desirable to have the participation of these members because they were using their pedagogical knowledge when they were describing behaviours that they wish to see in academic leadership. Another five of them stated that they joined the teaching profession because of the influence of their role models. Furthermore, 12 of them stated that they joined the profession for personal interest or to fulfil personal goals. Two the participants who joined the teaching profession because of the influence of their role models were also the ones who trained to be teachers. Among the five who trained to be teachers, three of them were assigned by the Ministry of Education. They stated that, although they had no initial interest in teaching, they eventually developed that interest. However, all the 20 participants were asked to describe the practical relevance of this career to their

personal values in life. This was meant to make sense of the perceived congruence between the teachers' personal values and their career (professional practice).

6.2.2.1.4 No conflict over the fundamental values (vision, mission, and corporate values)

At least four conditions and institutional practices are considered as supportive to institutional/leadership efforts to foster CTE through institutionalisation of VBL. The first is about the perceived fit between teachers' personal values and their career. Participants anonymously reflected that teaching gives them the chance to live for others and to develop future generations. The other is the perception held by the teachers about their academic freedom. Although some reservations were held about the extent to which this freedom has been protected, the participants believed that there is a modest sense of academic freedom and this has been found to be one among the few basic reasons for which teachers are working in the private sector. The third supportive condition is about the established institutional systems and the last one is about the feeling that there is no perceived incongruence between teachers and leaders over the fundamental values of their institutions (e.g. vision and mission).

6.2.2.2 Challenges to institutionalise values-based leadership so to foster collective efficacy

Although this investigation is made in terms of challenges, it is also implied that the presence (proper fixing of these challenges) thereof would be considered as VBL supportive behaviours. In line with this, participants were asked about what institutional contexts they wished to be in place to foster CTE through institutionalising VBL. They also reflected on what must be done to reverse existing challenges. In relation to this, six themes were defined: enhancement of teachers' collective power; holding teachers accountable; leaders' empowerment and autonomy; high level of leadership commitment (initiative); realising students' current situation (reality); and the use of proper value sharing strategy. The networks exist between these themes and the number of references made about each theme is depicted in the following figure.

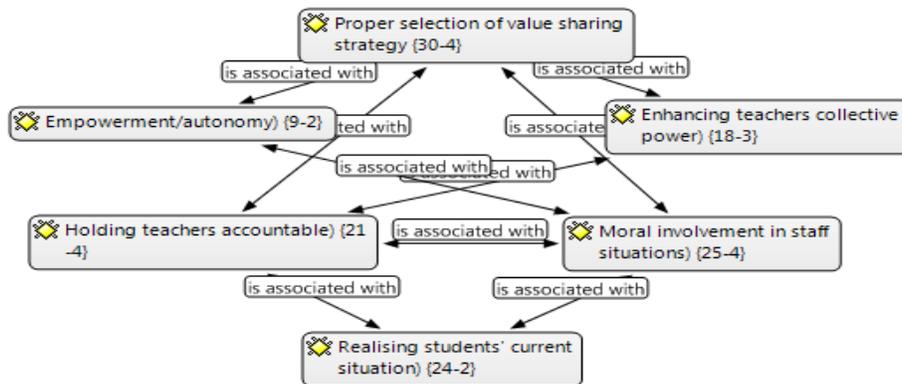


Figure 6.7 Challenges to institutionalise VBL so to foster CTE (interviews)

Before moving to the thematic analysis of the six issues addressed herein, it is important to begin by introducing the information depicted in the figure. For a VBL to be effective in terms of bringing a desired change to a given organisational operation, leaders need to have the required execution power and leadership autonomy. In relation to this, five participants made seven references to imply that there is a leadership gap in this sense. Likewise, a total of 25 references were made by 23 participants about the need for high leadership involvement in terms of reversing the existing problems with regard to CTE. CTE basically emanates out of empowerment both at the individual and group level. However, 18 references were made by 18 participants implying that there are gaps (challenges) in this regard in the context of EPrUs. Moreover, one of the key challenges that need to be fixed in relation to institutionalising VBL so as to foster CTE is about holding the teachers accountable for their professional practices. In connection with this, a total of 21 references were made by 20 participants about the challenges to do given the existing institutional conditions. Another challenge noted by the participants in relation to CTE is the perceived situation of students to which 24 references were made by 21 participants. The other theme addressed, which also is a driver for the others, is about the need to adopt relevant value sharing for which 30 references were

made by 19 participants. Accordingly, the relevance of these themes in terms of fostering CTE through VBL is discussed hereunder.

6.2.2.2.1 Ensuring leadership empowerment

One of the issues noted by the participants about institutional challenges in terms of fostering CTE is about the perceived gap in leadership empowerment and autonomy. This is explored here as one issue that must be fixed so as to foster CTE because a sense of empowerment is a behaviour supportive to VBL. As it is now in the context of EPrUs, this is directly noted by participant teachers and indirectly implied from the reflection of participant leaders as a basic challenge. For a VBL to be effective in terms of bringing a desired change to a given organisational operation, they need to have the required execution power and leadership autonomy. Both leaders and teachers were asked about their perception of existing CTE at their respective universities and about what is needed to foster this efficacy through VBL. As explicitly obtained from the description of the teacher participants and implicitly from the leaders' self-description of their leadership practice, autonomy was one perception noted.

To substantiate this, it is worthwhile to note two quotations here that denote the perceived gap in terms of leaders' autonomy and empowerment. For instance, participant teacher coded as LecPart12 noted the following:

"There is a wide gap here in terms of enhancing collective efforts and efficacy. As far as my understanding is concerned campus deans are not autonomous. They have a narrow scope of descriptions on operational decisions. Although he is doing his level best, I don't personally think that he is able to bring the teachers on board so that they might exert their collective efforts and to work on students with passion. One indicator is staff turnover. Lack of collective spirit might be one reason. This problem is mainly attributed to lack of offices and other privileges that might bind the staff together. For instance, the Campus Dean may request the purchase of resources for the staff. But, the top managers are not ready to endorse it because they are mainly focusing on the profit" (Interview made on August 12, 2015).

In the context of EPrUs, academic vice presidents, and/or campus deans/faculty deans are in charge of ensuring the teaching/learning process goes well. They are immediate supervisors to teachers. Since one of the leadership behaviours that teachers want to see in academic leadership is leadership empowerment, this perceived gap needs to be fixed so as to build teachers' confidence in the leaders. Within the framework of empowerment, autonomy was primarily noted by the participants as a common pattern although competence was also noted by some. The autonomy gap was stated by the academic leaders or at least implied from their descriptions. For instance, a participant leader coded as ALPart9 noted the following in relation to the autonomy gap in the context of EPrUs:

"...there are challenges here in the private sector. I have many years of experiences at public university and I see things are different here. You need to do what the owners want you to do. I had had an assumption that leadership at a private university is more flexible than at a public university. I thought their operation is very transparent. But, I feel that the reverse is true. Things are good out there in this regard although there are some other problems" (Interview made on August 20, 2015).

From the expression, "You need to do what the owners want you to do" it is implied that there is a perceived gap in terms of leadership autonomy. Both leader participants and teacher participants noted that there is an autonomy and empowerment gap in academic leadership. It is also worthwhile to note again the quotation from the teachers' descriptions which directly complements what this academic leader stated. A participant coded as LecPart20 noted:

"As we are working here in the private sector, we do sense that there are different stakeholders that are having conflicting of interests. The owners' interest might be on profit earning and the leaders' interest could be on professional practices or on ensuring quality. I perceive that the owners' interest over dominate the leaders' interest. So, I would like to ask about the extent to which these two bodies do have shared values. They may know about the University's establishment and expansion policy, but I do not believe that the owners really know about the vision and mission of the University. So, leaders shouldn't be passive recipients of the owners' interest" (Interview made on September 10, 2015).

From the expressions “I perceive the owners’ interest dominates over the leaders’ interest” and “Leaders should not be passive recipients of the owners’ interest”, one can easily make sense that there is a perceived autonomy gap in the leadership. To institutionalise VBL, there are certain preconditions that must be met. One of these, as Fairholm and Fairholm (2009:19) suggest, is “leadership has to be thought of as the purview of all members of the group and not just the heads.” This implies that if VBL needs to be effectively institutionalised, all the members of the leadership team must be powerful enough to exercise leadership.

This empowerment or autonomy is linked to self-discipline, which refers to “being depended upon to make rational and logical decisions and to do tasks assigned” (Sarros & Cooper, 2006). If academic leaders are not perceived to have the required autonomy to make decisions, they cannot win the trust of the teachers. This means if academic leaders, who are directly in charge of influencing teachers’ role, are not empowered; it would be hardly easy to institutionalise VBL. Therefore, this theme is defined here as one of the institutional challenges that need to be properly fixed without which CTE might not be fostered to its required level.

6.2.2.2.2 High need for leaders’ moral involvement

In relation to the institutional contexts that need to be fixed, both the teachers and leaders were asked to suggest what the academic leaders should do to foster CTE. To be more specific, participant teachers were asked, “What must be done on the side of the leaders to foster the teachers’ group confidence?” Similarly, participant leaders were asked, “What could the leadership team here do to enhance the group confidence of teachers so that they can make a positive difference to students’ learning outcomes at your university?” From the participants’ reflections on these questions, it is defined here that leaders need to be engaged or morally involved in the staff situation.

Some grey areas were pinpointed by participants in relation to threats to collective efficacy. One of the serious challenges to foster CTE as noted by both the leaders and teachers include staff turn-over and/or instability. Participants noted that if the problems

around staff turn-over and instability are not fixed, the possibility to institutionalise VBL to foster CTE is unrealistic. Initially this issue was coded as a theme in its own right as adequate references were made about this, but it was re-coded into the leaders' moral involvement to make it more generic. Accordingly the participants' calls for high leadership involvement into the teachers' existing situation is addressed herein. For instance, a participant coded as LecPart3 noted the following:

“They need to work on staff retention strategies. They need to work on capacity building. They should facilitate conditions for lectures to work together, to have a collective spirit, to cooperate and support each other, to exert their individual efforts towards the common goal. To this end, it is recommendable to organise get together and facilitate environment conducive for lectures to spend a considerable period of time within the premises of the university. If instructors stay together during health breaks, lunch times, etc., they would get a chance to debate ever common and constructive academic issues (matters). Ensuring quality education largely requires resources and expenditures. For example, if you give one or two whiteboard markers, it involves a certain level of expenses. But, you need to realise the outcome of your investment. The management should duly commit the required resources to ensure quality education” (Interview made on May 12, 2015).

It looks that there are ample problems that leaders need to aggressively fix so as to foster CTE in the context of EPrUs. The critical areas that required leaders' moral involvement as identified by the participants include staff stability and retention. High turnover has been widely echoed by leaders and teachers as connected to hampering teachers' collective efficacy. This created frustrations among the teacher work group. Even teachers who have not officially resigned from the sector are seen to run from here and there as noted by the participants. That is, they are either double employed or doing part-time works elsewhere to supplement their low salaries. Therefore, this situation requires the leaders not only to have an awareness of the problem but also to have real moral involvement into this so as to fix the matter.

Furthermore, another participant coded as LecPart11 stated:

“We can talk about collective teacher efficacy only when we have a certain group. We have no stable group here. So, if this sense of efficacy needs to be fostered much has to be done on the process of group formation. Staff retention mechanism need to be devised. Staff development program needs to be properly designed and implemented. Short-term trainings should also be regularly and frequently offered. Different social forums and events need to be created. In general, the leaders would have a vital role in terms of bringing teachers on board and of course to create that desired collective spirit” (Interview made on August 11, 2015).

Staff turn-over and instability have been noted by teacher participants as the major threats to institutionalise VBL so as to foster CTE. From the participants’ descriptions it can be implied that VBL cannot be implemented unless there is high leadership determination and moral involvement in terms of reversing these challenges. In line with this, House (1996:345) suggests five conditions as facilitating the emergence and effectiveness of VBL. Two of those suggestions are relevant to this theme. One condition is “the experience of severe threats, crisis, and stress...induced by sources other than the leader” and the other is that there should be “an opportunity for substantial moral involvement on the part of both the leaders and the subordinates.”

6.2.2.2.3 Enhancing teachers’ collective power

Teachers’ sense of collective power itself is one among VBL supportive behaviours that leaders need to consider crucial. One of the questions raised with participant teachers in this regard was, “What do the teachers here do when their group values are in conflict with the leaders’ values?” To this end, the participants noted that there are problems with regard to teachers’ collective power and this problem is perceived as challenges to foster CTE. The ultimate goal of VBL is to ensure that the followers are empowered enough. Accordingly, participants noted the need to enhance their collective bargaining power if CTE needs to be fostered through VBL. In connection to this, Fairholm and Fairholm (2009:86) note that “success in implementing VBL is based on helping others become their best selves”. They also assert that “values leadership has the dual goal of both high performance and highly developed, self-led followers.” So, to institutionalise

VBL in a way that it would foster CTE, leaders are required to work on the teacher work group towards strengthening their collective power and confidence. If they want the teachers to have collective efficacy towards bringing the desired change to students' learning experiences, leaders need to develop the teachers' collective power. As noted earlier, VBL leadership is the purview of all its constituents, not only of individuals that are holding positions (Fairholm and Fairholm, 2009:19). This implies that, the teacher work group, who are the key players in the academic circuit, need to be duly recognised.

However, when it comes to the practical context of EPrUs, teachers feel that their collective bargaining power is at stake and they do not feel confident about their power to influence institutional or leadership decisions. In this regard there is no common pattern between the leaders and the teachers. On the one hand, leaders claimed that the teachers do have collective power as they are participating in regularly held departmental meetings. On the other hand, teachers complained that they have no collective power that is strong enough to influence institutional operations.

In connection with such collective power, a participant teacher coded as LecPart8 stated that:

"...By the way, the teachers' bargaining power in this institution is very weak. The teachers' potential to combat internal and external pressures on their collective values is so weak. Although we see some steps (movements) whereby teachers reflect their common concerns, I do not remember when we moved to a certain end and reversed decisions made against us or to influence the management to take hold of our proposals" (Interview made on July 30, 2015).

It has been noted that there is no labour union or teacher association in the context of EPrUs. Although there are regularly held academic meetings in all cases, participants reflected that its effect size in terms of strengthening collective power is minimal. In line with this another participant teacher coded as LecPart3 noted that:

“Although there are misalignments of values, there is a narrow chance for the teacher work group to collectively voice their concerns. We have no labour union. Instability has got its own impact on our collective sense. Since the lecturers’ payment is too low to cover up their leaving costs, they are running here and there to fix this problem. So, no one is concerned about the collective sense and everybody needs to fix his/her personal problem on his/her own way” (Interview made on May 12, 2015).

Furthermore, another participant coded as LecPart17 also described the following about teacher collective power:

“There is no collective movement at all. Teachers do not have that much voice on the university’s strategic operations. For example, we want the university to increase our salary but the leader’s major focus is on expansions and diversifications. To diversity, they just study market survey and shall execute it if the market is feasible. We have no voice on that and they have no strong concern about what actually exists on the ground level. But, to reflect on some common agenda we just use meetings as the only means” (Interview made on August 27, 2017).

Greenfield (2005) notes that one cannot be an effective educational leader without the ability to understand and influence the norms of the teacher work group.

6.2.2.2.4 Holding teachers accountable

One of the key challenge that need to be fixed in relation to institutionalising VBL is about holding the teachers accountable for their professional practices. The question asked in relation to this was, “What do you think the teachers must do on their side to ensure that their efforts can bring better learning outcomes?” This was asked in relation to the institutional contexts perceived to be favourable to foster CTE through VBL. From the reflections made by the participants, one of the challenges is attributed to teachers’ readiness to take accountability and to discharge their professional obligations. In relation to this, a participant leader coded as ALPart2 noted that:

“The primary responsibility lies on the instructors because they are the one who can make things happen or not to happen. They should keep themselves very close to decision making bodies. Instead of complaining about what has been decided, they need to involve themselves in the process of decision making. They should be very vibrant and need to have

active role in this process. Each individual here should believe that he/she is a change agent. As a change agent, everybody is responsible for everything happening in the university” (Interview made on July 14, 2015).

