

THE STATE OF LEADERSHIP PRACTICES IN POLYTECHNIC
COLLEGES OF ADDIS ABABA, ETHIOPIA

by

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ABSTRACT

The inadequacy of research into leadership in polytechnic colleges initiated the research to explore the state of leadership practices in technical and vocational education and training (TVET) colleges of Addis Ababa, Ethiopia. This study was guided by the constructivist paradigm. It followed a qualitative approach and employed grounded theory design. The study involved 26 participants who were selected through purposive sampling technique from three polytechnic colleges in Addis Ababa. Data were collected using three instruments: the structured interview, Focus Group Interview (FGI) and observation. The interviews were conducted face-to-face with Prime Deans (PDs) and officials. After that, the FGIs and observations were conducted to triangulate the data gathered through the structured interviews. Thematic analysis and constant comparative analysis methods were employed to analyse data. A zigzag method was used in moving back and forth during data analysis. The findings showed that there was inadequate policy support for effective TVET leadership practices in the sample colleges. The available TVET strategy was not changed into actionable directives and guidelines. Leadership practices were mostly guided by campaigns and ad-hoc letters. The position of the PD was not filled with a merit-based approach and lacked transparency. PDs were not role-models for trainers. PDs were not autonomous as their decision-making power was crippled by the interventions of higher officials. Vision formulation was not participatory. Business-as-usual PDs did not have any place in the dynamic sample colleges. Effective leadership was deemed important to produce skilled graduates to fill the middle-level human power needs of industries, enterprises and labour markets but was not practised well. The need to practise effective leadership was found not debatable. Leadership in the sample colleges was predominantly different from other sectors' leadership due to the emphasis on technology creativity, invention, innovation and hard skills. PDs' confirmation that they used a democratic leadership style was not supported by the views of trainers. In principle, effective leadership practices have a positive impact on the colleges' outcomes. Nonetheless, this could not be ascertained practically. The leadership practices could not indicate the evidence about the contributions at impact level to the socio-economic growth and development of Addis Ababa. The achievements were at the immediate output level. Sustainable change and transformation were not depicted as there were a high number of unemployed graduates, which was confirmed by the tracer study of the sample colleges. Idle blue collar workers were produced due to the absence of relevant skills that equipped graduates. The procedure to reward and motivate the winners of innovation was bureaucratic, unsustainable and unrealistic. The situation led to repercussions in the colleges, which demotivated the trainers. The additive effects of transformational and transactional leadership styles were substantial to creativity, invention and innovation; reward and motivation packages; team building; individual efforts and wise use of scarce resources. The findings showed that complex problems and challenges faced the sample colleges' leadership practices. Therefore, blending the contemporary leadership styles to initiate creativity, invention and innovation was found crucial to the progressive changes in the sample colleges. The proposed leadership theory in the newly developed framework in Chapter Six section 6.3 was important to mitigate problems and challenges faced by the sample colleges.

Keywords: TVET policy, leadership practices, effective leadership, contemporary leadership theories, blended dynamic leadership theory

TSHOBOKANYO

Go tlhabela ga dipatlisiso tsa boeteledipele mo dikholetšheng tsa dithuto tsa setegeniki go dirile gore go nne le patlisiso go tlhotlhomisa seemo sa tiragatso ya boeteledipele mo dikholetšheng tsa thuto le katiso ya setegeniki le tiro ya diatla (TVET) tsa Addis Ababa, kwa Itopia. Thutopatlisiso eno e ne e kaelwa ke tiori ya kago. E latetse molebo o o lebelelang mabaka mme wa dirisa thadiso ya tiori ya kokoanyo le tokololo ya *data*. Thutopatlisiso e akareditse bannileseabe ba le 26 ba ba tlhophilweng ka thekeniki ya go tlhopha sampole go ya ka maitlhommo a patlisiso go tswa kwa dikholetšheng tsa dithuto tsa setegeniki kwa Addis Ababa. *Data* e kokoantswe go dirisiwa didiriswa tse tharo: dipotsolotso tse di rulaganeng, dipotsolotso tsa ditlhopho tsa puisano (FGI), le kelotlhoko. Dipotsolotso di dirilwe ka namana le bodini (PD) le batlhankedi. Morago ga moo, go nnile le diFGI le kelotlhoko go rulaganya *data* e e kokoantsweng ka dipotsolotso tse di rulaganeng ka tiriso ya mekgwa e e farologaneng. Go dirisitswe mekgwa ya tokololo ka meono le tokololo e e tshwantshanyang go lokolola *data*. Go ne ga dirisiwa mekgwa o o manyokenyoke go ya godimo le tlase ka nako ya tokololo ya *data*. Diphithlelelo di bontshitse gore ga go na tshegetso e e lekaneng ya pholisi go tshegetsa boeteledipele jo bo bokgoni jwa diTVET kwa dikholetšheng tse di neng di le mo sampoleng. Togamaano e e gona ya TVET ga e a fetolelwa go nna dikaelo le dikaedi tse di ka diragadiwang. Ditiragatso tsa boeteledipele di ne thata di kaelwa ke matsholo le makwalo a a tlang ka nako e e rileng fela. Maemo a PD ga a tladiwa ka molebo o o theilweng mo bokgoning mme seo ga se a direlwa mo pontsheng. DiPD ga se dikao tse di ntle tsa bakatisi. DiPD ga di a ikemela ka ntlha ya fa maatla a bona a tseoditshwetso a koafadiwa ke tsereganyo ya batlhankedi ba ba kwa godingwana. Go tlhamiwa ga diponelopele ga go akaretse seabe sa botlhe. DiPD tse di dirang ka tlwaelo di ne di sa akarediwe mo sampoleng ya dikholetšhe. Boeteledipele jo bo bokgoni bo ne bo tsewa bo le botlhokwa go tlhagisa dialogane tse di nang le dikgono go tlatsa ditlhokego tsa badiri ba legato la bogareng tsa madirelo, dikgwebo le mebaraka ya badiri fela seo ga se diragadiwe ka tshwanelo. Tlhokego ya go diragatsa boeteledipele jo bo bokgoni e fitlhetswe e sa kgodise. Go fitlhetswe boeteledipele jwa dikholetšhe tsa sampole bo farologana thata le boeteledipele jwa maphata a mangwe ka ntlha ya kgatelelo ya boitlhamedi jwa thekenoloji, boitshimololeli, le dikgono tsa tiro e e rileng. Tlhomamiso ya diPD ya gore go dirisiwa setaele sa boeteledipele jwa temokerasi ga e a tshegediwa ke megopolo ya bakatisi. Tota boeteledipele jo bo bokgoni bo na le ditlamorago tse di siameng mo dipoelong tsa dikholetšhe. Le fa go le jalo, seno se ne se sa tlhomamisiwe ka tiragatso. Ditiragatso tsa boeteledipele di ne di sa bontshe bosupi jwa dikakgelo mo kgolong le tlhabololo ya ikononomiloago ya Addis Ababa. Diphithlelelo di ne di le fela fa ntshong e e fa gaufi. Go ne go sa bonale diphetogo tse di tsewetsegang ka ntlha ya fa go ne go na le palo e e kwa godimo ya dialogane tse di sa direng, e leng se se tlhomamisitsweng ke thutopatlisiso ya tatediso ya dikholetšhe tse di mo sampoleng. Go ne go tlhagisiwa badiri ba ba botswa ba tiro ya diatla ka ntlha ya tlhalelo ya dikgono tse di maleba tse di maatlafatsang dialogane. Tsamaiso ya go putsa le go rotloetsa bafenyi ba boitshimololeli e ne e le marara, e sa tsewetsege mme e bile e ka se fitlhelege. Seno se ne sa baka ditlamorago tse di nyemisitseng bakatisi mooko kwa dikholetšheng. Ditlamorago tsa tlaleletso tsa setaele sa boeteledipele jwa diphetogo di siametse boitlhamedi le boitshimololeli; dipakana tsa meputso le thotloetso; kago ya ditlhopho; maiteko a motho mongwe le mongwe, le tiriso e e botlhale ya ditlamelo tse di tlhalelang. Diphithlelelo di bontshitse gore go na le mathata a a marara le dikgwetlho tse di lebaneng ditiragatso tsa boeteledipele jwa dikholetšhe tse di mo sampoleng. Ka jalo, go kopanya ditaele tsa boeteledipele jwa sešweng go simolola boitlhamedi le boitshimololeli go fitlhetswe go le botlhokwa mo diphetogong tse di nang le tsewelopele mo dikholetšheng tse di mo sampoleng. Letlhomiso la Tiori ya Boeteledipele jo bo Kopantsweng le le tshitshintsweng

mo Kgaolo 6, karolo 6.3 le tlaa fokotsa mathata le dikgwetlho tse di lebaneng dikholetšhe tse di mo sampoleng.

Mafoko a bothokwa: Pholisi ya TVET, ditiragatso tsa boeteledipele, boeteledipele jo bo bokgoni, ditiori tsa boeteledipele jwa sešweng, tiori ya boeteledipele jo bo kopantsweng

KGUTSUFATSO

Ho se lekane ha diphuputso tsa boetapele dikoletjheng tsa polytechnic ho qalile dipatlisiso tsa ho hlahloba boemo ba mekgwa ya boetapele dithutong tsa tekgeniki le kwetliso ya mosebetsi wa matsoho (TVET) tsa Addis Ababa, Ethiopia. Thuto ena e ne e tataisitswe ke leano la batho la ho ikahela kutlwisiso le tsebo lefatsheng. E ile ya latela mokgwa wa boleng mme ya sebedisa moralo wa leano le theilweng. Thuto ena e kenyeditse bankakarolo ba 26 ba ileng ba kgethwa ka mokgwa o rerilweng wa ho etsa sampole ho tswa dikholetjheng tse tharo tsa polytechnic ho la Addis Ababa. Dintlha di ile tsa bokellwa ho sebediswa disebediswa tse tharo: puisano e hlophisitsweng, puisano ya sehlopha se tsepamisitsweng maikutlo (FGI), le ho shebisisa. Dipuisano di ile tsa etswa difahleho di tadimane le dihlooho tsa dipatlisiso (PDs) le diofisiri. Ka mora moo, di-FGI le ho shebisisa di ile tsa etswa ho kopanya dintlha tse tharo tse bokeditsweng ka dipuisano tse hlophisitsweng. Ho ile ha sebeliswa tlhahlobo ya sehlooho le mekgwa ya ho bapisa e sa kgaotseng ho hlahloba dintlha. Ho ile ha sebediswa mokgwa wa zigzag ho ya pele le morao nakong ya tlhahlobo ya dintlha. Diphumano di bontshitse hore ha ho na tshehetso e lekaneng ya leano bakeng sa ditlwaelo tse sebetsang tsa boetapele ba TVET dikholetjheng tsa mohlala. Leano le fumanehang la TVET ha le ka la fetolwa hore e be ditaelo le ditataiso tse sebetsang. Mekgwa ya boetapele e ne e tataiswa haholo ke matsholo le mangolo a nakwana. Boemo ba PD bo ne bo sa tlatswa ka mokgwa o thehilweng ho boleng mme bo ne bo hloka ho behwa pepeneneng. Di-PD e ne e se mehlala ho barupelli. Di-PD di ne di se na boikemelo ka ha matla a bona a ho etsa diqeto a ne a holofetse ke ho kenella ha ba boholong. Tlhahiso ya pono e ne e se ya ho nka karolo. Di-PD tse tlwaelehileng di ne di se na sebaka le ha e le sefe dikoletjheng tsa mehlala e matla. Boetapele bo hlwahlwa bo ne bo nkwa e le ba bohlokwa ho hlahisa baithuti ba nang le boiphihlelo ba bokgoni ho tlatsa ditlhoko tsa matla a batho ba boemong bo bohareng ba diindasteri, dikgwebo le mebaraka ya basebetsi empa ha bo a ka ba etswa hantle. Tlhokahalo ya ho itlwaetsa boetapele bo hlwahlwa e ile ya fumanwa e sa tsejwe. Boetapele dikholetjheng tsa mehlala bo ne bo fapane haholo le boetapele ba mafapha a mang ka lebaka la ho toboketsa boqapi ba theknoloji, boqapi, kgopolo tse ntjha le bokgoni bo boima. Bopaki ba PD ba hore ba sebedisitse mokgwa wa boetapele ba demokrasi ha bo a tshehetswa ke maikutlo a barupelli. Ha e le hantle, mekgwa e metle ya boetapele e na le kgahlamelo e ntle diphellong tsa dikholetjheng. Leha ho le jwalo, sena ha se a ka sa tiiswa ka mokgwa o sebetsang. Mekgwa ya boetapele e ne e sitwa ho bontsha bopaki mabapi le kabelo ya boemo ba kgahlamelo ho kgolo ya moruo le moruo wa Addis Ababa. Dikatlheho di ne di le boemong ba hona jwale ba tlhahiso. Phetoho e tsitsitseng le phetoho ha di a ka tsa bontshwa ka ha ho ne ho e na le palo e phahameng ya ba fumaneng mangolo a thuto empa ba sa sebetse, e leng se tiisitsweng ke thuto ya ho batla ya dikoletjhe tsa mehlala. Ho ile ha hlahiswa basebetsi ba mosebetsi wa matsoho ba sa sebetseng ka lebaka la ho se be le ditsebo tse loketseng tse hlomellang baithuti. Mekgwa wa ho putsa le ho kgothatsa ba hlotseng ka mehopolu ya ho hlahisa tse ntjha e ne e le ya tsamaiso, e sa tsitsang, ebile e se ya nnete. Boemo bona bo ile ba baka ditlamorao tse bohloko dikoletjheng, tse ileng tsa nyahamisa barupelli. Ditlamorao tse ding tsa mekgwa ya boetapele ba phetoho le ditshebedisano di ne di le bohlokwa ho boiqapelo, ho qapa le kgopolo tse ntjha; ho putswa le kgothatso; mohaho wa sehlopha; boiteko ba motho ka mong, le tshebediso e bohlale ya disebediswa tse haellang. Diphumano di bontshitse hore mathata a rarahaneng le diphephetso di tobane le mehlala ya mekgwa ya