Another participant leader coded as ALPart3 noted that:

“Every instructor is a potential language instructor. What the teacher talks about and how he/she talks would have an impact on students learning. If every instructor takes the courage and commitment to inculcate the university’s values and/or his/her departmental values into the students, we believe that students would obviously espouse those values” (Interview made on July 24, 2015).

The need to hold teachers accountable for their professional practices has been supported by teacher participants as well. For instance, a participant teacher coded as LecPart8 forwarded his view as follows:

“I suggest that a teacher should evaluate himself/herself in terms of what he/she could contribute to the success of the students. We should not merely focus on the students’ weakness. Great teachers can produce great students. Therefore, teachers themselves need to evaluate their performance in terms of what they brought on students’ learning experiences. They need to ask themselves about what changes they have brought so far and what they might bring in the future. However, an individual teacher’s knowledge and effort alone may not shape/cultivate an individual student. Therefore, we need to work collectively and need to have this sense of common spirit. Leadership still has a vital role in terms of cultivating this spirit/culture” (Interview made on July 30, 2015).

Similarly, another participant teacher coded as LecPart13 remarked as follows:

“With regard to teachers’ duties or obligations, they need to have the right orientation of what they are producing. We are not working at a factory where commodities are manufactured. Rather, we are working on human beings to produce workforces. We attempt to acquire people with essential knowledge and skills needed in the field of work. Therefore, we have a moral responsibility and conscience to discharge our obligation of making up good citizens. We need to do something that surpasses our challenges and work on our students with passion. These students would also serve us directly or indirectly because we are part of our society” (Interview made on August 13, 2015).

6.2.2.2.5 Realising students' current situation

One of the central elements embedded in the concept of CTE is the teachers' belief about the capability of their students' to learn. That is, one of the basic indicators about the presence of strong CTE is the fact that teachers believe in their students' ability. It implies that if there is weak sense in this regard, there is a need to work on this. In line with this, participant leaders and teachers alike reflected that there are challenges with respect to students' learning experiences. They noted that students nowadays have less interest and motivation to learn. They also perceived that students are falling short in terms of the ability to learn. As a consequence of this, the participants suggested the need to realise students' current situation so as foster CTE by devising a relevant strategy. In this regard there is a common response pattern between teachers and leaders as both of them perceived that their students are lacking the real desire to learn and the required ability to learn. They suggested the need to have a real commitment and to devise a strategy to overcome this particular challenge. For instance, a participant who is coded as LecPart5 noted that:

"In terms of enhancing collective efficacy, the students' part should not be overlooked. Students need to have the required dedication to learn. They have all the resources and technologies they might need to learn. Thus, they should have an interest to learn. However, they are surrounded by an environment that exposes them to addiction. There are many addicted students that are focusing only on cheating during exams. They pretend that they are students but they are problem makers. They don't study but cheats on exams. The environment should be free from drugs (alcohol, chat, etc) that may mislead these young generations. Significant students are immersed to these bad habits. They need to get rid-off such habits" (Interview made on July 23, 2015).

Complementing this view, another participant teacher coded as LecPart18 described the students' existing situation and its perceived effect on CTE as follows:

"With regard to students I feel that time has been changing. In the previous times students were highly committed to learning. But now, they are largely losing their interests and lacking commitments. This situation sometimes leads you to lose your hope in them. Your engine is basically your students. If your students challenge you, you prepare yourself for the class in a better way. If they have an appetite to learn, you would teach

them in passion. In the absence of these all, it is difficult to gain the required level of CTE. I think we need to breathe a hope in the learning desire of our students. A great deal is required in terms of re-establishing this culture and to foster CTE there on” (Interview made on August 27, 2015).

In addition to academic leaders and teachers, students were also invited to participate in this study to describe their situation. The ultimate objective of fostering CTE is to improve students' learning outcomes and the ultimate beneficiaries would be students. This implies that the leadership behaviours and professional values are meant to contribute to students' learning. So, one of the indirect means to make sense of CTE and institutional efforts made towards fostering this efficacy is through asking students what they feel about their learning experiences. To this end, results obtained through quantitative data were presented in the previous chapter. In addition to this, interviews were conducted with four student representatives, one from each of the four universities. This was meant to better understand the students' learning environment or experiences. Since only four interviews were conducted, instead of using Atlas.Ti7, the data was analysed manually using narrative accounts of the participants rather than a thematic approach. Accordingly, the major findings obtained from the interviews made with student participants are presented hereunder.

The first question raised with the participants says, “What do you think are the most valued aspects of learning at a higher education institution?” To be more specific, they were asked to reflect on valuable aspects they would have otherwise missed if they had had no access to higher education. Then, they were asked the second question which says, “Why are those aspects most important to you?” In answering this, a participant (StudPart1) noted the following aspects which she considered as valuable to her: “I believe there are many valued aspects in learning at a higher education institution. It provides background knowledge for whatever we encounter in the future. It is a base for a better tomorrow. It is a means to win a decent job and other opportunities” (Interview made on June 10, 2015).

The second participant (StudPart2) also noted similar issues and expectations about the relevance of learning at a higher education institution as follows:

“Learning is the centre core and bridge for everything. Through attending higher education I feel I can get myself at a better life situation. Secondly, I can also contribute to the community and to my family. Furthermore, it gives the chance to build problem solving skills” (Interview made on July 30, 2015).

The same questions were addressed to the third participant (StudPart3) and his reflections are presented as follows:

“Acquisition of knowledge comes before everything. It also gives you an access to build interactive skills that help you in your future life. Here, you start to learn what you shall live in the future. For example, while you are doing group works here you can develop how to work in teams in the field of work. So, why you are learning at this stage, you can figure out the nature of your working environment in the field of work” (Interview made on August 05, 2015).

The last interviewee among participant students was StudPart4 and his reflections on those questions are indicated as follows:

“It is a means to transit to life success. The value given by the society to a higher education is high. I am proud of being part of this academic community. When you are learning at a higher education, you can gain knowledge from every possible angle because you are interacting with diversity of members. This would be serving as inputs to you future life. Although you get your degree upon completion of the program, the things you get here go beyond the certification. If you are able to successfully achieve in this system, it adds a lot on your self-confidence” (Interview made on August 10, 2015).

Given that they have had their own learning expectations and educational outcomes, the participant were asked about the institutional effort made towards improving their learning experiences both by their teachers and the academic leaders. Accordingly, the reflections of those participants are presented. However, since similar descriptions were given by them, only two of them are narrated hereunder which are more descriptive. For instance, StudPart1 described the institutional efforts made towards enhancing students' learning as follows:

"I cannot say that they had no role in assisting me to achieve my personal goals here. For sure they contributed to my success. But, I really doubt whether their support was that much high. I had had my own expectation when I joined this university. When I am evaluating myself now as per my initial expectations, I see deviations. For example, I normally expect teachers should be dedicated, motivated, create a friendly environment in class with the students, and encourage questions to so as to create inquisitive generations. Of course there are attempts to promote these aspects to some extent. But, there are contradicting practices. Let alone motivating students, I see that teachers themselves are not motivated. I hope leaders are doing their best to realise the university's mission and vision. However, I don't personally believe that their effort to meet our expectation is strong enough. There are deviation between our expectations and actual practices" (Interview made on June 10, 2015).

Similarly, another participant (StudPart4) described the institutional efforts as follows:

"The role of teachers in terms of motivating or initiating for a better learning is high. The teachers can share their lived experiences, which might trigger students for better achievements. Joining a higher education is only one aspect of life success and students need to exert their level best in terms of driving for a better achievement. To this effect, the role of teachers is high in terms of cultivating this. Although they are doing their own part with this regard, efforts made by some teachers must be more formal and institutionalised. Students' need more platforms. Hence, leaders are also required to exert additional efforts. There are many implementation gaps here although there are systems" (Interview made on August 10, 2015).

6.2.2.2.6 Proper selection of value sharing strategy

For VBL to have the desired effect on a given institutions' operational performance, it need to be properly institutionalised. This begins with what basic strategies are followed to share values. If there is a misfit in this sense, then the leadership effort to gain something out of institutionalising VBL can never be fruitful. Accordingly, the last theme defined in relation to challenges to institutionalise VBL so as to foster CTE is about the gap between the values sharing strategy put in place by the academic leaders and the teachers' preferences with regard to a value sharing strategy. Teachers were asked two relevant questions in this respect. After asking for their perceptions of the

core values of their leaders, teachers were also asked, “What are the roles of those shared values in terms of fostering CTE?” Furthermore, they were also asked to justify their preferences in terms of the leadership behaviours. Likewise, the leaders were asked to describe the strategy they have been using to share their values and behaviours with teachers and about the perceived effectiveness of their strategy.

Results reveal that there are challenges in terms of making use of an apt value sharing strategy. Particularly, as per the view of the teacher participants, the existing trend must be changed. For instance a participant who is coded as LecPart2 noted that:

“Most staff members were offended at how the institution celebrated its success when it grew from University College to a university status. It just posted on the notice board and said “Congratulation to all the academic community as the name of the institution is re-named to X-University”. I personally feel that it does not cost much if they organise a sort of get together or celebrity. This would have increased the motivation and confidence of the staff for years. It would also enhance CTE. The notice posted might be beneficial so that the external community aware that the university really acknowledges the contribution of its stakeholders. However, this might not have practical values to the staff who knows the in and out of the university’s operations. Although the achievement itself has a contribution to the CTE, celebrating this success would have contributed more to CTE by far” (Interview made on May 07, 2015).

Holding celebrations is one of the best ways to promote institutional values among the staff member as it would foster staff’s collective confidence. In connection to this, Kouzes and Posner (2012: 24) assert that:

“It’s part of your job as a leader to show appreciation for people’s contributions and to create a culture of celebrating the values and victories by creating a spirit of community....Encouragement is, curiously, serious business because it is how you visibly and behaviourally link rewards with performance. Make sure that people see the benefit of behaviour that is aligned with cherished values. Celebrations and rituals when they are authentic and from the heart build a strong sense of collective identity and community spirit that can carry a group through extraordinary tough times”.

In the “five practices of exemplary leadership” developed by Kouzes and Posner (2012) the above quotation is linked to the fifth step which is about “encouraging the heart.” It can be implied here that this step is the key to develop collective efficacy of teachers. It has been noted that one of the gaps created in academic leadership is about a loose sense of compassion and gratitude. Although some leaders claimed that they were trying to foster this value, it has not been found to be strong enough to convince the constituents. This problem can be linked to proper selection of a value sharing strategy. Another participant who was coded as LecPart4 also noted the perceived gap in terms of choosing the right value sharing strategy as:

“Well, the role of those values is essentially to bring everyone in to focus. If you have values that you aspire to achieve and if here are values that you want to keep, this gives you more focus. If there is no established value system, everyone goes in different ways on his/her own. For me setting those values is a primary aspect and the University has already posted them on a billboard. The second aspect is making sure that those values are set just not for the institution but also for the sake of everyone’s survival. Hence, the way values are set and communicated should be really reconsidered. If we do that, I believe we can achieve a lot of things. I have to be honest, the values, the vision and the mission statements are all posted everywhere. But, I really doubt whether anybody has taken the time to read and internalise them. It is just like billboard advertisement that you may see once and do not see it at some other time. These posts might not be received differently from billboard advertisements. You see it once and may not see it again. You may not even notice when the content of a given billboard has been changed. The fact that we had posted them doesn’t mean that everyone is aware about it. Instead of posting and leaving them out there it is possible to make use of the following strategies: a) devoting one day per week for value recognition day to celebrate values at an institution; b) we could dedicate one value per week in that we can attach to our emails through internets to get the values printed in the mind of the staff; c) it is also possible to have a colour copy of those values posted in every classroom so that teachers and students can really make sense of them. Students can also evaluate our activities against the intended core values” (Interview made on June 08, 2015).

The participant noted that Corporate Value Statements (CVS) are posted in a public space and the main problem as he perceived it was the way leaders preferred to share their values with the teachers and with the entire academic community. Unfortunately,

however, in the university where this participant was working during this interview, those statements were not addressed on the billboard containing the vision, mission, and goals. Though the CVS are addressed in other publications, they were not posted along with the vision and mission statements. This implies that this participant himself was not aware of the content of the billboard. All the rest of the participants also failed to describe these statements and some of them told the researcher honestly that they did not know about the CVS. The fact that senior lecturers who have been serving in the university for more than a decade do not know about those statements implies that there are problems about the value sharing strategy.

It is worthwhile to mention here what the current researcher did do to make sense of whether those institutional values are known and owned by the key stakeholders. The researcher compiled a CVS of the four universities before holding the interviews. Although the objective of the study was not to investigate the contents and relevance of these value statements, the researcher was interested to examine to what extent those values were known and owned by the teachers and leaders. For instance, participant teachers were asked, "What are the core values that your leaders strive to share with the teachers through the talk and walk?" In line with this inquiry they were asked the following question: "What do you know about the 'core values' (CVS) of this university?"

Similarly, participant leaders were asked, "What are the core values that override all other values in your academic leadership here?" To this end, they were asked to begin by reflecting on the following question: "What are the corporate value statements of this university?" Surprisingly, except for one academic (vice present), all the participants failed to describe them correctly and some of them do not know the content statements at all. So, if academic leaders and senior teachers who have been living with the universities for a decade or more do not know about their corporate values, it is possible to infer that the proper value sharing strategy has not been chosen by these universities. The implication is that, it would be so challenging to talk about the

leadership ideological values and about institutionalising VBL unless this problem has been properly fixed.

Leader participants themselves noted the need to devise a good strategy as to how to foster CTE through their leadership. To this end, a participant coded as ALPart2 noted challenges pertinent to fostering CTE but the possibility to foster it as:

“This is not an easy task, but we should have a very free environment where everybody can air his/her concerns. There should be an environment that listens to the concerns raised by the instructors. What we could do is we need to have frequent meetings with them. We need to have some time to spend together to share experiences, knowledge, funs through informal means/gatherings. There should be time for informal gathering as this is more powerful than the formal gatherings. This gives us to understand each other better. We, the leaders, are responsible to do that. We should also allow instructors to design their own way to doing things better. We also need to bring everybody on board to decision making” (Interview made on July 14, 2015).

Being aware of the challenges, another participant leader, who was given the code ALPart3, noted the following:

“Collective efficacy emerges out of collective commitment. This requires having common goal and understanding. To promote such understanding, we need to have continues dialogue with the teachers. Nowadays we have serious challenges from the external environment. I see that societal (national) values have been compromised by this new generation. The eye glass of an instructor has been blurred and this requires a serious attention. However, in the face of all those challenges we are required to bring those people together in some way to win back their heads and hearts. We are required to train them, cultivate the required values into them and enhance their reasoning power so that they might realise the advantage of working collectively. We need to clearly communicate the value of going to the class with our university’s values” (Interview made on 24, 2015).

In general, taking the model developed by Kouzes and Posner (2015) as a benchmark, it can be possible to make sense of the gap created in the process of institutionalising values in the context of EPrUs so as to foster CTE. It can also be possible to conclude that there are perceptual gaps in academic leadership in terms of demonstrating VBL

behaviours. These gaps are also linked to the existing state of collective efficacy of teachers in the context of EPrUs. Moreover, institutional contexts have been explored and challenges have been identified that must be fixed so as foster CTE through VBL.

6.3 ANALYSIS OF MIXED DATA (TRIANGULATION)

It can be recalled that a mixed-methods research, particularly a concurrent mixed methods design, was chosen for this study. This method was chosen to serve three basic purposes: triangulation (seeking convergence and corroboration of results); complementarity (seeking elaboration, illustration and clarification of the results from one method with results from the other method), and expansion (seeking to expand the breadth and range of inquiry by using different methods for different inquiry components). Accordingly, for the sake of expanding the breadth and range of inquiry, institutional contexts were explored through qualitative data alone. Moreover, the professional behaviours and values desired to be espoused by teachers were explored through qualitative data alone. Therefore, the analysis of this mixed data does not include the two aspects which were obtained only through qualitative means (interviews and open-ended questions).

However, the sets of behaviours desired to be espoused by academic leaders were explored through both qualitative and quantitative data. In this respect the universally endorsed values of VBL were categorised and analysed quantitatively into five categories. Likewise, themes were defined from qualitative data sets. The two data sets informed the sets of behaviours amenable to institutionalise VBL and the analysis that follows is the triangulation between the results obtained from the two data sets:

6.3.1 Academic leaders' desired behaviours and values

This section deals with the triangulation between the data obtained through quantitative and qualitative data sets about the sets of behaviours desired to be espoused by the

academic leaders in the context of EPrUs. Six major issues are addressed in both data cases and hence the discussion that follows here is based on these issues.

6.3.1.1 Compassion and sense of gratitude

As informed from quantitative aspect, the importance of this value category was rated high by more than 80% of the respondents in each case of the eight items included in this sub-scale. The minimum mean score is 4.40, which was obtained for the need to recognise performances that are consistent with espoused values. The importance of this attribute was rated by more than 82% of the respondents. The same mean score was obtained about the need to “have deep awareness of the problem of staff and willingness to relieve it”, but the frequency is 86.62% in this case. The mean score is also as high as 4.76 for the need to “work towards professional development and self-confidence” and 96.82% of them rated the importance of this attribute as high. The need for “commitment to the moral principle of respect for the staff members”, about “taking responsibility to care for and develop the work team” and about “creating an environment conducive towards the improvement of the teachers’ team work” are all rated as high by about 93% of the respondents in each case. Moreover, for the total of eight items involved herein a mean score of 36.40 was obtained out of 40.00. If this is expressed in terms of percentage it means that 91% of the respondents rated the degree of importance of integrity as high.

From qualitative data set also the need for compassion and a sense of gratitude was addressed by both the senior teachers who participated in the interviews and the respondents to the open-ended part of the questionnaire. As depicted in both figure 6.1 and figure 6.2, the most frequently referred to theme was the one in which compassion and senses of gratitude are addressed though humility is embedded in the second case. Accordingly, a theme was also defined from qualitative data set implying the importance of these values. From all the assertions made thus far it can be concluded here that compassion and sense of gratitude are among the values sets that are highly endorsed

in the contexts of EPrUs as perceived by teachers. There is a high need for the leaders to have a sense of compassion and gratitude in their academic leadership.

6.3.1.2 Humility/selflessness/humbleness

From quantitative data set it was established that humility is endorsed by teachers as being among the key values that should be espoused by leaders. Each of the six attributes meant to address humility was rated by the respondents as high in terms of its degree of importance to academic leadership. For instance, the need to “fully commit to serving the interests of the academic community” was rated high by 96.18% of the respondents and the need to “being more concerned about the staff members than to his/her personal interest” was rated by 93.62% of them. Moreover, 91.08% of them rated the need to “use the input of lecturers by considering them as informal advisors to collaborate on institutional issues” as high. The mean scores obtained about these three attributes are 4.54, 4.48, and 4.49 respectively. The remaining three aspects were also endorsed by the respondents as high because the minimum mean score in the list is 4.15. Furthermore, the mean score obtained for the total of six items incorporated in this sub-scale is 26.21 out of 30.00. If this is expressed in terms of percentage, it means that 87.36% of the respondents rated the degree of importance of integrity as high.

Similarly, the need for humility was both stated and implied from the participants' reflections in qualitative study. For instance, when the respondents were asked to describe what could their leaders do to foster their group confidence and what they disliked about academic leadership at their respective universities, they made relevant references about the need for humility. Moreover, the need for humility can also be implied from the respondents' description of the leadership they disliked and the problems created as a result of the lack what they liked. According to Sarros and Cooper (2006:8) selflessness refers to “being genuinely concerned about the welfare of others and willingness to sacrifice one's personal interest for others and their organisation.” To say that there is a sense of humility, the leaders should forgo their

self-interests for the benefit of others. In the absence of complete self-sacrificing, there should at least be a modest sense of humility whereby a leader pursues reasonable concern for the staff and reasonable self-interest (McCuddy, 2008). Therefore, humility has been endorsed as one of the core values (behaviours) desired to be espoused by academic leaders.

6.3.1.3 Integrity and trustworthiness

To measure the extent to which integrity is needed in academic leadership, five key attributes were addressed in this sub-scale. The issues incorporated herein include the need to: being believed and relied upon to keep his/her words; being trusted to serve the interests of the teachers; setting an uncompromised example for the teachers over moral principles; sharing information with his or her followers/teachers; and serving primarily as a role model to the teachers. The number of respondents who rated the degree of importance of these attributes was 92.36%, 85.99%, 81.53%, 93.63%, and 91.08% respectively. With regard to the need for such attributes, a mean score of above 4.5 was obtained in each case except for one in which a score of 4.32 was obtained. The implication is that each of the attributes addressed under this subscale was endorsed by the teachers as highly important in academic leadership.

Furthermore, the overall mean score obtained for these five items was 22.70 out of 25.00. If this is expressed in terms of percentage it means that 90.08% of the respondents rated the degree of importance of integrity as high. Likewise, from the interviews held with the participants relevant references were made by the participants about the need to have integrity. To this end, a theme implying the need for integrity in academic leadership in the context of EPrUs has been defined. Therefore, integrity is endorsed by the participants as a key value or behaviour.

6.3.1.4 The need for accountability, self-discipline and focus

The fourth value category for which the respondents were asked to rate its degree of importance was about leaders' empowerment and accountability. In this sub-scale, 11

items were incorporated to assess its degree of importance as perceived by the teachers. Among these items the minimum score obtained was about the need to “hold others accountable for operational performances” to which its degree of importance was rated by 74.52% of the respondents as high. However, a mean score as high as 4.53 was also obtained about the need to “establish a mutual agreement and commitment regarding what is expected.” To this end, 93.63% of them rated the degree of importance of this leadership attribute as high.

Another similar attribute was about the need to sit in council with the teachers to ensure understanding and acceptance of common values. In this regard, 90.44% of them rated the importance of this behaviour as high and the mean score of this was 4.55. Moreover, the need for setting standards of conduct and performance that implement cultural values and behaviour was rated as high by 90.44% of them and the mean score obtained was 4.47. The remaining aspects were also rated as high as expressed in terms of mean scores and frequencies. The overall mean score for these 11 items was 42.46 out of 55.00. If this is expressed in terms of percentage, it means that 77.20% of the respondents rated the degree of importance of this value category as high. Likewise the need for accountability or action-oriented leadership was also clearly stated by teachers when they were reflecting on the open-ended part of the survey questionnaire. Moreover, results from the participant interviews revealed the participants demand for these sets of behaviours. Therefore, it is possible to conclude that accountability and self-discipline are among the sets of behaviours desired to be reflected in academic leadership as seen in the eyes of teachers.

6.3.1.5 The need for envisioning and moral courage

The fifth value category for which the respondents were asked to rate its degree of importance was the need for envisioning power. Six items were addressed in this sub-scale. These are about the need to: articulate an inspiring vision and imagination about the future; create a powerful vision that binds him/her and the staff members in a common goal/purpose; anticipate and consider what will happen in the future;

successfully anticipate future needs; make plans and take actions based on future goals; and have a clear understanding of where to lead you (common destiny). The number of respondents who rated the degree of importance of these attributes as high was 94.27%, 92.36, 87.26%, 87.90, and 77.07% respectively. The mean score in each case was 4.57, 4.49, 4.45, 4.47, and 4.25 respectively. The overall mean score for these six items was 26.73 out of 30.00. If this is expressed in terms of percentage, it means that 89.1% of the respondents rated the degree of importance of envisioning as high. Likewise, results from interview and open-ended questions also affirm the need for these sets of behaviours and values. Therefore, the need for envisioning and moral courage has been endorsed by the participants as it is linked to teachers' professional practice.

6.3.1.6 The need for sense of collaboration and teamwork

Thus far, six themes (value categories) have been addressed in terms of their perceived importance in academic leadership. Except for the last theme, triangulations were made between quantitative and qualitative data sets in the case of the remaining five themes. With respect to quantitative data, respondents were asked to rate the degree of importance of the universally endorsed values of VBL in the context of EPrUs. These sets of values were categorised into five. Similarly, some themes were defined from qualitative data set. Triangulations were made between the results about value categories in quantitative data set and with the themes defined in qualitative data set. Then, at the end of discussion of the commonality between the two results, meta-inferences were made about the importance of each of the values of VBL. As a result, it can be concluded that the values of VBL are highly desired, and the fact that three different major sources inform similar results (desires) implies this conclusion is valid.

6.3.2 Teachers' perception of their leaders' values and behaviours and its implication for collective teacher efficacy

Here, data obtained qualitatively and quantitatively about teachers' perceptions of their leaders' behaviours are triangulated, and the implications of these perceptions to CTE

are explained. Teachers' perceptions of the values and behaviours of their leaders were assessed with two different methods. In the first case a quantitative investigation was made about the extent to which the universally endorsed VBL behaviours are espoused by academic leaders. In the second case interviews and open-ended questions were used to make sense of what teachers perceive about the behaviours and leadership priorities of the leaders. Following summaries of the results obtained in each case, the commonalities held in both cases are explained and a conclusion is given about the overall perception held and the implication of this for CTE.

Sweeney and Fry (2012:91-92) contend that leaders who, through their actions demonstrate the possession of such universal values as honesty, integrity, courage, compassion, and humility are likely to earn acknowledgements of good character from their followers. Accordingly, teachers were asked what they perceived about their leaders' values and behaviours. The objective was to explore the extent to which academic leaders are identified by VBL behaviours as perceived by the teachers. Hence, due attention is given to the followers' perspectives because as Kouzes and Posner (2012:5) contend, "a complete picture of leadership can be developed only if you ask followers what they think of and admire in a leader."

As noted previously in the fifth chapter, 36 items meant to assess VBL were grouped into five thematic areas. This categorisation was made on the basis of theoretical constructs. Validation of these values was based on nomination by their frequent citation in reputable journals and books. Moreover, a Cronbach's Alpha of reliability test was made for both the entire items and for each value category. Moreover, inter-item correlation was also obtained in each case. The test results showed that all the sub-scales and the general scale used in this respect were found to be reliable (see table 4.2). It has been revealed that a Cronbach's Alpha is above 0.8 in all cases implying that the measurement is reliable as partly explained by this test. Moreover, inter-item correlations are above 0.420 for humility and 0.446 for accountability implying the existence of a medium effect in each case. In the remaining three cases the coefficient

is greater than 0.5 implying that there exists a large effect in each case. Accordingly, an investigation was made about teachers' perceptions of their leaders' values and behaviours.

From the investigation made, it has been found that item mean scores range from a minimum of 3.156 for humility to a maximum of 3.38 for envisioning. Although there are slight differences among these values in terms of mean scores, in all cases values are concentrated around average scores. However, to examine whether there is a perceived fit or significant perceived gap in these values, the respondents' ratings of the degree of importance of those values are used as test values. Perceived fit refers to the degree of congruence between employees' values and their perceptions of leaders' values (Lankau *et al.*, 2007). As followers are able to recognise the alignment or gap between the leaders' talk and deeds, asking followers about their perceptions of the leaders' values has a strong potential to examine a given leadership. To this because the gap between leaders' espoused values and actual behaviour are best recognised by followers (Hannah *et al.*, 2005).

Accordingly, a measure of significance for mean differences was made and the results showed that there are significant differences in all cases. The first category examined was humility. The mean score obtained for humility was 18.94. A significance of the difference was made at a test value of 26.21. The test value in this case was the degree of importance of this value as rated by the respondents. Accordingly, a mean difference of -7.27 was obtained. This difference was found to be significant at a t-value of -17.94. A similar procedure was made to examine mean differences for the remaining values. The second value category examined here is compassion. A mean score of 24.92 was obtained for this and a difference of significance was measured at a test value of 36.40. To this end, a mean difference of -11.48 was obtained which was found to be significant at t-value of -19.69. The third category is integrity for which a mean difference of -6.90 was obtained, which was significant at a t-value of -17.74. The fourth and the fifth categories are accountability and envisioning respectively. To this

end, mean difference of -6.27 was obtained for accountability and a difference of -6.45 was obtained for envisioning. These differences were significant at a t-value of -8.70 and -15.36 respectively. All these values were also aggregated. The mean obtained was 117.12 and the expected score as per the ratings of the respondents was 154.94. Accordingly, a mean difference of -37.81 was obtained which was significant at a t-value of -15.38. Therefore, it can be concluded from this quantitative investigation that there is a perceived gap in leadership in terms of demonstrating the VBL behaviours.

In addition to quantitative investigations about the teachers' perceptions of their leaders' behaviours, a qualitative investigation was also made. Teachers were asked to describe what they perceived about the leadership priorities of the academic leaders as possibly sensed from their leaders' talk (recurring agenda) and walk (practical actions). They were asked about what the leaders are frequently talking about in their joint meetings with the academic staff and about what they emphasise when they take actions. This investigation was meant to explore the perceived leadership values from the perspectives of the teachers.

Results from the study revealed that among the academic leaders' major concerns were ensuring students' satisfaction and ensuring quality and future growth. From the outset these look like something for which the teachers held positive perceptions. However, it is reflected by the participants that, although these issues are important aspects to attend to, the way leaders follow to ensure them doesn't fit into the expectations of the teachers. The claim made by the participants was that much attention has been given to how teachers could discharge their professional obligations, whereas no due attention was given to provide the support teachers require from the institutions or in terms of demonstrating exemplary leadership. Moreover, due attention has been also given to research and public image. But, participants still held reservations about the motive behind focusing on these given aspects.

The general conclusion is that there is a gap in academic leadership in the context of EPrUs as seen in the eyes of the teachers. There is a gap between what the teachers believe as the leadership priorities of the leaders and the behaviours they actually wish to see in the leaders. This perceived gap has been also linked to CTE. The correlation coefficient between the teachers' perceptions of CTE and their perceptions of their leaders' behaviours against VBL attributes is found to be strong. The predictability of CTE by teachers' perception of their leadership behaviours has also been found to be sound. Moreover, participant teachers during the interviews were widely addressing the feeling that CTE is deteriorating as a result of the existing leadership gaps. In connection to this aspect of qualitative investigations, senior teachers were asked to express their current feeling about their collective capability to bring the desired learning outcome to their students. Though the reasons noted vary across participants, the response pattern was consistent in terms of their perceptions of the existing state of CTE. That is, results from qualitative investigation reveal that CTE is at stake across the private universities.

From both quantitative and qualitative investigation made it can be concluded that there is a perceived gap on CTE. Perceptual gaps about CTE would have serious negative repercussions on students' learning experiences. In relation to this, Bohn (2010:228) quoting Shamir notes that "when group members assess their collective efficacy to be low, individual group members come to believe that exerting effort toward a desired goal makes little sense, because the chances of a successful group accomplishment are perceived to be low." This implies that where CTE is low, teachers' motivation, and commitment to enhance students' learning experiences would also become low. To this effect, it is suggested that those explored sets of behaviours and the institutional contexts need to be properly institutionalised so as to foster CTE.

6.4 CHAPTER SUMMARY

Thus far, discussions were made about the constituents of the institutionalisation of VBL so as to foster CTE. The need to foster CTE was made explicit as informed from the

stakeholders' perceptions of the teaching-learning process. In addition to teachers' perception of their CTE, the students' perceived learning experiences and their perceptions of the teachers' motivation, commitment and overall educational investigations were described. Moreover, the need to foster CTE has also been implied from what the academic leaders perceived about the teachers' sense of group confidence. Accordingly, the leadership values and behaviours that are perceived to have a positive impact on CTE have been explored and discussed. Meta-Inferences were made about the sets of leadership behaviours desired to institutionalise VBL.

In addition, the sets of professional values and behaviours desired to be espoused by the teachers were also explored to form the sets of behaviours amenable to institutionalise VBL so as to foster CTE. Finally, the institutional contexts under which the EPrUs are currently operating were also explored and discussed in terms of perceived good practices and challenges to institutionalise VBL so as to foster CTE. As a result of the findings which emerged from this study, the researcher decided to design a model that might assist leaders to foster CTE through VBL. Accordingly, the next chapter will be about the model suggested to foster CTE.

CHAPTER SEVEN

MODEL FOR FOSTERING COLLECTIVE TEACHER EFFICACY

7.1 INTRODUCTION

The study sought to explore what effective strategies can be in place to foster collective teacher efficacy (CTE) through institutionalising values-based leadership (VBL). Accordingly, the findings obtained about this led the researcher to suggest a model here. It can be recalled that this study was conducted under the theoretical framework of path-goal theory of leadership, which emphasises followers' empowerment and satisfaction so as to lead them towards attaining work goals or to live by values they regard as crucial in their professional practices. The theory was developed by House (1996) and its application is contingent on the leaders adopting particular sets of behaviours to match to the needs of the subordinates and to the working contexts of the subordinates. Accordingly, in this study three major perspectives were addressed: the leaders' perceptions of their leadership and their followers; the followers' perceptions of the leadership and their own professional values; and the institutional or working contexts.