boetapele ba dikoletjhe. Ka hona, ho kopanya mekgwa ya boetapele ba sekwalekwale ho qala boiqapelo ho qapa le kgopolo tse ntjha ho fumanwe ho le bohlokwa diphetohong tse tswelang pele dikholetjheng tsa sampole. Moralo wa Leano le Kopantsweng le Matla la Boetapele le sisintsweng Kgaolong ya 6, karolo ya 6.3 e tla fokotsa mathata le diphephetso tseo dikoletjhe tsa mehlala di tobaneng le tsona.

Mareo a bohlokwa: Leano la TVET, mekgwa ya boetapele, boetapele bo sebetsang hantle, dikgopolo tsa boetapele tsa mehleng ena, leano le kopantsweng le matla la boetapele

DECLARATION

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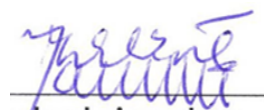
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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



March. 2022

SIGNATURE

DATE

YALEW, ADANE ABEJE

DEDICATION

**This thesis is dedicated to
my sons, Amanuel and Elshaday**

for their exceptional love which motivated me to work stronger at this adult age. I refresh and become full of energy whenever I share my feelings through father-child communication. If I feel tired and bored, I promise myself that I have to be a role model for their future academic endeavours. My sons are excellent in understanding the situation in the family. They were committed not to interrupting my studies. I thank them very much for their incredible understanding at this age level.

My wife, Liksew Jenberie Tariku

for her care for our two lovely sons. She has continuously ensured the healthy growth and development of the children. She freed me by caring for our sons which helped me to focus on my education and work.

My dear mother, Yezina Belay Tiruneh

who is kind, farsighted and open-minded. She is my role-model. I thank her very much for teaching me to be an optimist. According to her philosophy, “positive thinking attracts positive issues”. She says in her vernacular “Cher hun cher enditagegn”. This is quite true for the law of positive attraction. I appreciate that she has an equal deep-hearted love for all her children, which promotes successful life.

My dear father, Abeje Yalew Feleke

who is a special farmer in his thinking. He never went to school but has a positive attitude towards education. He gave me a special opportunity to attend a religious school at an early age and then transferred me to a modern school when I turned seven years old. He was a strong pillar to a big family with thirteen members. His strong commitment and hardworking culture contributed to all his children leading successful lives. May his soul rest in peace in heaven by God.

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Firstly, my special gratitude goes to the Almighty God. My life would not have progressed up to this point in time without his cherished permission. I got energy to complete my PhD thesis through His continuous support.

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Thirdly, I gratefully acknowledge the care my wife provides to our sons. She has freed me to focus on my education and work. In so doing, she has taken additional responsibilities in taking care of our children while I was studying and carrying out my work.

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ACRONYMS

ASTU:	Addis Ababa Science and Technology University
BA:	Bachelor of Arts
BiBB:	A German word which means Federal Vocational Education and Training Institute of Germany
BPR:	Business Process Reengineering
BSc:	Bachelor of Science
CEDEFOP:	European Centre for the Development of Vocational Training
COC:	Certificate of Competency
COVID:	Corona Virus Disease
DAC:	District Area Competency
EASTRIP:	East Africa Skills for Transformation and Regional Integration Project
ECA:	Economic Commission for Africa
EFA:	Education For All
FDRE:	Federal Democratic Republic of Ethiopia
FGI:	Focus Group Interview
FRL:	Full Range of Leadership
FTA:	Federal Technical and Vocational Education and Training Agency
FTVETI:	Federal Technical and Vocational Education and Training Institute
GTP:	Growth and Transformation Plan
ICT:	Information Communication Technology
JICA:	Japan International Cooperation Agency
KAP:	Knowledge Attitude and Practice
KMU:	Kotebe Metropolitan University
LLL:	Lifelong Learning
LPM/LMX:	Leader-participation/leader member exchange model
MA:	Master of Arts
MoE:	Ministry of Education

MOESW:	Ministry of Employment and Social Welfare
MoSHE:	Ministry of Science and Higher Education
MOU:	Memorandum of Understanding
MRQ:	Main Research Question
NGO:	Non-Governmental Organisation
O:	Official
Ob:	Observation
OECD:	Organisation for Economic Co-operation and Development
OS:	Occupational Standard
PD:	Prime Dean
PTC:	Polytechnic College
PTTA:	Parent, Trainer and Trainees Association
RRL:	Review of the Related Literature
SME:	Small and Micro Enterprises
SRQ:	Sub-Research Question
TeCAT:	Technology Capability Accumulation and Transfer
TFE:	Technical and Further Education
TVE:	Technical and Vocational Education
TVET:	Technical and Vocational Education and Training
TVETipedia:	Encyclopaedia of TVET
UK:	United Kingdom
UN:	United Nations
UNCTAD:	United Nations Conference on Trade and Development
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UNEVOC:	UNESCO and Vocational Education
UNICEF:	United Nations International Children's Emergency Fund

UNISA: University of South Africa
VDI: Virtual Desktop Infrastructure
VET: Vocational Education and Training
VOTEC: Vocational and Technical Education and Training
VTE: Vocational Technical Education

CHAPTER ONE

ORIENTATION INTO THE STUDY

1.1 BACKGROUND OF THE STUDY

The aim of this study was to explore the state of leadership practices in technical and vocational education and training (TVET) colleges in Addis Ababa. The importance of leadership in TVET has increased; though leaders have received only marginal attention (Boateng, 2015; United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2009a). This statement is supported by Kemevor and Kassah (2015:71) who state that if TVET is led effectively, it is the major avenue for industrial development, economic growth and social progress of any country. In addition, Adogpa (2015:2) points out that without technicians and vocational skill workers, the nation's development would come to a standstill. Indeed, the contribution of TVET is dependent upon its effective leadership. TVET is the master key to alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development (Todaro, 2000; UNESCO, 2015).

TVET is a comprehensive term which comprises general education; the study of technologies; and acquisition of practical skills, attitudes and knowledge related to occupations in various sectors of economic and social life (Ogbunaya, Ekereobong & Udoudo, 2015:141). It has been implemented by several developing countries as an instrument of development, but it remains on the periphery and its significance has not really been well considered as it is generally very expensive in terms of cost per student (UNESCO, 2009b:1). Boateng (2015:8) states that the availability of good polytechnic colleges to provide quality skills training is lacking from the supply side and many young learners do not find TVET attractive because of the negative stigma attached to it. This is primarily because leadership has received less attention in TVET compared to general education in most countries (European Centre for the Development of Vocational Training [CEDEFOP], 2011:5).

Leadership is the ability of a person to influence a group of people toward the achievement of planned objectives of an organisation (Khatajabor, Minghat, Maigari & Buntat, 2012:1). This kind of leadership is associated with transformational leadership that supports followers and staff to achieve the pre-set objectives of organisations, including the polytechnic colleges. Thus, the effectiveness of leadership in polytechnic colleges should be studied in line with the concept indicated. The forthcoming sections explain the significant theories of leadership that have paramount importance in supporting this study.

Theories are instruments to study any discipline, including leadership. Theories organise knowledge, explain the relationships between important concepts, and help practitioners to make predictions about what strategies will be effective (Ciulla & Lewin, 2009:229). Theories of leadership range from classical to transformational leadership. Trait leadership theory is the first from the classical leadership theories and transformational leadership theory is a prominent representative of the contemporary leadership theories that have occupied centre stage in the research process of the discipline (Dvir, Eden, Avolio & Shamir, 2002:735). Leadership skills improve the efficiency and effectiveness of leaders and followers (Warrilow, 2012:15). Leaders are seen as key players in the strategic management process towards change, innovation and development (Jung, Chow & Wu, 2008:34). Luft (2012:28) states that, to a large extent, leadership influences management and organisation as a whole. He further points out that leadership can lead education and training to the heights of success with continuous improvements in performance and motivation of the individuals, groups and teams.

Leadership is important for organisations, including educational institutions. Indeed, TVET is just one of many different educational institutions (Robbins & Judge, 2013:368). It initiates action, has a role in motivating subordinates, facilitates the provision of guidance, creates confidence among staff, builds morale, builds the work environment, and facilitates effective coordination (Lunenburg & Ornstein, 2000:112). It is a critical success factor in education (CEDEFOP, 2011; Khatajabor et al., 2012). According to UNESCO (2015:126), the nature of leadership is one among many factors that contribute to the quality of TVET. Khatajabor et al. (2012:3) underscore that outstanding leadership has emerged as a key characteristic feature of outstanding quality TVET, hence, leaders must be given priority. The role of leadership to

manage change and secure quality in TVET is found to be crucial. Leaders are decisive in implementing reforms, policy initiatives and they serve as agents of change (CEDEFOP, 2011:5). Leadership can improve educational outcomes by influencing the motivation of trainers, the institutional climate and environment in education in general as well as in TVET (CEDEFOP, 2011; Lunenburg & Ornstein, 2000). CEDEFOP (2011:5) further states that TVET leaders are key actors in raising the quality of TVET. The training staff in polytechnic colleges is an important stakeholder in implementing the TVET reforms through the motivation of leaders. Leaders' training is a crucial element in ensuring quality in TVET through the instrumentality of effective leadership.