From the three perspectives explored in the study, it is suggested that institutionalisation of VBL requires two key aspects: institutionalising the desired behaviours and institutionalising contexts. With respect to institutionalising behaviours, the need to explore and align academic leaders' behaviours and teachers' professional behaviours are addressed. To this effect, the sets of behaviours needing to be institutionalised are also suggested. Likewise, institutionalising contexts requires two aspects: the need to institutionalise contexts conducive to foster CTE and the need to create VBL support behaviours. All these institutional efforts would collectively foster CTE that is strong enough to improve students' learning experiences.

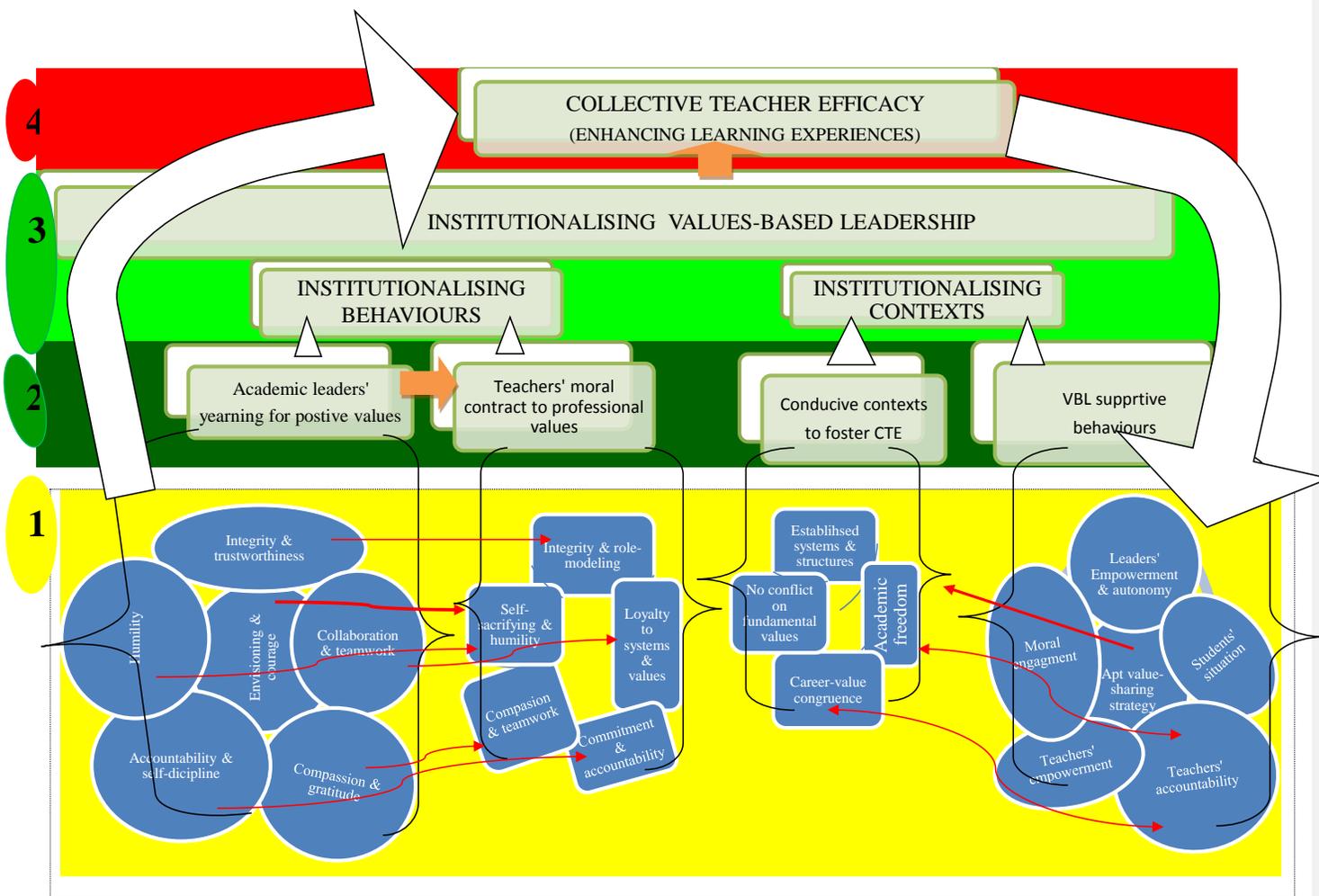


Figure 7.1 Model of fostering CTE through institutionalising VBL (BULTI, T.F., 2016)

As depicted in the figure 7.1, CTE is located as an apex in the fourth layer of the model. Below CTE, the institutionalisation of VBL is located in the third layer as a process that would foster CTE. This involves the need to conduct two major activities at a time: institutionalising the desired behaviours and institutionalising contexts. In the second layer, two pillars are indicated in each case as determinants in the institutionalisation process of VBL. With regard to desired behaviours, academic leaders' yearning for a set of positive values and the teachers' moral contract to their professional values are suggested as basic determinants. Here it is also indicated in a horizontal arrow that the academic leaders' values would cultivate the teachers' professional values. With regard to institutionalising contexts, the need to institutionalise contexts conducive to foster CTE and VBL supportive behaviours are suggested.

At the first layer of the model, the constituting elements or the building blocks of the institutionalisation of VBL are indicated in four blocks. These are collectively linked to CTE. The first block is about the sets of values (behaviours) that academic leaders could live by so as to foster CTE. The second block is about the sets of values (behaviours) which the teachers need to espouse as moral contracts in their professional practice. The interactions between and within the academic leaders' desired values and that of the teachers' professional values are also indicated. In a similar fashion, the sets of contexts conducive to foster CTE and the sets of VBL supportive behaviours are explored and indicated in the model in the same layer. These are referring to the basic elements that need to be considered with respect to institutionalising contexts. In general, the model is presented as cyclical in the sense that when CTE is fostered it would also turn out to influence other institutional behaviours (the basic elements indicated in the first layer). The controlling point here is about what steps are followed and what elements are required to be considered in the institutionalisation of VBL so as to foster CTE. Accordingly, from now on discussions are made on the basis of two functions in relation to fostering CTE: institutionalising desired behaviours and institutionalising contexts. Explanations are made about how those constituting elements would form the institutionalisation of VBL and how the blocks are linked to CTE.

7.2 INSTITUTIONALISING DESIRED SETS OF VALUES (BEHAVIOURS)

For the institutionalisation of VBL to be effective, the values and behaviours desired in the leadership must be explicitly known. This includes not only the leaders' behaviours but also the followers' behaviours. That means, if the leader wants the followers to live by certain professional values and behaviours, these must be lived and exemplified by the leader first. It is only when both the leaders and followers are able to espouse and live by common values and behaviours can we say VBL is institutionalised. In the sense of this study, the sets of behaviours and values required to be espoused by the academic leaders must be identified at the initial level. Similarly, the professional values and behaviours required to be espoused by the teachers must also be known explicitly. To this effect, both the academic leaders and the teachers must have a say in terms of deciding what values must be given priorities and the behaviours needed to be reflected in academic leadership. To say it in another way, the leader-follower relationship must be based on certain commonly defined and held values or behaviours. Accordingly, the sets of academic leaders' desired behaviours and the sets of teachers' desired professional values are explored and indicated in the model. The constituting elements within these sets are explained here. Furthermore, the inter-relationship between these two aspects and how these together would make up the sets of values (behaviours) desired to institutionalise VBL are also explained.

In the process of identifying the behaviours desired to be espoused by the academic leaders, both the leaders and the teachers were involved. However, much emphasis was given to the behaviours that teachers wish to see in the leaders. Mixed-methods data was used to explore what behaviours the teachers really wish to see in the leadership, particularly in relation to their CTE. Three data sources were used here which are: close-ended survey questionnaire (see table 5.20 and table 5.21); interview (e.g. see figure 6.2); and open-ended survey questionnaire (e.g. see figure 6.1). As informed from the consolidation of these three different data sets, six themes emerged as having links to CTE. The six behaviours and values endorsed as highly desired in academic leadership are indicated in the model in the first block of the first layer.

At the centre of the first block “envisioning power and moral courage” is located implying that this value category is linked to all the remaining five values constituting the behaviours desired to be espoused. In any work setting, particularly in an education sector where the focus is on developing future generations, it is a desired natural order at a work place for followers to see a leader who is forward-looking and has moral courage. For an on-going business in general and for universities in particular leaders need to have envisioning power and moral courage to lead the followers to their commonly held goals and values. It is asserted here that for the teachers to have the required level of confidence in the work team with which they work; the leaders’ moral courage and envisioning power would have paramount importance. This is because it would affect the teachers’ professional practices both individually and at group level.

As indicated in the model, this value category has been addressed as one constituting element of the academic leaders’ desired behaviours. For the teachers to develop a passion for better achievements, a leader is required to create a clear understanding about common destiny (where he/she and the staff members are heading to), and need to create a powerful vision that binds all to the common purpose. They are required to articulating an inspiring vision and have imagination of the future. This can be reflected in the way they anticipate future needs and consider what will happen in the future. Moreover, the followers can also make sense of the leaders’ envisioning power when the leader is making plans and taking actions based on future goals. In general, envisioning and moral courage would have the potential to cultivate each of the constituting elements of the teachers’ professional behaviours. This value-set plays a crucial role in terms of fostering CTE and hence shall constitute the sets of behaviours desired to institutionalise VBL.

However, courage and envisioning alone might not be powerful enough in terms of leading to a certain end as employees might give up their hopes in the leader if these aspects are not complemented by integrity and trustworthiness. Therefore, integrity and trustworthiness are also among the behaviours endorsed by the teachers as values needed to be reflected in academic leadership. In this regard, it is also asserted that “leaders with integrity inspire confidence in others because they can be trusted to do what they are going to do” (Northouse, 2013:25). It has been empirically supported in

the study that integrity is one key element among the sets of values that are perceived to have a direct influence on the teachers' behaviours. Thus, through demonstrating integrity a leader can foster the confidence of the teachers or heighten their emotional state.

For the leaders to have the required influence on followers and to build collective confidence in them, they are required to promote integrity through living their words and keeping their promises. This is about being trusted to serve the interests of the staff. Integrity can also be manifested through setting an uncompromising example for the staff and serving primarily as a role model to the staff. One of the basic means through which integrity can be institutionalised is also through promoting transparency by sharing information with the staff. Moreover, academic leaders are also responsible to institutionalise the professional integrity of the teachers and to instil role-modelling as a crucial value. In relation to this, Kouzes and Posner (2012:312) suggest that, "If you want others to believe in something and behave according to those beliefs, you have to set the example by being personally involved. You have to practice what you preach." The assertion here is if integrity as a value is said to have been institutionalised it would have a significant impact on CTE only when individual teachers see it being espoused and practised by both the leaders and the teacher work group. Therefore, integrity is also one positive value that academic leaders are required to yearn for or institutionalise in terms of fostering CTE.

The third theme was linked to leaders' capability to shoulder accountability and their self-discipline. That is, the leaders' readiness to hold themselves and others accountable for their operational performances is among the core values defined or wished for in the leadership. The point is that for teachers to have confidence in the leadership, they need to be confident in their leaders' readiness and capability to be accountable. Accordingly, this value-category is also indicated in the model as one of the constituting element of the teachers' desired behaviour and also as a value that directly influences the teacher' commitment and accountability. This implies that the leaders' perceived self-discipline and commitment towards ensuring the quality of education would have a direct and significant bearing on the CTE.

It is also worth mentioning about what would constitute self-discipline and accountability with particular reference to the operation of academic institutions. For instance, it is the responsibility of the academic leaders to pay attention to immediate details that are relevant to ultimate objectives. This could be about a follow-up of the routine teaching-learning process (e.g. class irregularity, staff discipline, turnover, and similar issues). But if they are merely focusing on the tyranny of the urgent matters, they might lose sight of the future. Hence, it remains the responsibility of the academic leaders to balance the immediate needs of the university with its ultimate goals and visions. Similarly, it is also the responsibility of the leaders to balance the current needs of the staff with the future goals of the university. This requires sitting in council with the staff to ensure understanding and to establish a mutual understanding and commitment regarding what is expected.

As to self-discipline, which must be jointly in place with accountability, academic leaders are required to aligning personal values with the corporate values of their universities and are required to inspire executions at every level. They are required to set a standard of conduct and performance for the teaching staff. They are also required to create and maintain a culture supportive of the institution's core-values. Therefore, for the leadership to have an influence on the teachers' efficacy, academic leaders are required to demonstrate these behaviours in their practical life at the work place. Moreover, holding teachers accountable for students' learning and creating more leaders imbued with the same values would also be the responsibility of the academic leaders. Accordingly, accountability is said to have been institutionalised at a given university and would have an impact on CTE only when it is being shouldered by both academic leaders and teachers.

The fourth constituting element is the academic leaders' sense of humility/self-sacrificing. The teachers endorse this value category as highly important in the context of academic leadership. This must be considered as one key element of the academic leaders' behaviours in the process of institutionalising VBL because in the absence of humility other behaviours would not have a powerful effect on the teachers' efficacy. Moreover, this would have a direct bearing on the teachers' desired professional behaviours because for the teachers to self-sacrifice for the students' better tomorrow,

they need to see a leader who is self-sacrificing for the teachers' better life. In connection to this, Taylor (2007:44) argues that a culture of selflessness would be established when followers try to emulate the examples of leaders who consistently behave in a selfless fashion by focusing outside of themselves in an effort to raise up others with the goal of achieving organisational objectives.

Humility/selflessness from the point of view of academic leaders is about forgoing personal interests in the interest of the goals of the university which they are leading and equally about being concerned for teachers' welfare rather than for their personal interests as leaders. It is also about showing commitment to serving the interests of the teachers (the staff) or at least about having a reasonable self-interest and reasonable concern for the staff. It also includes being humble with the teachers and not complaining when they commit mistakes. As a reflection of being humble, academic leaders are required to make use of the input of the staff members by considering them as equally important to the success of the organisation as the leader. This value has been equally endorsed by the teachers and leaders alike as one of the key values needing to be espoused as teachers' professional values. So, to establish humility/selflessness as a culture, the leader not only would to behave consistently but also should be goal oriented in terms of institutionalising this value as teachers' desired professional value. When this is espoused as a moral value by all, it would contribute to CTE. Therefore, this value-set is among the crucial values that constitute the behaviours desired to be institutionalised.

The fifth value-category noted in the model as a constituting element is compassion and sense of gratitude. This is the most widely endorsed value set as informed from both quantitative and qualitative data sets. The teachers wish to see a leader who is caring and who has a real concern for the staff and who has deep awareness of the problems of the staff. They also wish to see a leader who works towards developing the work team or who creates an environment conducive towards improvement of team work. This can be reflected in terms of the efforts they are making to foster teachers' professional development and confidence and in terms of what they are doing towards the improvement of individual followers' capacity for self-direction. For academic leaders said to have a sense of gratitude, they also need to have the moral principle of respect

for the staff, and appreciate, acknowledge, and reward the contributions of the staff. They are required to recognise performances consistent with the values espoused by the group. These are the behaviours that the teachers wish to see in academic leadership.

It is asserted here that the teachers' desire for this behaviour is legitimate because teaching as a profession largely requires the teachers to be compassionate so as to care and develop the future generation. It demands that the teachers have real concern for the learners and demonstrate a sense of gratitude. This has been affirmed by the participants as a key professional value of the teachers that must be institutionalised in the context of the universities under the study. However, for this value to be institutionalised, the leaders need to live by this value and should exhibit this behaviour in their practical life. Moreover, they also need to instil this as a common value among the teacher work group. So, the assertion here is CTE can better be fostered when this value is institutionalised, i.e. being espoused and exercised by both the teachers and academic leaders alike.

Though the aforementioned values are presented and explained independently, they all are critical and must be considered as a set. In some cases, it is even difficult to separately code some values. For instance, the data from the interviews and the responses to the open-ended questions revealed that compassion was frequently co-occurring with humility/selflessness. The implication is that they are highly inter-related and they must be jointly reflected in academic leadership. When humility and compassion are jointly demonstrated in practice, it can be conceptualised in terms of altruism. Altruism involves a basic concern for others (an aspect of compassion) and the focus on what one can do for others rather than for oneself (an aspect of humility). In fact, all the remaining five themes or value sets are also highly interrelated, and the absence of one may hamper the effectiveness of the institutionalisation of VBL. For instance, though endorsed as an indispensable trait of VBL, humility in itself cannot stand alone. In line with this, Taylor (2007:139) asserts that, "humility apart from courage is weak; without integrity it is misguided; in the absence of compassion it is not alluring; without gratitude it not genuine and without accountability it not successful." The same finding was also obtained from quantitative investigation of the correlation

and linear regression between CTE measures and the items proposed as constituents of the universally endorsed values of VBL.

It was also obtained from quantitative data that there is a strong correlation between VBL behaviours and CTE as perceived by the teachers. The correlation coefficient obtained between the two was 0.646 and that the variability in VBL explains 41.7% of the variability in CTE at Eigen value of 1.97 and Durbin-Watson score of 1.852. It was also noted in the previous chapter that meta-inference was made about the sets of behaviours desired to be lived by the academic leaders in the context of EPrUs. Hence, the teachers' perception of the leaders' behaviours alone could have a direct bearing on CTE. The implication is that there is a strong correlation between the teachers' perception of the behaviours of their teachers' and their perception of CTE. A sort of triangulation was made between qualitative and quantitative data sets, and complementary results were obtained. The behaviours defined here have a direct influence on teachers' performance, and this is in line with the path-goal theory of leadership. But, it is also proposed in the model that CTE would better be fostered when followers' desired values are explicitly embedded in the leadership values and institutionalised purposefully.

Although the need to entertain followers' values has been noted by theorists (e.g. House, 1996; Fairholm & Fairholm, 2009), none of them specified followers' perspectives on the behaviours or professional values amenable in the process of exercising VBL. But this model attempted to show how the values of VBL may influence the professional values, and how the two would form the sets of behaviours amenable to institutionalise VBL so as to foster CTE in a university context. The proposition here is that for VBL to have a power effect on CTE, the teachers' behaviours and professional values also need to be cultivated along with the leaders' behaviours. It means that to cultivate an individual teacher's perception of the collective capability of the group, the leadership needs to gear towards cultivating the behaviours and values need to be flourished within the group. In line with this, the leadership that gears towards creating a sense of collaboration and teamwork stands as a distinct value in the model, as the sixth value. This requires the need to focus on the creation of team spirit or a sense of community as it would directly influence CTE. With what leaders are

practically doing in terms of team building, teachers would also learn to work in team so as to contribute something better in the students' learning experiences.

To sum up, one of the remarkable findings obtained in this study is the shared feature between the desired values of the VBL and the teachers' professional values. Hence, this is one of the good fortunes underlying the unique nature of educational leadership whereby the leaders' desired values and the teachers' professional values do have shared characteristics. The sets of behaviours and values desired to be reflected in academic leadership can also influence the teachers' lived experiences in their professional values. For instance, the leaders' commitment can determine the followers' level of commitment (Albion, 2006). In fact, the key issues addressed as teachers' desired leadership values are similar to the issues addressed as teachers' professional values. The essence of integrity, role modelling, self-sacrificing, compassion, and accountability have been similarly addressed and defined as constituting elements of the institutionalisation of VBL so as to foster CTE. However, leaders do have dual responsibility in this regard in that they are required to live by those leadership values and also are responsible to cultivate the professional behaviours and values of the followers. Hence, one of the basic contributions of this model is that it shows the link between leaders' desired leadership behaviours and teachers' professional behaviours. The claim here is CTE is the cumulative effect of what the teachers believe about the leadership values (behaviours) and about the teachers' professional values (behaviours) as a group. Accordingly, to foster strong CTE it is not only the leaders' behaviours but also the teachers' group behaviours that must be institutionalised.

7.3 INSTITUTIONALISING CONTEXTS REQUIRED TO FOSTER COLLECTIVE TEACHER EFFICACY

As depicted in the model (figure 7.1), contexts also need to be institutionalised alongside with behaviours. In this regard, two pillars are addressed: institutionalising contexts conducive to foster CTE and VBL supportive behaviours. These two are discussed separately and the elements or the sets constituting each are also explained.

7.3.1 Contexts conducive to foster collective teacher efficacy

With regard to conditions (contexts) conducive to foster CTE, four key elements are explored and included in the model (as depicted in the first layer). One of them is the perceived congruence between teachers' personal values and the teaching career. As learnt from the interviews with senior teachers, their professional values in life strongly match with their career.

There is an intrinsic desire in them to live for the students' better future. This implies that teachers are strongly identified with ideological values desired to be institutionalised in the teaching profession. The feeling that their personal values match with the professional values desired in the profession would largely support the effort to foster CTE through institutionalising VBL. One of the basic factors to be considered in this regard is to intensively seek for and maintain teachers whose personal values are perceived to match with the professional values desired in teaching. These people are coming to the education sector with the hope that they would make a difference to the students' learning experiences. The academic leaders' role would in this case be to create additional hopes by demonstrating by doing some practical actions. Therefore, this is one of the basic conducive contexts in teaching to foster CTE.

Another element which is closely linked to this perception is the perceived academic freedom granted to them. Teachers believe that their academic freedom has been modestly protected though they have addressed some aspects, which are not yet protected. The feeling of being protected in this regard has been addressed as one of the key issues they enjoyed as they are living in this professional practice. The participant teachers noted that among the few merits underlying working in private universities, the academic freedom granted to them would come on top. Through the participants' understanding about the scope of academic freedom, this aspect has been identified as one of the key elements which can be considered as a supportive condition for the institutionalisation effort. Hence, leaders in the context of EPrUs can capitalise on this, particularly in terms of holding the teachers' accountable for the students' learning.

Moreover, the feeling of value-career congruence and being protected are interrelated with the institutional challenge of holding teachers accountable for their professional practice. That is, if these critical elements are optimised and properly institutionalised, teachers' readiness to shoulder accountability would be enhanced. On the other hand, if teachers' readiness to take accountability for their professional practice is weak, granting complete academic freedom might be at stake. In that case, academic leaders may tend to dictate routine tasks and this could be one basic reason for which 'watch-dogs' are in place instead of promoting trust-based leadership. However, it is suggested here to properly fix the challenge in this respect rather than trying to compromise on the academic freedom.

The third issue found to be supportive is the fact that the teachers and the leaders believed that there are established systems and structural units. Although they have concerns about their current conditions, the participants noted that there are established systems and structures that contributed to the sustainable growth of their universities. Both the teachers and leaders believed that a growing system has been in place in the contexts of EPrUs. Participants were noting different reasons that they felt contributed to the growth and expansion of their universities. Some of them feel that the leaders worked well with the regulatory bodies (focus on meeting the requirements). Others felt that their universities have been growing as a result of the efforts made and the image built previously. For instance, different centres and learning resources are in place and quality assurance offices are established in all cases. These all would contribute to the growth and development of the universities regardless of the different perceptions held about why the universities focused on this.

The case in point is that it is worthwhile to link the growth and expansion of these universities to the teachers' professional values and practices. The other aspect noted in relation to systems and structures is the possibility for an individual teacher to negotiate with the top management. Though there are structures and systems, the participants perceived that there is not that much hierarchy as an individual teacher can talk to the top management without any bureaucracy. This implies that if the leaders take the initiative of institutionalising VBL, this is one among the supportive conditions that they can count on.

The fourth supportive condition is the fact that there has been no conflict over the fundamental values between the leaders and the teachers. No participant has questioned the relevance of the stated missions, visions and corporate values. Except for the reservations held about the relevance and appropriateness of the means to reach the ends, no disconnect was observed between these two parties with respect to ideological values and vision. In fact, the need to institutionalise the instrumental values (the means to the ends) cannot be overlooked. This aspect has been discussed under the institutional challenges. However, the fact that there is no conflict over the fundamental or end values is one supportive condition for the leadership efforts to institutionalise VBL.

7.3.2 Institutionalising values-based leadership supportive behaviours

Considering the need to capitalise on the aforementioned conducive contexts intact, it is also worthwhile to make use of VBL supportive behaviours in the institutionalisation process. Participants were asked about what supportive behaviours and conditions must be there in the context of EPrUs so as to foster CTE. To this end, some issues were addressed. In fact, the issues were addressed in terms of what the challenges were to foster CTE in the absence of those elements. In this regard, six elements (themes) have been addressed in the model as VBL supportive behaviours that need to be adopted for the institutionalising effort. The argument here is that when these issues are properly attended to, these elements are considered as supportive behaviours to VBL and the absence thereof is a critical challenge to implement VBL philosophy into action. To this effect, one of the supportive behaviours to exercise VBL is the leaders' curiosity in selecting a value sharing strategy.

Though this is a crucial element, this is found to be a challenge in the contexts of EPrUs. As discussed in the previous chapter, the leaders perceived that their existing value strategies (e.g. meetings, documentations, posting value statements) are effective, but neither the leaders themselves nor the senior teachers were able to describe even the core values or corporate value-statements of their respective institutions. This implies that there is a perceived challenge in this regard in that unless the existing value sharing strategy is revised, the possibility to institutionalise VBL would

be less. Value-sharing strategy is also linked to all the remaining other five challenges explored along with this one. If the leaders fail on this, the leadership would also likely fail as this is the centre-core of every other aspect addressed in the model. It implies that an apt strategy is required to be in place and the leaders need to have the right orientation about a proper value sharing strategy. In line with this, the strategy that the leaders could use will be described in the next chapter under the recommendation section.

As noted earlier, though it is one key challenge in its own right, challenges related to the value sharing strategy is also linked to all other elements which are identified as challenges. For instance, it is linked to leaders' empowerment and autonomy, leaders' engagement or moral involvement, teachers' empowerment, and the need to hold the teachers accountable. Networks were created between and among those themes (elements) and elaborated in the previous chapter (see figure 6.7). The institutional contexts needing to be fixed so as to foster CTE through the institutionalisation of VBL were informed from qualitative data sets both from the interview data and reflections on open-ended questions. The general assertion is that these are VBL supportive behaviours that must be in place so as to effectively institutionalise VBL.

Another supportive behaviour in relation to VBL is the leaders' sense of autonomy and empowerment. If VBL needs to be properly institutionalised, academic leaders' autonomy needs to be fully protected and the leaders need to be empowered to have the required influence on the followers (teachers) that they are leading to a certain end. Autonomy in this sense refers to the discretion to take actions without the influence of owners or individuals on top of the organisational hierarchy. If the leader is not autonomous and also does not feel empowered, an attempt to implement VBL philosophy would not be successful. This implies that it is worthwhile to develop the feeling of being empowered and autonomy before tending to work on others' empowerment. However, when it comes to the context of EPrUs, this is found to be one of the key challenges as academic leaders are not perceived to be so. This perceived gap was also linked to teachers' collective efficacy and hence this aspect can never be overlooked in the process of institutionalisation of VBL. The empowerment aspect also

needs to be emphasised, which would also initiate the leaders' engagement and moral involvement to reverse the existing institutional challenges.

Moreover, the academic leaders are also required to highly engage and need to have moral involvement to reverse the existing challenges pertinent to the staff situation and the perceived situation of students' current reality. As perceived by the teachers and as implied from the leaders' self-reflections, the leadership efforts that have been made to overcome the existing challenges are not adequate and this was perceived to be hampering CTE. If the leader is not empowered enough, he/she might not have the discretion to choose and exercise a proper value sharing strategy that he/she thinks is useful. And if the leader's play zone is narrow in this respect, he/she might neither have the required influence on the followers nor be able to effectively reach out to the followers or stakeholders with the intended values. It is worth mentioning again that a leader needs to be highly engaged or morally involved in the followers' and the institution's existing situation and this is linked to having clarity over how values can better be shared.

The implication here is that a value-based leader is required to have a clear understanding of the situation of the followers and the overall situation of the organisation so as to mobilise all constituents towards a common goal. They will shoulder the responsibility to interlink employees and the organisational situation with themselves. In relation to the situation of the organisation, it is crucial to realise the students' existing situation. CTE can never be fostered in the absence of proper orientation about the students' learning situations, difficulties and needs. So, one of the behaviours supportive to VBL in this case is the level of knowledge we have about our students' situation. This needs to be properly institutionalised in the sense that both the teachers and academic leaders need to have the required curiosity about the needs and the future fate of the students' learning at the university level.

The two other elements addressed in the model with respect VBL supportive behaviour are the teachers' collective power and the need to hold teachers accountable for their actions. For a VBL to be effective, it is worthwhile to hold the teachers accountable for the students' learning, but to effectively engage the followers and to hold them

accountable for their operational performance, it is a mandatory requirement to empower them first. If leaders want the followers to attain a certain organisational goal, they need to empower them and foster a sense of ownership among them. Coming to the context of EPrUs, among the key challenges are about teachers' collective power and about the possibility of holding the teachers accountable for their operational performances. Since teachers' collective power has been explored as one of the perceived challenges to foster CTE, it implies that priority must be given to this aspect. These two issues are interlinked and are also associated with the values sharing strategy and leaders' moral involvement.

Furthermore, the need to empower teachers' collective power and then the need to hold them accountable for their operational performances have been underscored. As a matter of order, empowerment should come before accountability, but both of them are also linked to the value sharing strategy. It means that any attempt to establish shared values in the absence of the followers' empowerment can never be effective. Even if it might be shared, it can never be sustainable whereby followers are not held accountable for their operational performances. Hence, challenges pertinent to empowering teachers and fostering their potential to shoulder accountability must be resolved. The means through which the leaders could address this challenge will be discussed in the next chapter under the recommendation section.

7.4 EXPLAINING THE FEASIBILITY OF THE MODEL IN THE LIGHT OF THE THEORETICAL FRAMEWORK

House (1996:343-345) notes the fact that there are several studies that assert value-based behaviour will only be effective under a select set of conditions. To this end, by considering it under the framework of path-goal theory, he suggests five conditions he thinks are generic to the application of VBL. Likewise, Fairholm and Fairholm (2009:16) conceptualise that the application of VBL is only possible if a few criteria are met. To this end, they suggest four criteria. The commonalities among these suggestions were discussed in chapter three, and those aspects are considered as the theoretical framework for this study. One of the basic conditions addressed by these theorists is

that there must be shared values and an opportunity for the leader to communicate values and visions.

The essence of shared values also involves value congruence in that the values inherent in the leader's vision must be aligned with the deeply internalised values of work unit members. The second condition is that leadership must be the purview of all members of the group and hence there must be an opportunity for substantial moral involvement on the part of both the leader and the subordinates. Accordingly, exceptional effort, behaviour, and sacrifices are required of both the leader and the subordinates. Thirdly, there is experience of severe threat, crisis and stress, and feelings of unfair treatment, persecution, or oppression induced by sources other than the leader. Fourth, the focus of leadership must be individual development and the fulfilment of the group goals. Fifth, shared, intrinsic values must be the basis for all leader action.

As noted above, the first condition that needs to be there so as to institutionalise VBL is the opportunity for the leader to communicate an ideological vision and to create shared values. In the context of the current study, leaders reflected that there had been some opportunities to communicate their visions and values to the teachers. Academic meetings were identified as the dominant strategy. However, the effect size of this strategy in terms of meeting its intended target was perceived to be low. Senior teachers reflected that, although meetings were essential anyway, the extent to which they contributed to creating a sense of ownership and forming a strong team among the teacher work groups is less. The participants reflected on what leaders could do to foster CTE through their leadership and results showed that there were many other underutilised opportunities. One of the key issues that must be properly put in place is adoption of a proper value sharing strategy.