In view of the above discourse, TVET needs sustainable leadership for the improvement of training provision to its trainees, so that they can be self-reliant (Khatajabor et al., 2012:3). Therefore, the review of related literature indicated in the introduction and background of this study helped the researcher to answer the basic questions raised in this study. Research on TVET leadership conducted in the Ethiopian TVET system has not yet addressed the issue under investigation. Accordingly, this research could contribute towards the body of knowledge concerning TVET leadership in Ethiopia in general and Addis Ababa City Government Administration in particular. Indeed, this study answers the basic questions formulated under the statement of the problem section. The first question focuses on the perceptions of the leaders about leadership policies in the polytechnic colleges. The second question emphasises the rationale for implementing or practising leadership activities in selected polytechnic colleges. The third question addresses how leadership is practised in selected polytechnic colleges and the fourth question concerns the recommendations or implications to mitigate leadership problems in the sample polytechnic colleges of Addis Ababa.

During the 81 years journey from 1940 to 2021, Ethiopia's TVET has passed through different stages of change. Expansion of colleges and increase in number of students indicate rapid change in the sector (Federal TVET Agency [FTA], 2016:20). For instance, from 2004 to 2009, there was a 30.5% increase in enrolment in TVET (Krishnan & Shaorshadze, 2013:13). In 2007, Ethiopia was second to Angola, in terms of the number of colleges and trainees, with 72.2% and 59% enrolment respectively (Boateng, 2015:9). There were 458 polytechnic colleges that

enrolled 308,501 trainees in regular, evening, summer and distance programmes in 2008. However, the major changes were registered in recent years. There were 1,023 polytechnic colleges that enrolled 723,373 trainees by 2016 (FTA, 2016:20).

TVET was fragmented and has been delivered by different providers such as public, private and non-governmental organisations. Public TVET institutions were managed under the education sector that concentrated on producing middle level technical graduates at post-grade 10 levels (Ministry of Education [MoE], 2008:9). Currently, TVET is provided by all the above mentioned organisations with the coordinated effort of the Federal TVET Agency (FTA). The quality of training in the polytechnic colleges was low due to less emphasis being given to its leadership (Federal Democratic Republic of Ethiopia [FDRE], 2012 and MoE, 2015). However, leadership is one of the institutional factors among system related issues such as the use of new technologies, quality of the training staff, the organisation of teaching and learning, actors, stakeholders' participation, input, output and the process to determine the quality of the TVET programmes (UNESCO, 2015:126).

Addis Ababa is the capital city of Ethiopia and home of the African Union. It is sub-classified into ten sub-cities. This study focused on the Akaki Polytechnic College, Misrak Polytechnic College, and General Wingate Polytechnic College and the deans, trainers and line government officials from these sub-cities. Considering certain standards such as qualification and number of staff, workshops, machines, equipment, buildings, classrooms, compound and other resources, the TVET institutions that train from level three to level five are categorised into two, namely polytechnic colleges and TVET colleges. Therefore, the total number of government TVET institution in Addis Ababa City Government Administration is 30.

1.2 RATIONALE

The need to conduct this research emanated from the crucial role that leadership could play in contributing towards quality TVET and then to the development of the study area, as depicted by the spectrum of experiences of developing and developed nations all over the globe (UNESCO, 2006:5). Most countries have conducted TVET reform to improve the quality of training

outcomes, make education and training more accessible, and ensure connection to the world of work (CEDEFOP, 2011:5).

Polytechnic colleges should be led and managed efficiently and effectively to get the expected benefits from the sector. Efficient and effective leadership could contribute to quality TVET programmes, which in turn could be an input for not only development but also sustainable development (UNESCO, 2006:5). This corroborates with the report of Khatajabor et al. (2012:1) that states that preparing people for self-reliance would be impossible without proper leadership in TVET.

In realising the need for skilled human power, the Ethiopian TVET Strategy aimed creating “competent and self-reliant citizens to contribute to the economic and social development of the country that improves livelihoods of people and reduces poverty” (MoE, 2008:3). Sustainable development of the nation is a prior agenda as stipulated by key policies, including the TVET Strategy (FDRE, 2012:42).

A significant amount of literature emphasises the need to improve leadership capacity in recognition of the important role it plays in enhancing TVET quality, which in turn helps to equip people with relevant skills for the job market (CEDEFOP, 2011; Khatajabor et al., 2012; Sauffie, 2015; UNESCO, 2015). The respective documents and scholars further clarify the need of leadership for effective, efficient, relevant and quality TVET as follows.

CEDEFOP (2011:7) explains that leadership is a critical success factor in TVET. It adds that leaders in polytechnic colleges are crucial role players for quality TVET programmes that could contribute towards sustainable development of the nation. Skillful leaders could play catalytic roles to ensure complete processes and procedures which are important for the wise use of resources, and in turn have a direct relationship with the efficiency of the programme. According to Robbins and Judge (2013:44), the basic skills associated with leadership in any organisation, including education institutions, are broadly categorised into technical, human and conceptual.

Khatajabor et al. (2012:2) expound that polytechnic colleges need effective leadership for the provision of quality training so that TVET trainees can be self-reliant. Sauffie (2015:85) states that technology development requires changes to the TVET system which are possible through capable leadership.

Therefore, instrumentality and importance of leadership for effective, efficient, relevant and quality TVET were well recognised and unequivocally agreed by the above-mentioned scholars. This motivated the researcher to conduct research in the sample polytechnic colleges of Addis Ababa to check whether or not implemented leadership practices were as per the confirmation of the literature.

1.3 AN OVERVIEW OF THE THEORETICAL LENS

This study explored leadership practices in selected polytechnic colleges of Addis Ababa City Government Administration. The research applied contemporary leadership theories as theoretical lenses. Specifically, it emphasised transactional and transformational leadership theories. This was primarily because the characteristic features of these leadership theories were appropriate to assess the leadership practices in the study area. As TVET leadership practices needed innovative, motivational and promotional strategies, the study explored whether the college leaders employed transactional and transformational leadership components or not (Haughey, 2015; Ibrahim & Ahmed, 2017; Northouse, 2013).

Hallinger (2011:129) states that transformational leadership increases the motivational power of a shared vision. Vision inspires people to contribute efforts towards the achievement of a common goal. Leaders promote trainers' learning through transformational leadership practices. Beverborg, Slegers and Veen (2015:25) also describe transformational leadership with typical characteristic features. The first is to identify and articulate a vision which refers to the development of goals and priorities. The second component is individual consideration, which includes attending to the feelings and needs of the individual trainer; and intellectual stimulation, which entails sufficient support of trainer professional development. The third element is that it creates chances to challenge trainers to readdress their knowledge and daily practices. In short,

the authors point out that transformational leadership practices play a significant role in facilitating teamwork and sustaining trainers' levels of learning in colleges.

1.4 STATEMENT OF THE PROBLEM

Scholars unequivocally agree on the instrumentality of TVET for the development of any nation (Ahmed, 2015; CEDEFOP, 2011; Raimi & Akhuemonkhan, 2014; UNESCO, 2015). The experiential lessons drawn from Malaysia, Germany and Australia have shown that TVET is the springboard for the industrialisation nexus development (UNESCO, 2006:5). The same document underscores TVET as the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. Those advantages of TVET are possible with effective leadership. Hence, the need for effective leadership has become imperative in TVET development as poorly led TVET would not be successful in doing so.

According to Khatajabor et al. (2012:3), outstanding leadership is a prerequisite for outstanding TVET that could in turn be an excellent input for development. Leaders and trainers could play significant roles in the successful achievements of the trainees who can really contribute to the economy by getting employment and self-employment (MoE, 2010a:5). If we expect to get good results from the implementation of quality TVETs and for them to contribute towards development of the nation, we need to give special attention to the TVET leadership. The influence of effective leadership for quality TVETs is explained in detail in the ensuing sections.

Effective leadership has become a priority in contemporary educational reform, including TVET. In due course, effective leaders are needed to sustain innovation. They are the heart of capacity building for polytechnic college improvement that is needed for sustainable development (Khatajabor et al., 2012:1). With a similar view, the Ethiopian government formulated the TVET strategy to address TVET reform which required ambitious, competent and dedicated leadership and management at different levels (MoE, 2008:45). This is primarily because leadership is a critical success factor in education. Leaders in polytechnic colleges are crucial role players in quality TVET programmes that could contribute towards sustainable development of the nation (CEDEFOP, 2011; Khatajabor et al., 2012). Skillful leaders could play catalytic roles in

informing complete processes and procedures which are very important for the wise use of resources, which in turn has a direct relationship with the efficiency of TVET programmes. The basic skills associated with leadership in any organisation, including TVETs, are technical, human and conceptual (Robbins & Judge, 2013:44).

The leadership practices in polytechnic colleges of Ethiopia showed that there were wide gaps in relation to the leadership skills of leaders (MoE, 2010a). Some of the thematic areas highlighted by this study were policy support to TVET leadership for its efficiency and effectiveness; the linkage of polytechnic colleges and industries with concerted efforts of leaders to upscale the skills of trainees and leadership styles and skills of leaders.

However, the quality of TVET was found to be low in Ethiopia due to less emphasis being given to its leadership (FDRE, 2012:42). The Government of FDRE conducted a comprehensive baseline study to identify problems of provision of education service quality in the nation. It identified that the core problem of TVET quality was the poor leadership practice in the sector. The literature also supports that leadership has so far received less attention in TVET (CEDEFOP, 2011:7). All the factors explicated in the foregoing discussion relate to poor leadership practices that have influenced the quality of outcomes of the PTCs that are needed to contribute towards the development of the Addis Ababa City Administration. In brief, the gaps of leadership in the sector impacted on the quality of training, outputs and outcomes. The problem statement leads to the main research question, formulated as what is the state of leadership practices in TVET colleges of Addis Ababa. The sub-questions of the study were:

- What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?
- Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?
- How do these leadership practices impact polytechnic colleges of Addis Ababa?
- How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?
- How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?

1.5 AIM AND OBJECTIVES

As stated in 1.1, the aim was to explore the state of leadership practices in TVET colleges of Addis Ababa, Ethiopia. This aim was divided into five specific objectives.

- To determine views of leaders about leadership policies in selected polytechnic colleges in Addis Ababa.
- To assess leadership practices in sample polytechnic colleges of Addis Ababa.
- To examine the impact of leadership practices on selected polytechnic colleges of Addis Ababa.
- To explore the combination of transformational and transactional leadership styles to upscale innovation in polytechnic colleges in Addis Ababa.
- To devise possible strategies to mitigate the leadership problems in the polytechnic colleges of Addis Ababa.

1.6 SIGNIFICANCE OF THE STUDY

Information gained from this study could be beneficial to the profession, Ethiopian Technical University staff, FTA, the Ministry of Science and Higher Education (MoSHE) and for research into TVET leadership. The findings could help policymakers, researchers, institute officials and trainers to realise the practice of TVET leadership and its contribution towards the effective implementation of TVET for improving its quality. The study proposed a relevant leadership framework as recommendation for effective TVET leadership implementation of practitioners in the sample colleges and discipline, which may contribute towards the development of the study area.

1.7 DELIMITATION OF THE STUDY

The research is delimited in terms of geographical location and concept-wise. Geographically, the study is delimited in scope to research on three purposely selected TVET colleges of Addis Ababa. The TVET colleges targeted for the study were polytechnic colleges (PTCs). The PTCs were Akaki, General Wingate and Misrak polytechnic colleges. Concept-wise, the researcher primarily delimited the study to concentrate on leadership practices.

1.8 AN OVERVIEW OF THE RESEARCH METHODOLOGY

This section is concerned with an overview of the methodology, which comprises paradigm, approach, design, methods of data collection and analysis. Brief contents of the methodology are explained in the ensuing section.

1.8.1 Paradigm

This research employed the constructivist paradigm. One of the reasons is it recognises multiple realities ontologically (Creswell, 2007:20; Tracy, 2013:38). The paradigm describes the human nature and experiences (Chilisa & Kawulich, 2015:1). The perception, experiences and attitudes of the research participants about leadership practices in selected polytechnic colleges were studied. Selected deans, trainers and line government officials of the TVET sector and polytechnic colleges in Addis Ababa City were the participants and units of analysis of the study.