With regard to a value sharing strategy, the key issue - largely missed, as perceived by teachers, in the EPrUs - were celebrations and ceremonies. The fact that participants noted this as a gap implies the value attached to such events by the teachers. One of the basic conditions to effectively institutionalise VBL, as noted above, is the presence of an opportunity for the leaders to effectively communicate values and visions. To this

effect, theories support that the use of celebrations and public ceremonies as a “miss-it-not” opportunity has a pivotal role. For example, Kouzes and Posner (2012:308) affirm that “by making celebrations a public part of organisational life, leaders create a sense of community...and that they are working together toward a common cause. Celebrations serve to strengthen the bond of team work and trust.” As implied from the quotation and as, of course, empirically supported in this study, this strategy has been found to have multifaceted functions. It gives the opportunity for the leader to share his/her ideological vision and values, it creates a sense of ownership or community, and it strengthens the bond of team work and trust. Participants reflected that their university had been making use of such an opportunity and they perceived that it was the basic cause for the growth of their respective universities. However, as of now they perceived that the missing of such an opportunity is one among the factors currently deteriorating their sense of ownership, team spirit and sense of trust. As these universities have been recording many organisational successes, leaders could have made use of such opportunities in organising celebrities and public ceremonies so as to share their vision and values and to create value congruence.

In connection with this, Albion (2006) argues that although it is commonly believed that the commitment to maintain a desired value is tested when business does not go well, the real test comes even when the company moves on to the line of financial success. The universities under the study have been recording many successes and progress and those successes are among the reasons for the selection of these universities for the study. As obtained from the results of interviews when those successes were celebrated in public, this act was perceived to have a positive effect on teachers’ group confidence and the lack thereof is perceived to hamper such a sense. In line with this, Kouzes and Posner (2012:305-306-309) contend that “private rewards may work fine to motivate individuals, but they don’t have the same impact on the team. To generate community wide energy and commitment for the common cause, you need to celebrate success in public.” The implication here is, if VBL needs to be institutionalised, leaders are required to make use of such opportunities without any preconditions. The institutions are required to cultivate their value sharing strategies if VBL is to flourish in such a way that it would foster CTE. Hence, one of the basic conditions linked to

establishing VBL so as to foster CTE is about how leaders respond to organisational successes.

The second condition was about the need to consider leadership as the purview of all, and the need for substantial moral involvement on the part of both the leader and the subordinates. It was also noted that exceptional effort, behaviour, and sacrifices are required of both the leader and the subordinates. In relation to this, two themes were defined in the context of EPrUs among the conditions that need to be fixed so as to foster CTE through VBL. These include the need for the leaders' engagement and moral involvement; and the need to hold teachers accountable for their operational performances. This has a direct implication for the followers' perception because they better understand the leaders' values when leaders are personally involved. This would also help to make values congruent and would rectify any perceived misalignments of values.

The fifth one is the experience of severe threat, crisis, and feelings of unfair treatment, persecution, or oppression induced by sources other than the leader. To this effect, both the leaders and teachers alike perceived that the students' existing situation is a severe threat to institutional values and to teachers' collective effort. This implies that both parties have common concerns about the students' situation and this is one condition that requires them to stand as one to reverse the situation. When they truly stand together and believe that this problem can be reversed through their collective efforts, a collaborative culture can be developed and this would make a positive contribution to CTE. Moreover, the staff situation has also been identified as one severe threat, but there was a misfit between the response of the teachers and the leaders in this regard.

Whilst the teachers perceived that the leaders were the main cause for the staff turnover and instability, the leaders believed that external factors played the largest role although owners' commitment was also noted by them. However, regardless of the nature of the causes, the EPrUs are currently experiencing severe threats and the realisation of these threats would contribute to the emergence and institutionalisation of

VBL. It implies that the way leaders react to the existing situation would have a significant impact on CTE. So, if VBL needs to be institutionalised in such a way that it would foster CTE, a high leadership initiative is required to win back and encourage the hearts of the teachers.

7.5 CHAPTER SUMMARY

The chapter dealt with the model of fostering CTE through institutionalising VBL. The major constituents of institutionalisation of VBL and the inter-relationships between those elements have been discussed. It is explained that though the leaders' perceived behaviours alone can have the potential to influence teachers' perception of CTE, this efficacy would be fostered if the institutionalising process involves two key pillars. These are institutionalising behaviours and institutionalising contexts. With regard to the behaviours both leadership behaviour and teachers' professional values are explored and how these would interact to influence CTE is explained. It is indicated in the model that the sets of leadership values (behaviours) can influence the teachers' professional behaviours. In the context of EPrUs in particular, which can also be transferable to other universities, common features have been found that the leaders' desired values and teachers' desired professional values. This makes easier the leaders' attempt to influence the teachers' professional practice and the initiatives to institutionalise VBL. In addition to this, the contexts supportive to foster CTE and VBL supportive behaviours are explored and described. Furthermore, sets of conditions under which the model may operate and be applicable have been justified in line with the assumptions underlying the theoretical framework.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

This chapter deals with summaries of the major findings and conclusions, recommendations, and limitations of the studies and implications to further studies. Summaries and conclusions are meant to draw the main strands of the study together. The conclusions which are drawn based on discussions of the results made in the sixth chapter, and which are also elaborated in terms of the model presented in the seventh chapter are presented in this particular section. After the conclusions section, recommendations are presented in the form of what the leaders could do to foster CTE. Next to the recommendation section, the limitation of the study is presented alongside with implications to further studies. Finally, chapter summary is presented to sum up the main contents attended to in the chapter.

The main research question addressed in this study was about what constitutes/determines the institutionalisation of values-based leadership (VBL) to foster collective teacher efficacy (CTE) in the context of Ethiopian private universities (EPrUs). To address this main question, the following three sub-questions were raised:

1. What does the current state of collective teacher efficacy and its perceived outcomes look like at Ethiopian private universities?
2. What sets of behaviours are desired to institutionalise values-based leadership so as to foster collective teacher efficacy at Ethiopian private universities?
3. What are the institutional contexts required to institutionalise values-based leadership so as to foster collective teacher efficacy at Ethiopian private universities?

In line with the aforementioned research questions, three specific objectives were addressed. Towards the achievement of these objectives three units were identified for this study namely, teachers, academic leaders and students; all are taken from private universities in Ethiopia. In choosing participants for the study, combination of random sampling and purposive sampling strategies were used. Since mixed methods research approach was used, these sampling strategies were implemented to choose participants for the part of quantitative research and qualitative research respectively. The two data sets were independently analysed; and triangulations were made in the end. For qualitative data thematic analysis was mainly used; whereas for quantitative data combinations of descriptive and inferential statistics were used.

8.2 MAJOR FINDINGS AND CONCLUSIONS

In this section conclusions made about the three sub-questions raised in the study are presented. It begins by presenting the major conclusion made about the current state of CTE. Following this, the second sub-section deals with the set of behaviours identified as basic constituents of the institutionalisation of VBL so as to foster CTE. Lastly, conclusions made about the institutional contexts that are required to institutionalise VBL so as to foster CTE are described in the third section.

8.2.1 Collective teacher efficacy is not strong enough at Ethiopian private universities

From the assessments made about the current state of CTE in the context of EPrUs, it has been revealed that there are gaps that need to be addressed through some leadership efforts. Given that CTE is required to be high enough so as to have strong effects on students' learning outcomes; it is made explicit that there is a gap in terms of attaining the required level of CTE measurement in the context of EPrUs. Although this gap was observed for the CTE scale in general, the most serious gap was found to be the teachers' level of confidence in their students' capability to learn. As informed from both qualitative and quantitative data sets, CTE is not high enough in general and critically low with respect to some key attributes. For instance, most teachers perceive that their students are incompetent learners. This implies that they are teaching students they perceive are not competent to learn. However, students do have a

relatively good level of confidence in their teachers' capability to teach. Except for the lack of commitment and passion to rigorously work to improve students' learning environment, the teachers' perceived competence to teach/support the students is found to be high. In this regard, teachers themselves do have some level of confidence about their professional competence.

However, as competence alone cannot promote the desired level of students' learning experience, it needs to be backed by real commitment. Unless teachers are ready to take educational initiatives to promote students' learning experiences, the fact that they are intellectually capable might not have a significant impact. Therefore, it is concluded here that teachers' perceptions of CTE in the context of EPrUs are not high enough to bring a significant change to students' learning experiences. Attempts were also made to corroborate the teachers' perception of their CTE with students' perception of their learning experiences. Accordingly, complementary results were obtained in both cases implying that there is a gap on CTE. In connection to the gaps revealed from the assessment result, the need for adopting relevant leadership philosophy has been both stated and implied. Such gap was related to VBL implying that this leadership, if properly institutionalised, would foster CTE.

8.2.2 There are some sets of behaviours that have paramount importance to foster collective teacher efficacy at Ethiopian private universities

As presented in the model developed to foster CTE, the behaviours desired to be espoused by academic leaders and teachers were explored. With respect to the behaviours and values desired to be espoused by the academic leaders, senses of compassion and gratitude were largely demanded by the teachers. However, when the leaders' perceived performance in this respect was assessed, it was made explicit that there are gaps. Though leaders' claimed that they do have a sense of compassion for the staff members, there is a gap in the leaders' lived experience as perceived by the teachers. The largest mean difference was obtained about this value category and the largest number of references was made about the theme addressing this. This gap has been perceived to have a negative impact in terms of attaining a high level of CTE.

Thus, to foster CTE, compassion and a sense of gratitude are largely desired to be institutionalised as values of VBL.

Following compassion and gratitude, integrity and trustworthiness were also addressed as values or behaviours desired to be reflected in academic leadership in the contexts of EPrUs. However, teachers held a strong reservation about the integrity of their leaders, particularly in terms of keeping their promises. They also perceived that this gap would have a direct impact on their perception of CTE. The third set of values or behaviours desired to be espoused by the academic leaders was humility. However, in terms of leaders' perceived performance as informed from quantitative data, this category was the one for which the second largest mean gap was obtained. Envisioning also is among the values endorsed as highly desired in academic leadership in the context of EPrUs. The least endorsed value category, which in fact is not low in its absolute value, is about accountability and self-discipline. These five value categories were all inter-related (associated) with each other and their relative importance has been affirmed by both qualitative and quantitative data sets.

However, the need for paying attention to creating a “sense of collaboration or teamwork” was obtained as an emergent theme. No direct quantitative inquiry was made about the need for this theme, but it has been found to be linked to teachers' perception of CTE in the context of EPrUs. It has been revealed that teachers desired to see leaders who have a direct influence on their operations through forming a teacher work group that is powerful enough in terms of bringing a desired change to the students. Therefore, it can be concluded that the following sets of values or behaviours plays a pivotal role in terms of fostering CTE: sense of compassion and gratitude; integrity and trustworthiness; humility/selflessness/humbleness; envisioning and moral courage; e) accountability and self-discipline; sense of collaboration and teamwork.

Furthermore, with regard to the sets of behaviours or professional values desired to be espoused by teachers in the context of EPrUs, six themes were defined and discussed in the previous chapters. The teachers are required to demonstrate professional ethics, which is reflected in terms of integrity and role-modelling, they are required to have

professional commitment and accountability for students' learning, they need to have a sense of compassion and humbleness, they are required to work in teams and demonstrate self-sacrifices in the interest of the team (common goal), and they are also required to be loyal to institutional systems and values. It has also been discussed that the leaders' values and behaviours would have direct influences on the teachers' lived experiences in terms of demonstrating these professional values. Therefore, for academic leadership the sets of leadership values to have desired direct impact on CTE, these are parallel sets of teachers' professional values, which are collectively considered as constituents of the institutionalisation of VBL.

8.2.3 There are contexts which are either supportive or challenges to institutional effort to foster collective teacher efficacy

This section deals with conclusions made about institutional contexts perceived to be required to institutionalise VBL so as to foster CTE. The conclusions made about institutional and leadership practices that are found to be supportive and those perceived to be challenges to foster CTE through VBL are dealt with herein.

8.2.3.1 Contexts supportive to institutionalise values-based leadership

The sector is surrounded with various opportunities and challenges that would have a potential impact to foster or hamper the desired CTE. One of the opportunities includes the perceived congruence between teachers' personal values and their professional practices. Teachers do perceive that they are currently doing a job that closely matches with their personal values in life. This has been stated as the basic rationale for teachers to stay in this profession as perceived by the participants. According to the participants, the sector has the potential to attract individuals who would be pleased to support students though there are problem with respect to retaining them. A relatively well perceived degree of academic freedom has also been one of the opportunities underlying working in the context of EPrUs. Although there are no teacher associations (labour union) in all these four universities, the sector is perceived to have good environment in terms of protecting academic freedom. In fact, there are some reservations regarding the extent of the academic freedom as they perceive that they are denied the opportunity to exercise the constitutional right of forming associations.

Furthermore, teachers held positive perceptions about the system and structures of their universities and about the attention given to research, publications, quality, and vision. As investigated qualitatively, leadership efforts towards establishing institutional systems were widely applauded by the participants across the sector of private universities. For instance, there are resource centres, quality assurance offices, and research units in each university. Moreover, attempts are made towards fulfilling external requirements. Although they held reservations about the attention given to the academic staff and about the right means to ensure quality, the participants acknowledged that there are attempts to ensure quality. According to the participants, these are some of the basic factors that contributed to the success of these universities and they consider these aspects as making positive contributions to their CTE. Hence, the fact that both the leaders and teachers have common concerns about the end values is one additional supportive condition for institutionalising VBL.

However, if these universities would like to sustain their growth through addressing educational quality, they are required to devise a system whereby VBL can be institutionalised so as to foster CTE. As constituents of the institutionalisation of VBL, it is required that the sets of behaviours stated earlier must be espoused and the identified good practices need to be strengthened. Towards effective implementation of this, it is also required that participants be aware of the challenges and devise a system whereby those challenges are addressed. Thus, the participants' perceptions of the major challenges that are surrounding the operation of EPrUs in terms of fostering CTE through institutionalising VBL will be identified. The conclusions made about these challenges are presented in the next sub-section.

8.2.3.2 Institutional challenges to foster collective teacher efficacy through values-based leadership

Some VBL supportive behaviours are explored that the absence thereof can be considered as challenges to the institutionalisation effort of this leadership model. Although the sector is surrounded with some opportunities and good practices as noted in the previous sub-section, there are also challenges that are required to be properly fixed. The need to identify challenges has been addressed by Viinamäki (2009:6-7)

because if challenges are not identified and properly attended to, institutionalising VBL cannot be effective. To this effect, as clearly noted in the model, six critical dimensions were identified. These were about ensuring leaders' empowerment, the need for leaders' moral involvement, the need for enhancing teachers' collective power, about holding teachers accountable and about the stakeholder perception of students' situations (reality). These all are VBL supportive behaviours but they have not been in place in the context of EPrUs. These six critical dimensions are explored as challenges to foster CTE.

For instance, one of the critical issues that are required to be fixed is the teachers' perceptions of their empowerment to combat their problems collectively or individually. The teachers perceive that they are not empowered in some respects. One of those aspects includes financial or economic empowerment. This has got many implications. The low payment is associated with the place given to the profession by the universities. In their attempt to cover up their financial needs teachers are moving here and there. As a result, their concerns about the students' achievements and learning outcomes might be weak. Moreover, there is a sense of insecurity by teachers who are working in the private universities. As perceived by the participants, the sector itself is not properly treated by the regulatory body. As noted by the leaders and some teachers, there is a double standard in terms of provisions to various policy incentives between public and private universities. According to them, due attention is not given on the side of the government in terms of providing supports (empowerments) for the teachers working at the private universities unlike teachers working at public institutions. Although teachers are working on the most support needing students, their efforts are not duly recognised. They are not given access to professional development, access to living rooms, etc.

As a result of this perceived empowerment gap, staff turnover and instability are largely prevalent in the sector of private universities. There is high turnover in the sector and the number of permanent teaching staff in each university is fewer than part-timers. The sector is mainly mobilising part-timers who might not have a strong sense of ownership (belongingness to the respective university). The permanent staff members themselves have no stability. They are either double employed or doing multiple jobs to

cover up their living expenses. As a consequence of this, they are not easily accessible to students' support. It goes without saying that staff instability and turnover would have negative implications for leadership attempts to foster CTE. So, if VBL needs to be institutionalised so as to foster CTE, one of the challenges pertinent to stabilising the staff situation needs to be properly fixed. It is here that high moral engagement/involvement is required in academic leadership.