1.8.2 Approach and design

A qualitative approach was employed in this research. The main reason is that research methods such as in-depth interviews, Focus Group Interviews and observation are well suited to explore human services and experiences to decode the complexity of human behaviour (Bogdan & Biklen, 2007; Creswell, 2012; Darlington & Scott, 2002; Tracy, 2013). Accordingly, leadership practices in sample polytechnic colleges of Addis Ababa were studied qualitatively.

The researcher used the constructivist grounded theory from the grounded theory designs. The design is suitable to study experiences, processes and procedures, and to come to the theory derived from the description and then constructs formulated from the same (Ary, Jacobs & Sorensen, 2010; Bogdan & Biklen, 2007; Creswell, 2012). The same authors explain that the design is flexible and emergent in this approach. The constructivist grounded theory was employed to generate a general explanation that is grounded from the views of participants (Creswell, 2015; O'Donoghue & Punch, 2003). Employing the constructivist design from the grounded theory, Charmaz (2006) and Charmaz (cited in Creswell, 2012) underscore that the design is appropriate to focus on meanings ascribed by participants. Locke (2003:8) strengthens the idea in stating that the paradigm is distinguished by understanding the world of lived experience from the point of view of those who participate. The design is suited to trace the

views, values, beliefs, feelings, assumptions, practices and ideologies of participants. In supporting this, Ary et al. (2010:29) state that grounded theory design is used to develop a theory based on the field data. Hence, the researcher preferred to use constructivist grounded theory from the grounded theory designs to study the perceptions, beliefs, practices and feelings of TVET leaders and key stakeholders of the selected polytechnic colleges of Addis Ababa.

The researcher could construct concepts and then form a theory by proposing plausible relationships among the concepts (Charmaz, 2006; Creswell 2012). In doing so, the researcher developed constructs related to leadership in polytechnic colleges based on data and information collected through different tools like structured interviews, Focus Group Interviews and observations. Bogdan and Biklen (2007:59) also use analytic induction to generate grounded theory. The reason, according to these authors, is that this design is suitable to conduct multiple data source studies.

1.8.3 Methods

This section introduces the sample, techniques employed to select participants and justification for selection. The methods and procedures of data collection are presented. Explanation of the method of data analysis is addressed. Moreover, measures taken to make the findings trustworthy, as well as the ethical considerations made to protect the participants from physical and psychological harm are presented below.

1.8.3.1 Sample and sampling techniques

A theoretical sampling was employed. According to Creswell (2012:433), this sampling technique is appropriate for grounded theory designs as it uses simultaneous and sequential collection and analysis of data. This implies the researcher chose data collection that could yield text that was useful to generate a theory. Besides, purposeful sampling was used to interview, discuss and observe issues with participants of the study. The research setting and participants could be purposely considered to meet the research purposes (Charmaz, 2006; Creswell, 2007, cited in Creswell, 2012). Determining participants and sites to collect data were based on whether they were “information rich” or not (Patton, 1990, cited in Creswell, 2012:206). Hence, three TVET deans from Addis Ababa polytechnic colleges were the participants in the structured

interviews. Three Focus Group Interviews (FGIs) containing six to seven trainers each were also part of the sample. Furthermore, three officials from the relevant TVET government office were interviewed. Thus, the sample size for this qualitative study was six purposely selected interviewees and 20 FGI participants (see Chapter Four for more detail).

1.8.3.2 Methods of data collection

Different data gathering instruments were employed to meet the purpose of the research. A thorough understanding of a problem can be gained by combining a number of qualitative data collection tools (Darlington & Scott, 2002:124). In accordance with the view of the mentioned authors, the researcher employed structured interviews, FGIs and observations with the primary intention of triangulation of facts or complementarity or expansion.

a) Structured interview

Data collection methods were tailored to the needs and capacity of participants through a flexible approach. In so doing, the structured interview method was applied. This tool is mostly used by qualitative researchers who employ grounded theory designs (Charmaz, 2006; Charmaz, cited in Creswell, 2012; Creswell, 2007). Here, qualitative instruments were particularly important to enable a free response, get adequate information from participants and triangulate as well (Charmaz, 2006; Darlington & Scott, 2002).

b) Focus Group Interview

FGI was the second method used to collect data. This tool is employed in order to triangulate information obtained through the one-to-one interviews (Birks & Mills, 2015:76). This method was employed to gather data from trainers. Accordingly, three FGIs were conducted with three groups of trainers; each group contained six to seven discussants that were drawn from three polytechnic colleges.

c) Observation

Observation was the third instrument employed to gather data. Observations were conducted to assess leadership practices of sample polytechnic colleges. This method was applied to check the status of principles that guided the leadership practices of the polytechnic colleges. The

observation contributed on PTC physical facilities, workshops, compounds and community, encompassing deans, trainers and trainees.

1.8.3.3 Data analysis techniques

This part was concerned with breaking data down into segments and synthesising the parts together (Dey, 2005:31). Qualitative analysis was also focused on describing, classifying and observing concepts to develop themes (Bogdan & Biklen, 2007; Charmaz, 2006; Creswell, 2012; Dey, 2005). The data analysis method mainly employed two methods concurrently. The first method was thematic analysis which is a widely used method in grounded theory design of qualitative research (Bogdan & Biklen, 2007; Charmaz, 2006; Creswell, 2012). The second was constant comparative analysis which helped the researcher to go back and forth to clearly establish categories and themes (Charmaz, 2006; Creswell, 2012).

In order to systematise the process of developing grounded theory, the researcher primarily collected interview data, developed and then related categories of themes to portray the general explanation. Charmaz (2006:3) supports this decision, stating that the researcher should code data by using different colours to write memos. In the first stage, crude concepts start to emerge to provide hints for the researcher to outline categories of themes. Then the researcher can refine, develop, and classify the meanings of categories of themes to formulate the theory with a back and forth process until further new categories cease to emerge (Bogdan & Biklen, 2007; Creswell, 2012). This process of data analysis is termed the zigzag method.

1.8.3.4 Strategies to ensure trustworthiness

Data trustworthiness is very important in the field of qualitative research (Shenton, 2004:63). Trustworthiness comprises credibility, transferability, dependability and confirmability (Devault, 2017). According to the aforementioned authors, credibility is concerned with attempting to demonstrate the true picture of a phenomenon, whereas transferability emphasises whether the prevailing environment is similar to another situation and whether or not the findings can justifiably be applied to the other setting. Guba and Lincoln (1985:347) also support the concept of transferability stated by the above authors. It is better to check the credibility aspect of the

study instead of dependability in qualitative research. Confirmability could be realised from findings that emerge from the data (Shenton, 2004:63).

Qualitative methods were particularly appropriate to encourage free response and get adequate information from participants and triangulate facts or complementarity or expansion (Darlington & Scott, 2002; Shanton, 2004). Besides, continuing discussion up to saturation of ideas to get facts is a sign of trustworthiness (Bogdan & Biklen, 2007:59). Accordingly, the researcher employed three instruments of data collection, i.e. the structured interview, FGI and observation. The primary intention of using this group of data collection methods was to triangulate information. In doing so, the researcher produced a trustworthy research output.

The other mechanism employed to confirm credibility and trustworthiness was using the standardised information as indicated in policy strategies, guidelines and manuals of the Ministry of Education and the Federal TVET Agency of Ethiopia. Besides, information was cross-checked with genuine and published documents and books.

1.8.3.5 Ethical considerations

Bogdan and Biklen (2007:59) underscore that participants are not subjects or objects; rather, they are part of the study. In accordance with this statement, the researcher created positive and smooth communication with participants. This was done by creating an open and friendly relationship with participants of the study. In doing so, the researcher encouraged the participants to express their views freely and genuinely. He also informed participants of the study that their contributions were of paramount importance to upscale the quality of the research outputs.

Each stage of qualitative research raises ethical issues. These issues are concerned with anonymity, confidentiality and the right at any time not to participate in the interview (Cohen, Manion & Morrison, 2007:18). The researcher involved the participants of the study through informed consent. Individuals were allowed to choose whether or not they wished to participate in the interview or decline after they were provided with all the information. Permission was thus gained from the participants to be a part of the study.

The researcher got permission from the Federal TVET Agency to collect data. The consent form was prepared and used to check the consent or disagreement of research participants to take part in the interview and FGI. The rights of the interviewees and focus group discussants were respected at all times if there was any withdrawal from the interview and FGI sessions. This research did not harm the participants because issues of the study did not expose the participants to any danger. This is primarily because the research dealt with the development of effective leadership in polytechnic colleges. In addition to that, the data and information collected from the participants were used only for the study purposes. The data and information from the participants were kept secret by coding them anonymously without indicating the name of the source directly. For instance, the researcher used ‘interviewee 1, 2, 3...’ instead of dean of “X” polytechnic college or the official of “X” sub-city and TVET Bureau and the FGI participants etc.

1.9. DEFINITION OF KEY TERMS

1.9.1 Dean

Dean refers to a man or woman who is in the position either by appointment or merit-based competence. The dean is expected to meet all the terms and conditions of the TVET College’s bylaws. The TVET colleges targeted for the study were three polytechnic colleges. A dean needed to serve for a minimum of a year during the time of this study (experiential definition; adapted from MoE, 2008).

1.9.2 Leadership

This is the ability of a leader to guide working groups or teams towards the attainment of goals (Manning & Curtis, 2009; Northouse, 2016, 2018). Leadership is a process with different styles; leadership style being the manner in which the leader influences subordinates (MoE, 2010b:20). There are many leadership styles that could be applied by leaders in the light of organisational situations (Northouse, 2016; 2018). Leadership styles can be categorised into classical, situational or contemporary ones. Leaders employ different leadership skills for the effectiveness of their leadership styles. In this instance, effective leadership was concerned about a dean’s impact on PTC in terms of facilitating quality training to produce skilled graduates to fit into industries and enterprises. Effectiveness in PTCs’ leadership should focus on deans’ behaviours,

qualities and traits to lead. Effective leadership is crucial in leadership research (Northouse, 2016; 2018).

1.9.3 Transformational leadership style

This style targets the linking roles of leadership with followership. In this leadership type, a leader motivates the morale of subordinates in order to attain the goals of an organisation. It is crucial to advance performances of followers to their fullest potential. Thus, leadership is quite different from power because it is inseparable from followers' needs (Northouse, 2016:162). In line with this, it is better to define the factors of transformational leadership style, which are reference points to investigate the effects of this leadership style on innovation in polytechnic colleges. Robbins and Judge (2013) explain the following four factors of transformational leadership.

1.9.3.1 Idealised influence or charisma

This factor of leadership is exercised by strong role model leaders for followers. Subordinates identify themselves with these leaders and imitate them. These leaders usually exercise high standards of moral and ethical conduct and are expected to do the right thing. They formulate vision and mission to their followers. The factor has attributional and behavioural components. The former refers to the attributions of leaders made by followers based on perceptions. The latter pertains to followers' observations of the leader's behaviour.

1.9.3.2 Inspirational motivation

In employing this factor, superiors inspire the subordinates through motivation to become committed to the shared vision of the organisation. In this way, team spirit is boosted.

1.9.3.3 Intellectual stimulation

This stimulates followers to be creative and innovative. Subordinates challenge their own beliefs and values as well as the leader and organisation. This stimulates followers to develop innovative ways of dealing with organisational issues. It also encourages followers to engage in careful problem solving. This infers thinking out of the box, which is opposite to business as usual.

1.9.3.4 Individualised consideration

Leaders listen carefully to the individual needs of followers. They act as coaches and advisers while trying to assist followers. This factor is mainly concerned with considering an individual with respect to the individual's capability to direct and treat accordingly.

1.9.4 Transactional leadership style

This leadership type focuses on the exchanges that occur between leaders and followers (MoE, 2013b; Robbins & Judge, 2013). The following four factors of this leadership are explained.