The students' existing situation also is another challenge. The perceived competence, the psychological make-up of low admission point, their weak interest/motivation to learn are all recognised by teachers in the sector as challenges to their collective efficacy. The fact that the largest portions of the students joining the sector are those who score below the cut-off point would have negative repercussions to both the students' self confidence and to CTE. First come first served has been the pattern of admissions in all cases given that the students meet the minimum requirement set for admission to the private sector. In fact, fostering strong CTE is basically required under such severe challenges, but one of the challenges that need to be properly attended is about realising the institution's situation and then influencing the perceptions of the teachers in this regard.

The other challenge that is required to be fixed is about holding the teachers accountable for the students' learning. In fact, teachers do have contractual obligations to discharge their duties and responsibilities, but unless the written contractual obligation is backed by the psychological contract to discharge their responsibilities to the best of their capability, the issue of holding teachers accountable for the students' learning remains leadership challenge. As informed by the participants, the teachers' educational initiative towards improving students' learning is weak in the context of EPrUs. In fact, one challenge is associated with the other implying that without fixing all the stipulated aspects, it would be ineffective to bring about the desired changes by overcoming a single challenge. For instance, without properly fixing the empowerment gap addressed earlier, it would be senseless to try to hold the teachers accountable for the students' learning. Moreover, unless the teachers' perceptions of the learning ability

of the students are cultivated, it would still remain an ineffective approach to hold teachers accountable.

The other three remaining challenge are also highly inter-related. For instance, given the perceived tough situations of the academic staff and students, there is a high need for the leaders' moral involvement to overcome these challenges. It would be so demanding for the academic leaders to reverse all these challenges. Beyond the demanding nature of these situations, the leaders' perceived empowerment and autonomy are also additional challenges. Above all, as explored from the currently value sharing strategy in place in the context of EPrUs, the academic leaders' opportunity (access) to choose a proper strategy is also a major challenge.

8.3 RECOMMENDATIONS

If these universities wish to sustain the growth and development they have been recording thus far, it goes without saying that the key to this sustainment is ensuring educational quality. Ensuring educational quality, particularly improving students' learning experiences, requires perseverance and untiring efforts on the side of educational leaders. However, leaders can influence students' learning experiences only through teachers. This entails the need to adopt a leadership model that would foster the commitment and confidence level of the teaching staff. Furthermore, to foster CTE through institutionalising VBL, it is worthwhile to make the following four recommendations.

8.3.1 Leaders should be led by a vision and some model in support of effective values-based leadership practices

It is made clear that CTE has a potential role in terms of enhancing students' learning experiences. But fostering CTE requires the adoption of a relevant leadership philosophy. It has been revealed here that teachers' perception of their CTE is directly linked to their perceptions of their leaders' performances in terms of demonstrating VBL behaviours in their lived experiences. According to O'Toole (2008:90) institutionalising/practicing VBL requires a little effort at translation but a large commitment or dedication. Moreover, Viinamäki (2009:12) also remarks that

institutionalisation of VBL demands strong commitment on the side of the leader. Therefore, by considering the inevitable role this leadership model would have on students' learning experiences through fostering CTE, it is highly recommended that leaders take the initiative to adopt this leadership model.

Adoption of the VBL model may simply mean readiness to develop the culture of the desired characters (behaviours and values). This is not an overnight task and requires strong commitment and untiring effort. It goes without saying that VBL can never be implemented if the leaders are not taking the initiative to challenge their existing practices and comfort zones. Regarding the role of the leaders and how these and related behaviours can be institutionalised, Sauser (2013:17) notes that:

“Cultures of character are built by leaders of character. They must seek out subordinates who also have these values, then work to shape and reinforce them throughout the organisation such that these virtues come to define the organisation...Cultures of character are established by persons of character who pass their values on to succeeding generations of leaders and employees...The leader's chief task with respect to establishing a culture of character is to lead by example and to empower every member of the organisation to take personal action that demonstrates the firm's commitment to ethics in its relationships with others.”

The central argument here is a leader needs to be visionary and serving as a role model of good behaviour that leads to the realisation of the commonly held vision. To this effect, high commitment and involvement is required to institutionalise the desired behaviour that would have a powerful effect on the performance of the working staff. It has been explained in the model (in the previous chapter) that there are supportive conditions to institutionalise VBL. The initiative is mainly about dealing with the perceived challenges. Therefore, the first suggestion here is to take the initiative to adopt this model which has been already proofed to have a powerful effect on organisational performance in general and on employees' confidence in particular.

8.3.2 Empowering teachers and institutionalising the desired professional values of teachers in the context of Ethiopian private universities

In terms of fostering CTE, the role of peer influence cannot be overlooked. According to Greenfield (2005:245) “every teacher is a member of one or more groups at work, and the groups to which a teacher belongs have a major influence on a teacher's day-to-day behaviour at work.” To talk about group confidence and the perception of individual teachers about the capability of the group, it is worthwhile to form a strong group in which constructive norms and desirable value systems can be developed and flourished. If teachers at a group level are empowered enough and held accountable for the students' learning, it would be possible to institutionalise the professional values. Hence, though it is possible to foster CTE through leadership behaviours, this would be more effective if attention is given to the teacher work group in which professional values would flourish.

In fact, one of the basic indicators of the success of the VBL is about the extent to which the leaders influence the followers to take hold of the leaders' values or the professional values that the leaders intend to share with the group. In line with this, Taylor (2007) contends that a successful values-based leader is the one who is able to enrol others to accompany him/her on the VBL journey to be a source of inspiration, encouragement, and accountability. Therefore, the need to empower teachers' collective power cannot be overlooked in terms of institutionalising professional values. If teachers do not feel empowered, they cannot be ready to take accountability for the students' learning. They might not be also determined to bring a significant change to students' learning experiences. In such cases destructive norms instead of constructive ones might emerge and this has been the case in the context of EPrUs. Thus, attention should be given to empower teachers' collective power. For instance, the need for establishing employees' union and/or association of teachers has been widely echoed by senior lecturers who participated in the study. This would have a mutual benefit for both the teachers and the universities. If teachers are empowered collectively and the professional values are institutionalised properly, this would add to teachers' perception of CTE.

Another important aspect that academic leaders need to take hold of is about how norms would evolve and develop through time. A leader cannot manipulate the teachers' group norms but can have a significant influence at each level of the development of the norms. To this effect, the model developed by Frances (2008) is suggested here for the academic leaders to oversee the teachers' work group so that those explored desired professional values would evolve in the group. Frances stipulates how norms develop within the developmental life cycle of the group. It begins with individual anticipation (forming stage) at which people come together and begin to find ways to interact and share the common purpose of the group. The second is individual experimentation (storming stage) whereby group roles, relationships and values are contested and negotiated, including issues of leadership and control in the group. The third one is collective construction (norming stage) in which group roles, norms and expectations begin to be established by the group. The fourth stage is known as the collective action (performing) stage: the highest developmental stage at which group processes are established and the group is able to work within these constraints in relatively effective ways as a group.

8.3.3 Committed teachers should cherish high expectations of their students

It has been repeatedly noted that where strong CTE exists, it is possible to overcome any challenges to students' learning experiences. One of the key aspects of CTE is "creating high expectation for students' learning" (Leithwood *et al.*, 2010:676). But, there are factors that directly or indirectly hamper this efficacy. One of those factors is found to be the perceived lack of students' interest in learning and their ability to learn in the context of EPrUs. These are very critical challenges. The fact that teachers perceived their students as incompetent learners implies that there is low CTE at least with this aspect. However, the magnitude of the problem demands that it is worthwhile to realise the situation and to devise a system whereby the psychological makeup of the students must be boosted. For instance, it is worthwhile to take into consideration the need for entrance exams to admit the students to private universities. This could be additional cost to the universities but it is worthwhile to realise the perceived outcome of this measure. Moreover, it is also important to consider the need for having public

debates with the key stakeholders: academic leaders, teachers, students and students' family. A continued dialogue and national conferences need to be organised about this.

8.3.4 A need to select the apt institutionalising process

This is the centre of the whole matter. The aim is about fostering CTE through institutionalising VBL. To this effect, the values that are required to be institutionalised have been identified and the perceptions of the teachers about the values of their leaders have been investigated. The result revealed that there is a misfit between the teachers' values and the leaders' perceived values. However, the leaders' descriptions of their own values have also been explored. To this end, the assessment of the objective fit revealed that there is a modest level of alignment between the values of the teachers and leaders at least in terms of their intentions. This implies that there is a gap in terms of sharing values that could have the potential to inspire the staff for better achievement. Though this gap is linked to all other challenges which were explored in this study, the use of a proper value sharing strategy would play a pivotal role in terms of fostering CTE through institutionalising VBL.

Fostering right action in a professional organisation like universities requires VBL to be institutionalised instead of depending on strict rules and regulations (Segon and Booth, 2013). There are various possible strategies to institutionalise VBL. However, in universities in general and in EPrUs in particular the model developed by Kouzes and Posner (2012) is suggested to be best fit. For instance, the first step is about the need to model the way which, in turn, involves clarifying values and setting the examples. In this respect, in the model developed in this study to foster CTE, the values desired to be institutionalised have been explored and the possible means to lead by example have been indicated. It has been found that integrity, humility/selflessness, compassion, and accountability have been commonly addressed in both the sets of leadership behaviours desired to be lived by the academic leaders and the professional values desired to be espoused by the teachers.

When seen in the light of the path-goal theory of leadership, which is the theoretical framework for this study, this is one of the means to win the followers' effort and

motivation towards achieving organisational outcomes through path clarification (Daft, 2008:78). Path clarification begins by identifying what followers must do to attain work outcomes and is followed by clarifying followers' work roles. In this respect, the leader's role would be "to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organisation" (Maritz, 2001:248). Accordingly, modeling the way is a viable means to clarify the path. The process of path-clarification involves clarification of your values as a leader. To this end, Kouzes and Posner (2012:23) note that "letting others know what you stand for, what you value, what you want, what you hope for, and what you are willing to do disclose information about yourself."

The second step is about inspiring a shared vision, which involves envisioning the future and enlisting others. In the path-clarifying aspect of the path-goal theory of leadership it is stated that the leader needs to increase followers' knowledge and confidence to accomplish work outcomes (Daft, 2008:78). The teachers perceived that one of the behaviours they wished to see in their leaders but which was not properly conducted was envisioning. Envisioning is not just about setting an ambitious vision statement. It goes beyond this and involves the need to be courageous enough and enlisting the members. It is about building the confidence that the institution together with the staff can realise the vision. To this end, the third stage is also important here, which is about challenging the process through searching for opportunities and taking risks.

The fourth and the fifth steps respectively are about enabling others to act and encouraging the heart respectively. These two phases are linked to the reward aspect of the path-goal theory of leadership. According to Daft (2008:78) increasing rewards involves learning the followers' needs, matching followers' needs to rewards when work outcomes are accomplished, and increasing the value of work outcomes. These activities are meant to enhance the commitment and motivation of the followers towards achieving work outcomes. But it is assumed in path-goal theory that intrinsic motivation rather than extrinsic motivation would trigger the followers to achieve the work outcomes. Therefore, one of issues related to the intrinsic motivation is about having a

sense of community and this can be developed through enabling the staff and encouraging the heart. Enabling the staff would be viable through fostering collaboration and strengthening the followers. The possible means through which this can be so has been suggested previously in section 8.3.2.

The fifth one is the key element in terms of fostering CTE. It is about encouraging the heart, which would be realistic through recognising contributions, and celebrating values and victories. In connection with this, Kouzes and Posner (2012: 24) assert that:

“It’s part of your job as a leader to show appreciation for people’s contributions and to create a culture of celebrating the values and victories by creating a spirit of community.....Encouragement is, curiously, serious business because it is how you visibly and behaviourally link rewards with performance. Make sure that people see the benefit of behaviour that is aligned with cherished values. Celebrations and rituals when they are authentic and from the heart build a strong sense of collective identity and community spirit that can carry a group through extraordinary tough times.”

It can be implied here that this step is the key to develop collective efficacy of teachers. It has been noted that one of the gaps created in academic leadership is about a loose sense of compassion and gratitude. Although some leaders claimed that they were trying to foster this value, it has not been found to be strong enough to convince the constituents. Hence, it is recommendable to make use of every opportunity to encourage the heart and develop the efficacy of teachers through recognising contributions at a group level and through celebrating group achievements.

8.4 LIMITATIONS OF THE STUDY AND IMPLICATIONS FOR FURTHER STUDIES

No claim is made by the researcher that this study is free of limitations. In fact, there are some missing aspects that could have made additional contributions to the quality of this study. The first one is about the method of analysis used. If factor analysis had been added to quantitative data, it would have added to the quality of the paper. This sort of analysis was not conducted due to the small number of copies of the questionnaire filled out and returned by respondent teachers. The study was initially planned to be conducted in five private universities. However, during the data

collection, one of those institutions liquidated and the academic staff were found to be laid off. This problem, aided to some unreturned copies of the questionnaire, contributed to the limitations of this study. Therefore, this study needs to be conducted on a wider scale and factor analysis, particularly confirmatory factors analysis, needs to be used in the future studies.

Another limitation is related to the missing of the reflections of the CEOs and owners. The focus was mainly given to the perspectives of the teachers, the students, and the academic leaders who are directly in charge of the teaching/learning process. It would have been better had those missing parts been added so as to provide a more comprehensive leadership perspective in the sector of private universities. As these universities are owned by private investors, it is worthwhile to incorporate their intended and stated values that they want to share with the academic community. As a result, further studies are required that may address the perspectives of all the relevant stakeholders so as to discern and incorporate representative values in the institutionalisation process of VBL. These may include the values of the owners, the administrative staff and even the parents of the students who are sending their children to those universities.

There is also a limitation with regard to the methods of data collection since only individual interviews and survey methods were used. Making personal observations and organising focus group discussions could also have contributed to the study. In fact, it would be complicated to involve all these methods in a single study. However, a further study is required as an extension of this one to explore some other possible values and behaviours that could be linked to the collective efficacy of teachers. Above all, the study is delimited to only private universities in the country. In fact, some good rationales were established for why the study was confined to this context. However, a further study, which is of a comparative sort, needs to be conducted so as to examine the similarities and differences between the public and private universities with respect to the state of CTE, the values desired in academic leadership and institutional contexts.

As indicated in the model developed here to foster CTE, there are select sets of behaviours and contexts linked to this efficacy. The model is presented as cyclical to imply that once CTE has been fostered, it would influence the behaviours of the academic community and their operational contexts. This study was conducted with the conviction that the model developed and the suggestions given here shall be implemented at least in the context of private universities. After this has been implemented, a sort of impact assessment also needs to be made provided that these universities would adopt and put these suggestions into action.

The final remark is about the limitation with regard to the uniqueness of the theories referred. This study failed to address the field of uBuntu-based theories of leadership, which has a potential to be applicable in African institutions uniquely. There are some shared characteristics between uBuntu-based theories and values-based theories, both which can be explained under the path-goal theory of leadership. The fact that this dimension has not been addressed in the study is considered as a limitation for this study, which as its own implication to further studies. The study focused only on the universally endorsed values, but failed to address values which are unique to Africa. Therefore, whilst the findings obtained in the study would have a pivotal role in fostering CTE; it would also be worth researching unique values that would complement the conclusions drawn from the study.

8.5 CHAPTER SUMMARY

VBL behaviours have been found to be highly required in academic leadership in the context of EPrUs in terms of fostering CTE. It has also been established that there are shared characteristics between the sets of values desired in academic leadership and the teachers' professional values. These values collectively are basic constituents (blocks) to institutionalisation of VBL. It has been revealed that VBL does have a direct and immediate effect on the teachers' professional practices. This implies that the fit between those groups of value sets would have a direct impact on the institutionalisation effort of VBL and hence on CTE. When it comes to EPrUs, significant gap has been observed with respect to the values of the teachers and that of the leaders. However, the assessment result about the objective fit informs that there is a

modest level of alignment between the values of these two key stakeholders. “Studies have shown that both perceived and objective fit are positively related to work group cohesion and/or employees' attitudes but that perceived fit typically has larger effect sizes than objective fit” (Lankau *et al.*, 2007:16). This implies that to have an influence over the perception of the work group, there is the need to institutionalise VBL. However, as part of the institutionalisation process there is also the need to institutionalise contexts and VBL supportive behaviours. To this effect, institutional practices that are perceived to have positive contributions need to be capitalised and the perceived challenges need to be properly fixed.