1.9.4.1 Management by exception

This factor involves corrective criticism, negative feedback and negative reinforcement. It has two forms which are active and passive. In the former case, a leader watches the followers closely for mistakes or rule violations and then takes corrective action. But in the latter case, a leader intervenes only after standards have not been met.

1.9.4.2 Contingent reward

This is an exchange process between leaders and followers in which effort by followers is exchanged for specified rewards. Here, the leader tries to obtain agreement from followers on what must be done and what the payoffs will be.

1.9.4.3 Laissez-faire

This factor represents the absence of leadership. Those leaders who employ this factor apply a "hands-off, let-things-ride" approach. These leaders abdicate responsibilities, delay decisions, give no feedback, and make little effort to help followers satisfy their needs. In this case, leaders do not exchange with followers.

1.9.5 Leadership skills

These are skills of a leader that help him or her to facilitate the relationships between a leader and followers. Leadership skills could be categorised into conceptual, human and technical (Robbins & Judge, 2013:368).

1.9.5.1 Conceptual skills

These are associated with mental abilities to analyse situations in the light of three layers of organisational environments; namely external, intermediate or task and internal (MoE, 2013b:7). These skills are crucial for leaders to look at pertinent issues of their organisation strategically. Leaders should be able to analyse global, regional and local factors that influence their organisation either positively or negatively. In doing so, leaders could motivate trainers in their college to respond to the changes of the three components of organisational environments. Thus, trainers' creativity, invention and innovation could focus on changes in the organisational environments. Leaders should be proactive to global, regional and local policies of leadership through the instrumentality of conceptual skills.

1.9.5.2 Human skills

These skills are related to the abilities to work with, understand, and motivate other people - individuals, groups and teams - within an organisation. These skills are the key facilitative tools for interpersonal relationships and positive communications to create cohesive work teams and work groups. These skills are of great importance to reduce dysfunctional conflict among teams or groups in organisations (Robbins & Judge, 2013:308). Human skills are one of the leadership tools that could play a pivotal role in achieving planned organisational objectives with the active participation of staff. If a leader has human skills, the subordinate leaders in the hierarchies of the organisation could contribute to attain common objectives. Human skills have facilitative roles for the positive downward, upward and lateral communication process in the organisation. Accordingly, followers are allowed to be freely involved in creative, inventive and innovative activities.

1.9.5.3 Technical skills

These types of skills refer to the abilities to apply specialised knowledge or expertise. For instance, the ability to operate machines, use technologies etc. The skills are widely used by frontline leaders or lower-level leaders who are leading practitioners. Hence, supervisors and team leaders need to have these skills to facilitate efficiency and effectiveness among their followers (MoE, 2013a).

1.9.6 Quality

This is a term used as an indication of excellence in terms of efficiency and effectiveness of a programme compared with the pre-set standard in planning. It could be also be defined as performance to the standard expected by the customer (David & Davis, 2014; Northouse, 2018). Effective leadership is one of the inputs that positively affect the quality of training in polytechnic colleges. Quality is associated with the contribution of trainers with regard to innovation.

1.9.7 Technology

It is manifested in new products, processes, and systems, including knowledge and capabilities needed to deliver functionality that is reproducible (Dodgson, Gann & Salter, 2008; Haughey, 2015; Richardson, 2014; UNESCO, 2019). Thus, trainers' active involvement in technology accumulation and transfer is dependent upon the leaders' facilitation skill to provide free rooms and resources for creativity, invention and innovation in polytechnic colleges. In this study, the names polytechnic colleges and TVET colleges were used interchangeably.

1.9.8 Invention

This term is associated with the creation of a new idea (Dodgson et al., 2008; Haughey, 2015; Richardson, 2014; UNESCO, 2019). Invention is related to thinking ability from which innovation could emanate. Invention is a core and dependable issue for innovation. Thus, the entrepreneurial skills of leaders matter to initiate the trainers to be involved in innovation. Invention is the seed that could grow into innovation.

1.9.9 Innovation

This is the creation of a new idea and its change into practice. Innovation is the successful exploitation of new ideas and includes the scientific, technological, organisational, financial, and business activities leading to the introduction of an improved product or service (Dodgson et al., 2008; Haughey, 2015; Richardson, 2014; UNESCO, 2019). Thus, leaders with effective leadership skills and styles could be able to motivate and inspire followers and trainers to be actively involved in invention and innovation. PTC leaders could have a strong influence on

improving training and education qualities in terms of services and productions respective to the situation and nature of the college.

1.10 ORGANISATION OF THE STUDY

This thesis is organised into seven chapters. **Chapter One** is an introduction to all other chapters. It comprises the introduction and background of the study, context of the study area, rationale for the study, theoretical and conceptual frameworks as lenses, problem statement, research questions, aim and objectives, significance, delimitation, research methodology, definitions of key terms and organisation of the study.

Chapter Two is concerned with conceptual and theoretical frameworks that address major leadership theories such as trait, behavioural, contingency or situational and contemporary leadership theories. The commonly mentioned modern leadership theories are transactional and transformational leadership theories.

Chapter Three reviews the related literature focusing on definitions of TVET and the historical development of TVET in Ethiopia, TVET leadership, leadership in general, styles and models of leadership and TVET experiences at global level.

Chapter Four describes the methodology which comprises the paradigm, approach, design and methods of data gathering and analysis. This chapter indicates the preferred research approach for the study. It also indicates the progress from the specific to the general constructs according to the inductive approach that depicts the grounded theory, which is one of the qualitative approach designs.

Chapter Five presents the data, analysis of the same and interpretation of the findings. The findings are arranged in a systematic way which depicts the thematic analysis and constant comparative analysis mostly used by qualitative researchers. Indeed, it fits the purpose indicated in Chapter One and the conceptual and theoretical frameworks discussed in Chapter Two.

Chapter Six discusses the findings. It highlights the key literature which was reviewed in Chapter Three and considers other pertinent literature that substantiates the discussion of the findings. It discusses the findings in relation to the literature. It also identifies the commonalities and differences of the findings of this study with other research conducted in a similar situation, as well as the issues and methodology in the TVET sector, specifically within the realm of polytechnic colleges.

Finally, **Chapter Seven** concludes the study by presenting the summary of key findings, conclusion and recommendations.

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1 INTRODUCTION

This chapter discusses theoretical and conceptual frameworks that guide the research. The theoretical framework summarises the theorisation of scholars in the field of educational leadership which could be used to understand the phenomenon of leadership in selected polytechnic colleges of Addis Ababa City Government Administration. The conceptual framework explains the stance of the researcher, taking into consideration the review of related literature, which is also used as a lens in this study. In doing so, the researcher tries to explore constructs of the many leadership theories in general and then specific ones that are the focus of the study. Thus, the forthcoming sections explain the theoretical and conceptual framework respectively.

2.2 THEORETICAL FRAMEWORK

Theory is the key instrument used to study any discipline and/or field, including leadership. Theories organise knowledge, explain the relationships between concepts and variables, and help practitioners to make predictions about what strategies could be effective (Ciulla & Lewin, 2009:229). Cherry (2017) classifies eight leadership theories, although they are classified into different categories. They are great man, trait, contingency, situational, behavioural, participative, management and relationship theories. The researcher will describe the basic concepts related to each leadership theory. Great man leadership asserts that leaders are born, not made. Trait leadership explains that leaders have personal traits that distinguish them from non-leaders. Contingency leadership states that a leader's effectiveness is contingent upon leadership style to match the situation. Situational leadership explains there is no single best style of leadership. According to this leadership theory, effective leadership should consider two main variables: task and behaviour, and relationship behaviour. Behavioural leadership theory focuses on the observable actions and reactions of leaders with followers in a given context. Participative leadership is far from the entire leadership discussed so far. Participative leadership theory does

not accept either a single trait or situations for effective leadership; rather it assumes there needs to be participation which is realised through a democratic approach. Management leadership theory considers that tasks, functions, rules, regulations and policies are essential for effective leadership. However, this leadership theory is affiliated to management rather than leadership that emphasises influencing the people in the organisation. Relationship leadership theories are concerned with communication between the leader and followers. Hence, a leader influences followers that would result in effective leadership for the success of the organisation. In brief, whatever classification of leadership theories we have, they are expected to realise the effectiveness of organisations, including polytechnic colleges (Northouse, 2016; 2018; Warrilow, 2012).

Leaders are seen as key players in the strategic management process towards change, innovation and development (Ciulla & Lewin, 2009; Jung, Chow & Wu, 2003). These scholars confirm the use of leadership for creative thinking, invention and innovation which are necessary for the healthy development of polytechnic colleges and their best contribution to provide quality services in the sector. Luft (2012:23) also states that leadership impacts educational organisations, including polytechnic colleges. He further points out that leadership can lead education and training to continuous improvements in the performance and motivation of individuals and groups.

Tuning the leadership context to Addis Ababa polytechnic colleges is crucial to effectively attain the objectives. The MoE (2013b:22) explains that school leadership contributes to the quality of training and education of all school types. There is no good school without a good leader. Good leadership is a combination of various styles and ability to use in different situations. This study was guided by the lenses of contemporary leadership theories. Specifically, transformational and transactional leadership theories were used in combination (Gunawardena, Cooray & Fonseka, 2014; Luft, 2012) though theories of leadership range from classical to transformational leadership (Ciulla & Lewin, 2009:229). Consequently, the forthcoming section tries to briefly explain the two aforementioned modern leadership theories.

2.3 TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP THEORIES

Transformational leadership theory is one of a noticeable one from the contemporary leadership theories (Dvir et al., 2002; Northouse, 2016). The theory underscores that the existence of positive follower and leader relationships, follower development and high follower performances are the targeted outcomes that have a positive impact on the efficiency and effectiveness of organisations. Transactional leadership theory focuses on the achievement of pre-planned goals based on exchange of rewards or penalties between leaders and followers (Northouse, 2016; 2018). Therefore, in this study the researcher infers that transformational leadership emphasises the inspiration and motivation of followers whereas the transactional leadership theory focuses on the leader-follower relationships that are based on contractual exchange. The exchange is guided by agreed contracts that might reward or punish followers based on the achievements of objectives. In light of these theoretical assumptions, the study looked at the leadership practices in three selected polytechnic colleges of Addis Ababa.

Regarding differences in the two leadership theories, in the case of transformational leadership the former theory, leaders' exhibit charismatic behaviours, are inspirational motivators, provide intellectual stimulation, and treat followers with individualised consideration. However, in the case of the transactional leadership theory, leaders exert an influence on followers by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for achievements (Bass & Avolio, 1990; Dvir et al., 2002; Northouse, 2016). According to these scholars, the behaviours of leaders could promote their followers, support subordinates to reach their full potential and generate the highest levels of performance. It could be implied that followers could be free to explore creativity, invention and innovation, which are the main factors for positive changes in organisations in general, and polytechnic colleges in particular.

With minor difference to the above scholars, Khatajabor et al. (2012:3) explain the transactional leadership style. These scholars associate transactional leadership with managerial leadership in which the focuses of leaders are functions, tasks and behaviours. Hence, if functions are carried out completely, the work of others in the organisation will be facilitated. Bush (2001:46)

strengthens the stand of Khatajabor et al. (2012), explaining that managerial leadership focuses on managing existing activities rather than visioning a better future.

On the other hand, transformational leadership theory assumes that the central focus of leadership be on commitments and capacities of subordinates. These behaviours of followers could be attained due to the motivation and inspiration of leaders at each hierarchical level. Thus, capacities and commitments to goals are assumed to result in extra effort and increase in productivity (Beverborg et al., 2015; Leithwood, 1999). The same authors add that transformational leadership has eight dimensions, which are correlated with the four factors of transformational leadership theory proposed by Bass (1985) and supported by other authors (Bass & Avolio, 1990; Bass & Riggio, 2006; Khatajabor et al., 2012; Northouse, 2016; 2018). The dimensions are building vision, establishing goals, providing intellectual stimulation, offering individual support, modelling practices and important values, demonstrating high performance expectations, creating a productive culture, and developing structures to foster participation in decisions.

Looking at the relevance of these dimensions to the polytechnic college leadership, they are the manifestations of additive effects of two leadership theories. This is primarily because building vision is typically related to the charismatic feature of the transformational leadership type. The second component is associated with both types of leadership though it is inclined to transactional leadership, whereas the third and fourth components are directly related to transformational leadership. The fifth component is correlated with a visionary leader which is the characteristic feature of the transformational leadership type and the sixth, seventh and eighth components are corroborated with the factors of the transformational leadership type. Accordingly, this study explored whether the polytechnic college prime deans (PDs) employed these components or not. The additive effects of the two leadership types also consider the factors of transactional leadership theory (Northouse, 2016:170).

The intention of practising these contemporary leadership theories is to encourage innovation, which results in change in organisations, including colleges. In this regard, Northouse (2013:10) explains the concept of transformational leadership in considering leaders as change agents. He

classifies leaders as role models who portray good character, create and articulate clear vision for an organisation, empower followers to meet standards, gather trust from followers to build integrity and give meaning to work life. He further explicates that this type of leadership is positively related to the staff's reflection and feedback to participate in change through innovation. In light of Northouse's contention, the ability of polytechnic college PDs and higher officials to motivate and inspire followers to get involved in invention and innovation is by default, indicating their involvement in change for development of the sector to contribute to the socio-economic development of the city. In line with this, the PDs and officials need to be change agents in facilitating invention and innovation. This shows the instrumentality of their leadership for effective invention and innovation, which is one of the manifestations of change and reform in polytechnic colleges.

Caldwell and Spinks (cited in Khatajabor et al., 2012:3-4) add that transformational leadership theory is essential for an autonomous organisation. Leaders who exercise this type of leadership succeed in gaining the commitment of followers and virtually become a moral imperative. This in turn facilitates the creation of harmonious leader-follower relationships to job design and performance (Rowley & Ulrich, 2012:14). Polytechnic colleges are expected to facilitate invention and innovation which could be promoted by the additive effects of the two leadership theories. This infers that leaders need to allow followers to use resources for invention and innovative activities, which facilitates trainers' job performance. In this case, the job design reflects the integration of multi tasks that motivate and inspire trainers for innovation that is the source of change in polytechnic colleges (Robbins & Judge, 2013:240).

Bass and Riggio (2006:10) also explain the relationship between these leadership styles which were initially studied by Burns followed by Bass in 1985. Transactional leadership theory considers the exchange relationship between leader and follower (Bass & Avolio, 1990; Bass, Avolio, Jung & Berson, 2003; Rafferty & Griffin, 2004). Therefore, this is a relationship that is based on a transaction that the follower could receive something if he or she did something, right rewarded as well as punished (Bass, 1990; Northouse, 2016, 2018; Rafferty & Griffin, 2004).

The transactional leadership style is also related to McGregor's theory X and theory Y, which was later upgraded to theory X, theory Y and theory Z by William Ouchi (MoE, 2013b:115). Theory X basically describes people as lazy and who need pressure from leaders to work. Theory Y assumes that employees and subordinates are not lazy; they could accomplish their duties without the pressure of leaders. Rather, they could use all sorts of leadership qualities if they were given the chance. Theory Z recommends that the organisation, rather than demand commitment from its people, be committed to its people in building team spirit and team work to facilitate participative leadership. Moreover, theory R has been put forward by Alderson in association with theory X, theory Y and theory Z. Theory R focuses on five Rs: relationship, reconciliation, responsibility, right and result (Fekade, 2018:57). This understanding leads to the identification of four factors of transactional leadership which are contingent reward, active management by exception, passive management by exception, and laissez-faire (Bass et al., 2003; Northouse, 2016).

Transformational leadership theory, on the other hand, refers to leaders who could move followers beyond their immediate self-interests through idealised influence or charisma, inspiration, intellectual stimulation, or individualised consideration (Sadeghi & Pihie, 2012:187-188). Therefore, these four factors are unique and interrelated components that construct transformational leadership (Michaelis, Stegmaier & Sonntag, 2010; Warrilow, 2012). Leaders who display these characteristics are in step with followers' values and norms, promoting personal and organisational change (Jung & Avolio, 2000; Jung, Chow & Wu, 2003; Robbins & Coulter, 2007).

Lopez (2014:103) underscores that transformational leadership is the new paradigm in leadership. Leaders who employ this style could motivate subordinates to do more than originally expected to do for organisations. MoE (2013b:20) is in agreement, explaining that this leadership style can inspire followers for positive changes. Leaders who practise this leadership style are energetic, enthusiastic and passionate. In association with the statement of the previous scholars and documents, Van Wart (2013:15) states that as public managers often exercise different types of leadership simultaneously, studying integrative effects of the aforementioned leadership styles in polytechnic colleges is very important.

In corroboration with the above paragraph, relationships between leadership styles and innovation have been studied in different organisations. For instance, Gunawardena et al., (2014:80) reveal the integration of two leadership styles to sustain innovative product and process. Other scholars have also studied the relationships between leadership styles and innovation (Jung et al., 2003; Jung et al., 2008; Northouse, 2016; Rosing, Frese & Bausch, 2011). Few scholars emphatically point out that a single style of leadership cannot promote innovation due to its complexity, but a combination of the two leadership styles mentioned above are needed (Rosing et al., 2011:957). Thus, transactional and transformational leadership can be combined to gain the positive effects of both; and research supports this type of augmentation effect (Bass & Avolio, 1993; Warrilow, 2012).

To this end, Figure 2.1 below presents the researcher's theoretical framework of the study. The aim was to explore the additive effects of transformational and transactional leadership styles on effective leadership practices in polytechnic colleges to motivate trainers' creativity, invention and innovation.

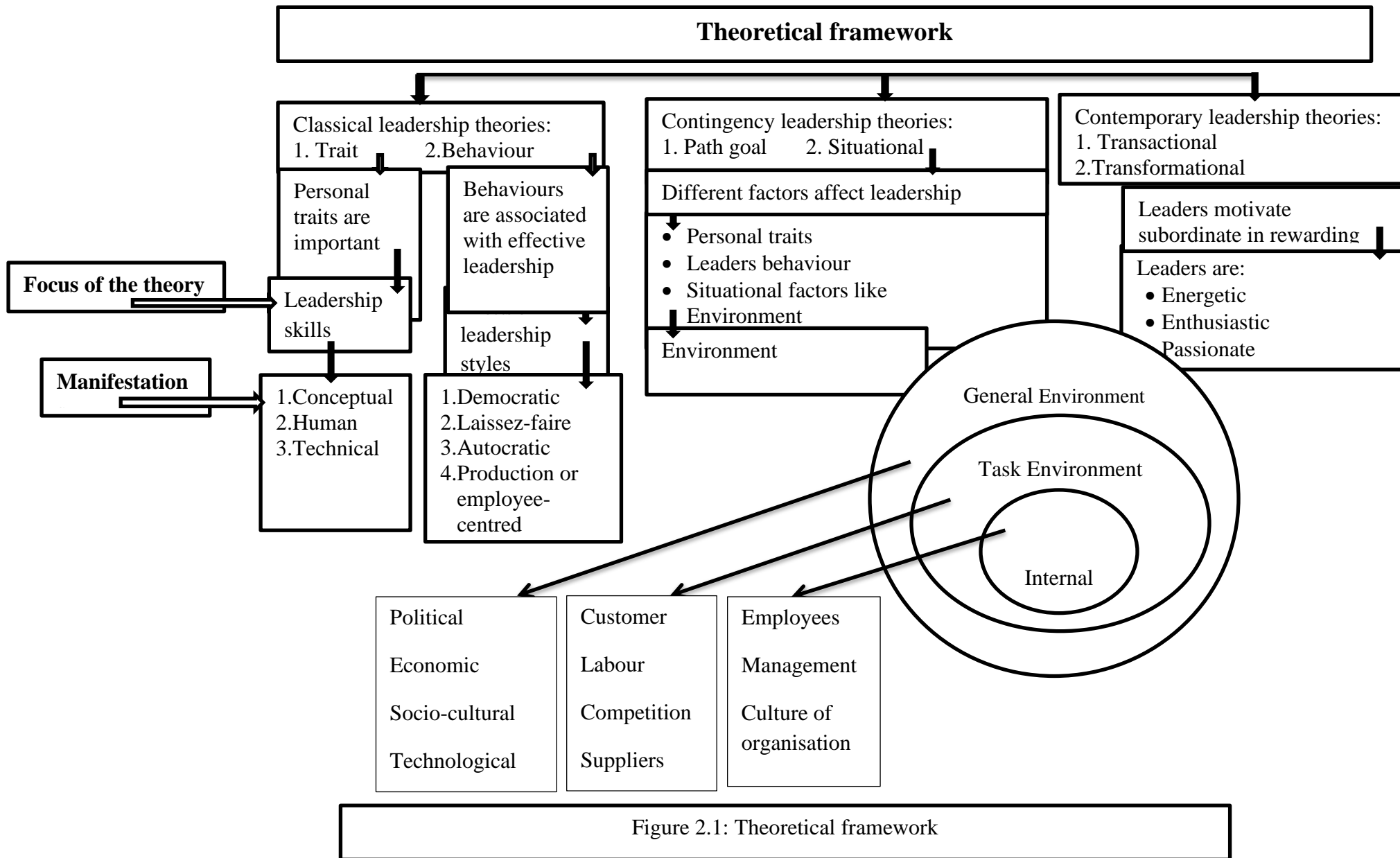


Figure 2.1 depicts the progressive development of leadership in different eras starting from the beginning of life to date. In brief, the researcher has purposefully summarised the main leadership theories, categorising them into four classifications: trait, behavioural, situational or contingency and modern. The following section narrates one after the other. The first leadership theory states that leaders have their own in-born personal characteristic leadership qualities. Leaders are different from non-leaders by their traits. Trait leadership theory is criticised by its successors due to the impossibility of listing all the traits of leaders. Besides, it is difficult for leaders to lead every situation using the same trait (Bass, 1985; 1990; Northouse, 2016; 2018).

The second leadership theory proposes that leaders have their own behaviour to lead followers. Hence, leaders' behaviour is important to direct followers. The behavioural approach expanded leadership research to include the actions of leaders towards followers in various contexts. Behaviour could be manifested in two forms - either in task or relationship (Northouse, 2016:71-81). The successors of this leadership theory also criticised it; the main reason being that the behaviour of leaders working in one situation might not work in other situations. The third leadership theory contends there is no one best way to lead in different situations; there are many factors and situations that govern leadership practices of organisations. According to this leadership theory, it is composed of directive and supportive dimensions. Each dimension should be applied appropriately in situations (Northouse, 2016; Sadeghi & Pihie, 2012).

The fourth leadership theory considers different factors to guide subordinates. The focus of this theory is the relationships of leaders with followers. The main leadership theories in the modern leadership category are transformational and transactional leadership. Thus motivation, reward, charismatic influence and inspirations are the core activities of these leadership types (Northouse, 2016; Rafferty & Griffin, 2004). In addition, scholars have proposed an integrative leadership named as transformational leadership, developed by combining trait, behavioural and situational approaches (Sadeghi & Pihie, 2012:187).

Therefore, Figure 2.1 summarises that, though the respective successors criticise the previous leadership theorists, the continuum of leadership development continues by taking into consideration the positive contributions made by the respective former pioneers.