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APPENDICES

Appendix-I: Research Ethics Clearance Certificate



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

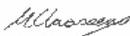
TF Bulti (50413511)

for a DEd study entitled

Fostering collective teacher efficacy through institutionalising values-based leadership in Ethiopian institutions for higher education

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.


Prof VI McKay
Acting Executive Dean: CEDU


Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2015 MARCH /50413511/MC

18 MARCH 2015

Appendix-II: Teachers' Questionnaire

Dear teacher:

This questionnaire forms part of my doctoral research entitled: Fostering collective teacher efficacy through institutionalising values-based leadership in Ethiopian institutions for higher education for the degree of Doctor of Education at the University of South Africa. You have been selected by a random sampling strategy from the population of more than 500 lecturers. Hence I invite you to take part in this survey. The aim of this study is to investigate the relationships between values, leadership and teacher efficacy. The findings of the study will benefit the running of effective higher education institutions in Ethiopia. You are kindly requested to complete this survey questionnaire, comprising three sections, as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 30 minutes to complete.

You are not required to indicate your name and hence your anonymity will be ensured; however, indication of your demographic profile will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and by completing the questionnaire, you imply that you have agreed to participate. You have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of its findings will be made available to you on request. Permission to undertake this survey has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me through my e-mail: 50413511@mylife.unisa.ac.za. I can come in person to collect the completed forms from your office. Alternatively, you may drop it with your department's secretary.

Section I: Demographic profile (Kindly specify your university and faculty by writing on the blank spaces, and indicate the other aspects by putting "X" mark in the box of your choice)

1. Name of your University: _____
2. Your Faculty/School _____
3. Sex: Male Female
4. Age: 18-24 25-31 32-38 39-45 45+
5. Qualification: BA/BSC MA/MSC PHD
6. Service years in this University: 1-5 6-10 11-15 15+

Section II The following are possible statements about the values of values-based leadership (VBL) at your institution. *VBL is a leadership philosophy in action that uses values and vision to unify individual efforts towards the group's desired outcomes.*

No	Circle on your agreement as follows: 5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree. Likewise circle on circle on each aspect in terms of its level of importance as follows:5=very high; 4=high; 3=medium; 2=low; 1=very low)	To what extent do you agree with each statement?					To what extent is such a value /behaviour important to you?				
		5	4	3	2	1	5	4	3	2	1
1	Your leader is more concerned about the staff members than his/her personal interest	5	4	3	2	1	5	4	3	2	1
2	Your leader foregoes self-interests and makes personal sacrifices in the interest of a goal or vision of the institution	5	4	3	2	1	5	4	3	2	1
3	Your leader is fully committed to serving the interest of the academic community	5	4	3	2	1	5	4	3	2	1
4	Your leader completely utilises the talents of the staff in fulfilling his/her personal desires	5	4	3	2	1	5	4	3	2	1
5	Your leader pursues his/her best interests at the expense of the academic community	5	4	3	2	1	5	4	3	2	1
6	Your leader involves him/herself in simultaneous pursuit of reasonable self-interest and reasonable concern for the common good	5	4	3	2	1	5	4	3	2	1
7	Your leader is committed to the moral principle of respect for the staff members	5	4	3	2	1	5	4	3	2	1
8	Your leader takes responsibility to care for and develop the work team he/she represents	5	4	3	2	1	5	4	3	2	1
9	Your leader has deep awareness of the problems of staff members and is willing to relieve them	5	4	3	2	1	5	4	3	2	1
10	Your leader aligns with corporate mission, vision, and values and inspires execution at every level	5	4	3	2	1	5	4	3	2	1
11	Your leader does not lose sight of his or her goals	5	4	3	2	1	5	4	3	2	1
12	Your leader is willing to lose on this or that immediate issue because he/she would not be distracted from the ultimate objective	5	4	3	2	1	5	4	3	2	1
13	Your leader holds himself/herself accountable for operational performance	5	4	3	2	1	5	4	3	2	1
14	Your leader holds others accountable for the operational performance	5	4	3	2	1	5	4	3	2	1
15	Your leader appreciates, acknowledges, and rewards the contributions of others	5	4	3	2	1	5	4	3	2	1
16	Your leader doesn't usually complain when staff members commit mistakes	5	4	3	2	1	5	4	3	2	1
17	Your leader can be believed and relied upon to keep his/her word	5	4	3	2	1	5	4	3	2	1
18	Your leader can be trusted to serve the interests of his/her subordinates	5	4	3	2	1	5	4	3	2	1
19	Your leader sets an uncompromising example	5	4	3	2	1	5	4	3	2	1
20	Your leader shares information with his or her followers	5	4	3	2	1	5	4	3	2	1

Section III The following are additional statements proposed here to describe the values of values-based leadership behaviours at your institution.

S/N	Reflect your agreement as follows: 5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree and rate their level of importance as follows:5=very high; 4=high; 3=medium; 2=low; 1=very low)	To what extent do you agree with each statement?					To what extent is such an action valuable to you?				
		5	4	3	2	1	5	4	3	2	1
1	Your leader articulates an inspiring vision, and he/she has imagination of the future	5	4	3	2	1	5	4	3	2	1
2	Your leader creates a powerful vision that binds him/her and the staff members in a common goal/purpose	5	4	3	2	1	5	4	3	2	1
3	Your leader anticipates and considers what will happen in the future	5	4	3	2	1	5	4	3	2	1
4	Your leader is able to successfully anticipate future needs	5	4	3	2	1	5	4	3	2	1
5	Your leader makes plans and takes actions based on future goals	5	4	3	2	1	5	4	3	2	1
6	Your leader has a clear understanding of where you are going	5	4	3	2	1	5	4	3	2	1
7	Your leader works towards your professional development and self confidence	5	4	3	2	1	5	4	3	2	1
8	Your leader creates an environment conducive to team member improvement	5	4	3	2	1	5	4	3	2	1
9	Your leader establishes a mutual agreement, a reciprocal understanding and commitment regarding what is expected	5	4	3	2	1	5	4	3	2	1
10	Your leader creates a culture supportive of the institution's core values	5	4	3	2	1	5	4	3	2	1
11	Your leader establishes and maintains a culture that fosters core values, vision and other purposes	5	4	3	2	1	5	4	3	2	1
12	Your leader sets standards of conduct and performance that implement cultural values and behaviour	5	4	3	2	1	5	4	3	2	1
13	Your leader recognises performances that are consistent with espoused values	5	4	3	2	1	5	4	3	2	1
14	Your leader sits in council with the teachers to ensure understanding and acceptance of common values, work processes and goals	5	4	3	2	1	5	4	3	2	1
15	Your leader uses the input of teachers by considering them as informal advisors to collaborate on institutional strategic issues	5	4	3	2	1	5	4	3	2	1
16	Your leader serves primarily as a role model to the teachers	5	4	3	2	1	5	4	3	2	1
17	Your leader emphasises improving the individual followers' capacity for self-directed action to accomplish group goals	5	4	3	2	1	5	4	3	2	1
18	Your leader creates more leaders imbued with the same values and ideas who can work to realise envisioned goals	5	4	3	2	1	5	4	3	2	1

Section IV: The following questions entail measuring Collective Teacher Efficacy (CTE). *CTE refers to the individual teacher's perception of the collective capability of the teacher work group to organise and implement educational initiatives for the betterment of students' learning at higher education institutions.*

№	Reflect on your personal belief (perception) about the state of collective efficacy of the lecturers at your institution by showing your level of agreement in each statement given below. Circle on your level of agreement as follows: 5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly					
		5	4	3	2	1
1	Teachers in this institution have what it takes to get students to learn	5	4	3	2	1
2	Teachers in this institution are able to get through to difficult students	5	4	3	2	1
3	If a student doesn't learn something the first time, teachers will try another way	5	4	3	2	1
4	Teachers here are confident they will be able to motivate their students	5	4	3	2	1
5	Teachers in this institution believe students are competent learners	5	4	3	2	1
6	Teachers here need more training to know how to deal with students having learning difficulty	5	4	3	2	1
7	Teachers in this institution think there are some students that no one can reach	5	4	3	2	1
8	Teachers here don't have the skills needed to produce meaningful student learning	5	4	3	2	1
9	Teachers here fail to reach some students because of poor teaching methods	5	4	3	2	1
10	The lack of instructional facilities makes teaching very difficult	5	4	3	2	1
11	You believe you can motivate even the most unmotivated students	5	4	3	2	1
12	You believe that there are sufficient resources that are needed in the teaching and learning process	5	4	3	2	1
13	Students here have better opportunities for them to learn easily	5	4	3	2	1
14	Teachers here are well prepared to teach the courses they are assigned to teach	5	4	3	2	1
15	Teachers in this institution are skilled in various methods of teaching	5	4	3	2	1
16	Teachers here tend to establish a friendly atmosphere with you in the classroom	5	4	3	2	1
17	When students demonstrate low achievement you usually question your teaching methods or approaches	5	4	3	2	1
18	You believe there is nothing you can do to reach the low achieving students	5	4	3	2	1
19	You believe students should judge the quality of their own work rather than rely on what the lecturers tell them	5	4	3	2	1
20	You believe when students do not perform well it is because of their lack of ability	5	4	3	2	1
21	No matter how effectively you teach it is up to the students to learn	5	4	3	2	1

Adapted from Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000).

The last three are open ended questions:

1. What could your leaders do to enhance your group confidence as lecturers (teachers) so that you can make a positive difference to students' learning at your institution?

2. State the practices you like most about academic leadership in this institution _____
3. State the practices you dislike most about academic leadership in this institution _____

Section II: Questions entailed to survey students' perceptions of their learning experiences

S/N	Express your level of agreement or disagreement with the following statements about your teachers' readiness to take educational initiatives.	5=strongly agree 4=agree 3=not sure 2=disagree 1=strongly disagree				
		5	4	3	2	1
1	Teachers in this institution create clear learning goals that are consistent with the institution's mission	5	4	3	2	1
2	Teachers in this institution set high but achievable learning expectations for you	5	4	3	2	1
3	Teachers in this institution follow student-centred teaching approach	5	4	3	2	1
4	Teachers in this institution respect your human dignity during their interaction with you and other students	5	4	3	2	1
5	Teachers in this institution exert strong organisational effort to enhance students learning	5	4	3	2	1
6	Teachers in this institution are highly motivated to bring a change to students' learning	5	4	3	2	1
7	Teachers in this institution are humble with students in their interaction and are tolerant of mistakes committed by students during the teaching-learning process	5	4	3	2	1
8	The majority of the teachers do have confidence in their capability to teach	5	4	3	2	1
9	The majority of teachers are intellectually capable to teach their assigned courses	5	4	3	2	1
10	The majority of the teachers do have confidence in the students' capability to learn	5	4	3	2	1
11	You can learn whatever task is given to you in relation to your field of study	5	4	3	2	1
12	You believe that you are capable to meet learning standards set by teachers in this institution	5	4	3	2	1
13	You will receive extra support from your teachers when you find courses or topics that are difficult for you to get through	5	4	3	2	1
14	You believe students are equally important for this institution as the teachers	5	4	3	2	1
15	You believe that your lecturers demonstrate a coordinated effort to bring a significant change in students' learning	5	4	3	2	1
16	You believe that the majority of teachers here treat the students equally (fairly)	5	4	3	2	1
17	You believe that teachers in this institution are highly committed to enhance students' capability to attain learning goals	5	4	3	2	1
18	You believe that there are sufficient and essential learning resources at this institution.	5	4	3	2	1

Appendix-IV: Academic Leaders' Interview
(A semi-structured interview guide)

1. What are the professional values you desire the lecturers here should espouse most?
2. Why you are interested in those values most?
3. What strategies are in place to share (institutionalise) those values to the teachers?
4. What roles might those values have in terms of fostering the teachers' efficacy?
5. What leadership behaviours identify you most among the teaching staff?
6. Why do you want to model such behaviours to the teachers?
7. What roles might such behaviours have in relation to fostering teachers' efficacy?
8. What are the core values that override all other values in your academic leadership here?
9. What steps do you take when you find the teachers' values and your values are not aligned?
10. What specific leadership contexts are favourable to you to foster the teachers' collective efficacy?

Appendix-V: Teachers' Interview (A semi-structured interview guide)

1. What made you to follow a teaching career/lectureship?
2. What practical relevance might this career have to your personal values in life?
3. What are the core values of teachers that override all other values in teaching here?
4. What are the values that your leader strives to share with the teachers through his/her talk and walk?
5. What are the roles of those values in terms of fostering the collective efficacy of the teachers?
6. What are the desirable behaviours you aspire to see in academic leadership at this institution?
7. Why are such behaviours desirable to you?
8. What is the significance of such behaviours to the collective efficacy of the teachers here?
9. What do the teachers here do when their group values are in conflict with the leader's values?
10. What are the teaching-learning contexts you desire to be in place at your institution to foster the teachers' efficacy?

Appendix-VI: Students' Interview (A semi-structured interview guide)

1. What do you think are the most valued aspects of learning at a higher education institution?
2. Why are those aspects most important to you?
3. What do the academic leaders and teachers here do in terms of fostering your values?
4. What sets of behaviours do you appreciate in academic leadership in this given institution?
5. Why do you think those behaviours are important to you as a student?
6. What specific roles do you think those behaviours have in fostering the teachers' efficacy?
7. What differences do you sense between the values of your teachers and that of the leaders?
8. What do you think is the implication of such value-incongruence on the teachers' efficacy?
9. What specific teaching-learning contexts do you think should be in place at this institution to bring a change in your learning outcomes through the lecturers' group efforts?

Appendix-VII: A request form letter for participation into the interview

University of South Africa (UNISA)

Regional Learning Center

P.O.Box:13836, Addis Ababa

Ethiopia

April 06, 2015

Addis Ababa

Dear _____

Subject: Request for an interview for a doctoral study

This letter is an invitation to consider participating in a study I, Terefe F. Bulti, am conducting as part of my research as a doctoral student. My research is entitled Fostering collective teacher efficacy through institutionalising of values-based leadership at Ethiopian institutions for higher education at the University of South Africa (UNISA). Permission for the study has been given by the Department of Educational Leadership and Management and the Ethics Committee of the College of Education, UNISA. Since you are the students' representative at your institution, I have purposefully identified you as a possible participant because of your wide exposure to the values, leadership and teaching practices of the institution.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The study deals with the significance of values, leadership, quality teaching and learning in promoting effective education. In this interview I would like to have your views and opinions on this topic. This information can be used to improve effectiveness through leadership in our higher education institutions.

Your participation in this study is voluntary. It will involve an interview of approximately 50 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to

answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +251 911 387 206 or by email at 50413511@mylife.unisa.ac.za.

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely,

Terefe F. Bulti

Appendix-VIII: A Consent Form for Participation in the Interviews

I have read the information presented in the information letter about the study on fostering teacher efficacy through institutionalising values-based leadership in Ethiopian institutions for higher education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant Name (Please print): _____

Participant Signature: _____

Researcher Name: (Please print) _____

Researcher Signature: _____

Date: _____

Appendix-IX: Personal Characteristics of the Respondents

Basis of classifying	Classifications	N(F)	Percent
	Admas University	34	21.7
	Rift Valley University	35	22.3
	St. Mary's University	51	32.5
	Unity University	37	23.6
	Total	157	100.00
	Business and Economics	116	73.9
	Engineering and Information Technology	31	19.7
	Common Courses	10	6.4
	Total	157	100.00
	Male	141	89.8
	Female	16	10.2
	Total	157	100.00
	18-24	9	5.7
	25-31	53	33.8
	32-38	56	35.7
	39-45	19	12.1
	45+	20	12.7
	Total	157	100.00
	Bachelor degree	30	19.1
	Master's degree	123	78.3
	PHD	4	2.5
	Total		
	1-5	76	48.4
	6-10	52	33.1
	11-15	24	15.3
	15+	5	3.2
	Total	157	100.00

Appendix-X: Editor's Letter of Confirmation

8 Nahoon Valley Place

Nahoon Valley

East London

5241

20 April 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have re-edited the following doctoral thesis using the Windows "Tracking" system to reflect my comments and suggested corrections for the student to action:

Fostering collective teacher efficacy through institutionalizing values-based leadership in Ethiopian institutions of higher learning by Terefe Feyera Bulti, submitted in accordance with the requirements for the degree of Doctor of Education in the subject Educational Management at the University of South Africa.

BkCarlson

Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services