2.4 CONCEPTUAL FRAMEWORK

Literature confirms that research has been conducted on leadership in different disciplines all over the world periods of time (Lopez, 2014; Northouse, 2016; 2018). Taking into consideration the global trend of leadership research practices, the researcher tried to assess the leadership research practices in Ethiopia. Accordingly, the researcher tried to evaluate the leadership research conducted in general, and TVET leadership in particular, in Ethiopia. Notably, a few of the general leadership research undertaken were in public services, business, administration, health and general education sectors (Ayene, 2016; Hana, 2016; Israel, 2016; Masho, 2018; Nitsuh, 2018; Tigistu, 2012; Zerihun, 2014). Besides, other researchers conducted research into TVET leadership (Asrat, 2018; Awraris, 2015; Keyredin & Abeya, 2017; Negus, 2007, Nigist, 2019; Teshager, 2014). Some of the topics covered by this leadership research could be highlighted. For instance, Keyredin and Abeya (2017) conducted a research entitled “Leading Educational Change: The Practices of Transformational Leadership in the Ethiopian Technical Vocational Education and Training Institutes”; Awraris (2015) conducted a research entitled “Factors Influencing the Quality of Training: Technical and Vocational Education in Addis Ababa”; and Asrat (2018) conducted research into “Factors affecting the quality of TVET programs: The case of four public polytechnic colleges in Addis Ababa”.

The research conducted so far in Ethiopia, and Addis Ababa City Administration in particular, did not address the additive effects of transformational and transactional leadership to facilitate creativity, invention and innovation in polytechnic colleges. Many of the scholars addressed leadership practices and development in isolation, either focusing on transformational leadership or transactional leadership. Consequently, the researcher realised there was a gap in research into leaders’ practices in polytechnic colleges of Addis Ababa.

In light of the international arena, leadership research has brought forth numerous definitions. As a result, leadership has many definitions due to the contexts and situations in which it is employed in any organisation, be it formal or informal (Dimmock & Walker, 2005:4). However, though there is no set definition among the various scholars, their commonality on the understanding of leadership could be summarised as the process of influencing followers, through power or charisma for better changes. The conceptual development of leadership shows that classical leadership theories can be categorised as trait, behavioural and

contingency, as is clearly addressed in Figure 2.1. The contemporary leadership theories include transactional and transformational leadership (Lunenberg & Ornstein, 2000; Northouse, 2016). Accordingly, the most important themes from leadership theories are traits, skills of a leader, leader behaviours, situational factors and relationships of leaders with followers to create the team spirit which interact together to determine a leader's effectiveness in organisational success.

Northouse (2016:97) also points out that leaders need to adapt different leadership styles to upscale professional development. Manning and Curtis (2009:27) explain that few leaders have the extraordinary ability to inspire followers towards loyalty that is a characteristic feature of transformational leadership. These authors further declare that followers' development and performances are outcomes of contemporary leadership styles. Still other scholars underscore that transformational leaders could transform subordinates to their fullest potential and generate highest level performance (Dvir et al., 2002; Northouse, 2016).

Therefore, the aim of the research was to explore the state of leadership practices in purposefully selected polytechnic colleges of Addis Ababa. It also investigated the additive effects of transformational and transactional leadership styles to motivate trainers to participate in creativity, invention and innovation. Moreover, it assessed whether leaders were energetic, enthusiastic and passionate to motivate and reward followers according to contemporary leadership factors or not. Concepts from literature can be summarised as,

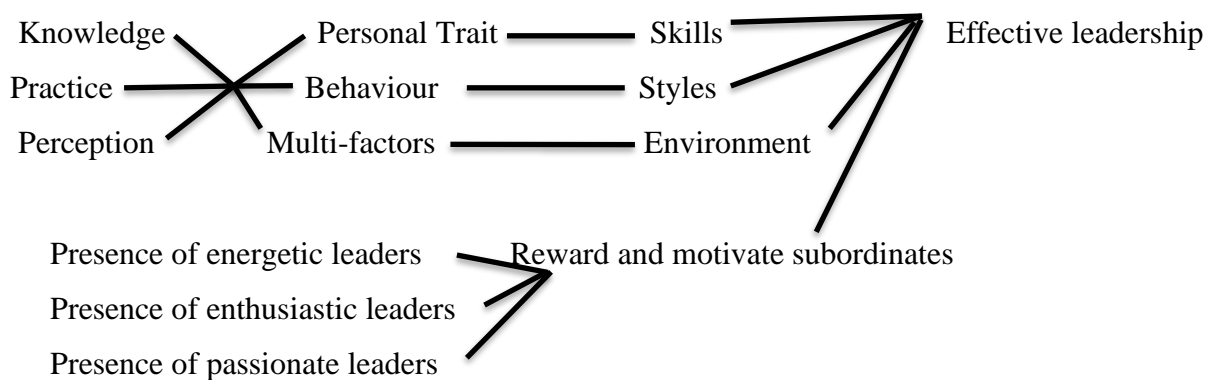


Figure 2.2: The conceptual framework that shows development of effective leadership

The researcher drew substantial summative constructs from Figure 2.2 above. The core construct is that effective leadership considers different factors with different skills needed

and styles of leadership employed by the leaders, multiple environmental factors that influence leadership, and the type of leaders that are energetic, enthusiastic and passionate in rewarding or motivating followers.

Considering the points indicated in Figure 2.2 above, the researcher tried to pinpoint what factors determine whether or not effective leadership practices exist with reference to the additive effects of the two contemporary leadership styles mentioned above. Figure 2.3 summarises different factors that could determine the type of leadership exercised by different leaders in selected polytechnic colleges of Addis Ababa City. For example, trait leadership and behavioural leadership styles are influenced by personal traits, expertise, charisma and capacity. Family orientation, experiences and role models influence the style of leadership. Situational leadership considers the three environments of the organisation: external, intermediate or task, and internal. The external environment consists of physical, cultural, social, economic and political issues. The intermediate environment comprises partners, customers and suppliers. The internal environment contains staff. These environmental factors are necessary to determine effective leadership in the polytechnic colleges. Of the four component parts of Figure 2.3 below, the additive effects of two contemporary leadership styles guided by principles of reward and motivation in the form of promotion, benefit and remuneration were the focus of this study. Although it is difficult to clearly demarcate the characteristic features of transformational and transactional leadership from its predecessors such as trait, behavioural and situational leadership, the study tried to investigate additive effects in selected polytechnic colleges in Addis Ababa.

Based on the above constructs taken from the review of the related literature, leadership practices in polytechnic colleges of Addis Ababa could be explored through the conceptual lenses of Figure 2.3.

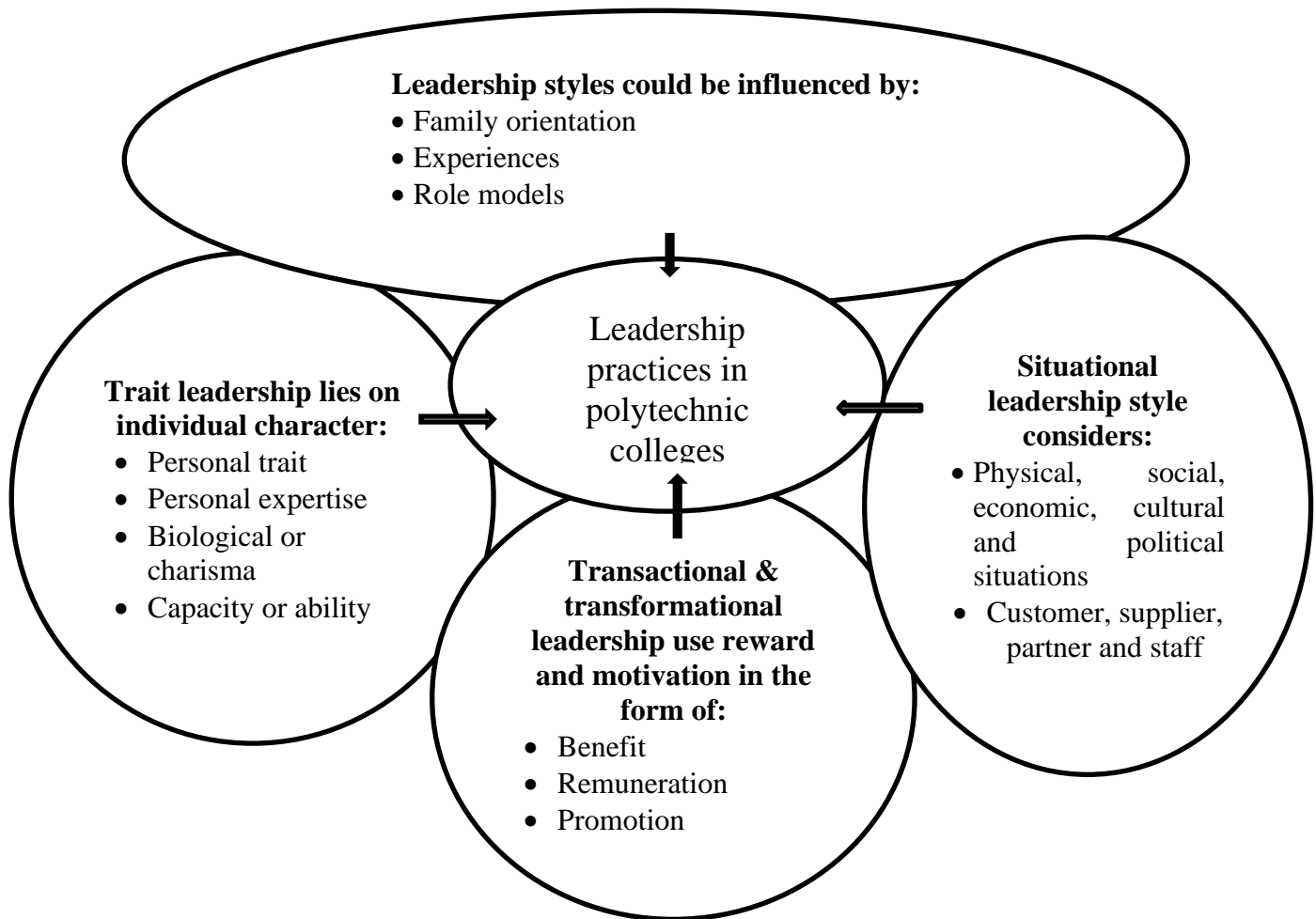


Figure 2.3: The conceptual framework as per research context

As depicted in the above Figure 2.3, the researcher briefly summarised the trends of development of leadership theories that could strengthen the conceptual framework development. Trait was known widely in classical time. Its main focus is that a leader possesses certain traits, which are in turn associated with leadership skills (Lunenburg & Ornstein, 2000; Northouse, 2016). The second generation of leadership was classic behavioural theories. These leadership theories compare behaviours of effective and ineffective leaders (Northouse, 2016:78). Behavioural leadership theories study the effects of different styles of leader behaviour. A few of the styles included in these theories are democratic and laissez-faire, initiating structure and consideration, and production-centred and employee-centred leadership.

The third generation of leadership theory was contingency or situational leadership. This leadership theory came into existence to refute the reasons listed by the two previous consecutive theories of leadership. Contingency researchers underscore that leadership practices are too complex to be represented by a single set of traits or behaviours. These writers also argue that effective leadership depends on the interaction of the leader's personal traits, the leader's behaviour, and factors in the leadership situation (Lunenburg & Ornstein, 2000; Northouse, 2016).

Path-goal theory was also included in contingency theories. It is associated with the expectancy theory of motivation. It emphasises the leader's effect on subordinates' goals and the paths to achieve the goals (Lunenburg & Ornstein, 2000:136). The path-goal model emphasises four models of leadership namely, directive, supportive, participative and achievement-oriented leadership. These leadership styles are functional if leaders consider subordinates' characteristics and environmental forces. Of the subordinates characteristics, ability, span of control, needs and motives are at the forefront; whereas in the case of environmental factors, tasks, work teams and formal authority system are important.

The review of the related literature in Chapter Three will discuss in detail the progression of the many leadership theories in different periods of time and the respective criticisms forwarded by the follower proponents in those specific periods. Nevertheless, the researcher summarised the key features in this chapter for the sake of clarity and to indicate the logical flow of the conceptual and theoretical framework. Key critics in all periods up to the time of modern leadership believe that there is no one factor to influence followers. Rather, there are many factors or situations and leadership styles that should be considered in the leader-follower relationships for the effectiveness of leaders and organisations, including polytechnic colleges. Notably, a few of them are policy, power, sources of authority and types of organisation (Dimmock & Walker, 2005; Lambert, 1998).

Consequently, Figure 2.3 indicates the conceptual framework of research to explore which element indicated above influenced leadership practices of polytechnic colleges most out of the four by focusing on the modern ones and traced the sources of power for leaders in the study area. It also identified the styles of leadership used by college leaders and their leadership orientation or theory. The research also investigated leadership skills applied in the colleges with reference to two contemporary leadership theories. Figure 2.4 narrows down

the conceptual framework from the literature. Finally, the researcher was keen to assess the additive effects of the two modern leadership theories with their respective factors in selected polytechnic colleges of Addis Ababa.

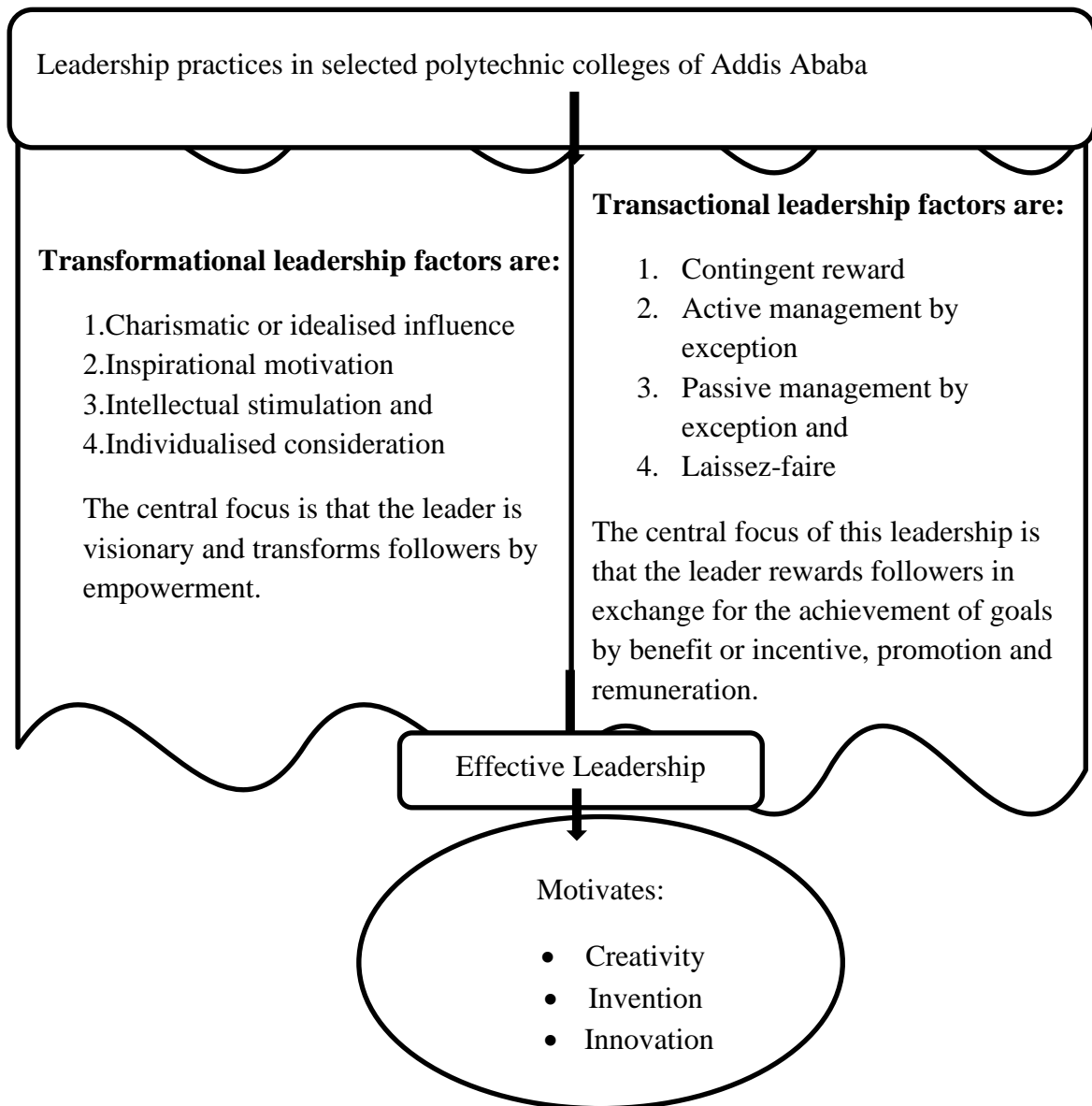


Figure 2.4: Integration of two contemporary leadership styles

The above figure shows that leaders need to integrate the modern leadership theories to cultivate creativity, invention and innovation in the selected polytechnic colleges of Addis Ababa, Ethiopia.

2.5 CONCLUSION

Chapter Two addressed the theoretical and conceptual frameworks of the study. It served as an anchor to fix basic constructs of leadership practices in polytechnic colleges. It guided and directed the researcher not to deviate from the path of the study. The theoretical framework dealt with framing the orchestration of major leadership theories that were used as springboards to the study, whereas the conceptual framework emphasised the stance of the researcher in highlighting pertinent issues of leadership theories from ancient times to contemporary ones. In the end, the study narrowed down the conceptual framework to investigate the additive effects of two contemporary leadership styles to impact effective leadership of selected polytechnic colleges of Addis Ababa. Indeed, it also investigated the influence of effective leadership on trainers' performance regarding creativity, invention and innovation, which are the central concerns of the selected colleges.

CHAPTER THREE

REVIEW OF THE RELATED LITERATURE

3.1 INTRODUCTION

The aim of this study was to explore leadership practices in selected TVET colleges of Addis Ababa, Ethiopia. In Chapter One, the problem under study was introduced and explained as well as the research questions, aim and objectives. Chapter One also highlighted the research design and methodology and indicated the ethical considerations. Chapter Two highlighted the conceptual and theoretical frameworks which were used as the lenses and pillars of the study. It addressed the progression of the many leadership theories from classical, situational and modern perspectives. Indeed, emphasis was given to the additive effects of modern leadership factors to enhance creativity, invention and innovation in selected polytechnic colleges of Addis Ababa City.

Chapter Three reviews the related literature about the general concepts of leadership and the basic concepts of TVET and leadership practices in polytechnic colleges. The chapter responds to the research questions formulated in Chapter One. In view of these concepts, review of the related literature depicts international trends of the practices of leadership in general and TVET leadership in particular. It covers four major topics, presented one after other in the forthcoming sections.

The first section addresses leadership with its basic contents like leadership concepts, definitions, theories, styles and models. It also investigates sources of power for leaders to support and/or control subordinates and staff. The second section explains leadership in TVET from international perspectives. This is followed by the third section which discusses the concepts, definitions and experiences of TVET at global level. It describes the experiences of Germany, the United Kingdom (UK), France, Australia, Ghana and Malaysia. The review focuses on these countries as international organisations like the United Nations Educational, Scientific and Cultural Organization [UNESCO] and the Organisation for Economic Co-operation and Development [OECD] recognise the commitments made to the TVET system and leadership practices by the governments of these countries (UNESCO,

2015; OECD, 2019). In addition, Adane and Manaye (2018:14) have confirmed that the TVET system of Ethiopia was drawn from Germany and Australia. Lessons drawn from these countries could help to understand leadership dynamism in the Ethiopian TVET system. Finally, the fourth section discusses the concepts and definitions of TVET leadership and the historical development of TVET in Ethiopia.

3.2 THE EVOLUTION OF CONCEPTS OF LEADERSHIP

The researcher begins with an inspiring quotation by Talleyrand (cited in Robbins & Judge, 2013:367) as an introductory remark to review the related literature about leadership. The quotation of Talleyrand goes thus, “I am more afraid of an army of 100 sheep led by a lion than an army of 100 lions led by a sheep”. This strong statement indicates the importance of leadership for any type of organisation’s efficiency and effectiveness. Newstrom (2015:179) also supports the importance of leadership by stating that an organisation without a leader would be only a confusion of people and machines, just like an orchestra without a conductor. This implies that orchestras and organisations require leaders to develop their precious assets to the fullest. Other scholars maintain that leadership is important not only in government, but also in other areas of life (Manning & Curtis, 2009:3). Thus, the ensuing section covers the concepts and definitions of leadership, leadership theories, leadership styles, leadership models and sources of power for leaders to employ authority to lead and control their followers under the given jurisdiction.

Lopez (2014:102) confirms that the concept of leadership dates back to the beginning of society and has grown up to the present. Indeed, there have been many definitions from different scholars, but most were related to each other. Manning and Curtis (2009:1) support Lopez in stating leadership is consistently required by organisations. The authors also explain that leadership has been central to human interaction since the dawn of society. Hence, it is historic, current and timeless. They further add that excellence in leadership requires the ability to attract capable people, motivate to put forth best efforts, and solve problems.

There are different definitions of this historical conceptual development of leadership. There are also many researchers from various disciplines who have studied it in different periods of time. For instance, leadership has been defined from the perspective of the military, athletics, education, business, industry and other fields (David & Davis, 2014:132). In this regard,

Ahmed (2015:73) comments that the definition of leadership has been dynamic when scholars define it from their own perspective. Thus, Rost (1991:8) mentions that there is no standard set of leadership definitions. He points out that there were 221 definitions from 557 books. Similarly, in reviewing 100 studies, Bennis and Nanus (cited in Lunenberg & Ornstein, 2000:114) point out 350 definitions. The authors add that leadership has been the point of discussion for many studies. As a result, about 3,000 empirical investigations have examined it, of course with minor differences in concepts and definitions.

For instance, the definition of leadership could be seen from two perspectives. One is from a narrower perspective; the other is from a broader perspective (Glanz, 2002; Lunenberg & Ornstein, 2000). On one hand, the classical theorists define leadership from a traits perspective that could determine the skills and effectiveness of leaders (Lunenberg & Ornstein, 2000:112). On the other hand, the contemporary theorists of leadership try to consider situational factors and people-shared responsibilities for its operation. For instance, Glanz (2002:viii) states that leadership is a shared responsibility. Lambert (1998:5) also maintains that leadership is a shared responsibility for a shared purpose of community.

According to the definitions of Glanz and Lambert, leadership entails a wider concept that is broader than issues associated with leaders, subordinates and synergy generated by the active participation of actors involved in the process. What needs emphasis at this juncture is that leadership is about learning together, constructing meaning collectively, and working collaboratively. This definition of leadership aligns with the culture of African countries. A case in point is *Ubuntu* in South Africa. *Ubuntu* is concerned with harmonious co-existence and sustainable development in a multicultural society (Genet, 2017:4). It implies that *Ubuntu* is a culture that facilitates togetherness, living in a common setting and cooperating with each other within a group that depicts the leader-follower relationship within organisations. Group activities are also common and exercised in many community groups in Ethiopia. Some of them are social gatherings in mourning ceremony (*Iddir*), collection of money to achieve common objectives (*Equb*), social gatherings for festivity [*Serg/wedding*], social gatherings for accomplishing common activities (*debo/wonfel/teamwork*), social and cultural gatherings to accomplish religious activities and rituals (*Ireecha* in Oromo, *Chambalala* in Sidama, *Gifata* in Wolayta, Epiphany, *Gena/Christmas*, *Buhe* and *Meskel* in Christian community all over Ethiopia, *Shadey/Ashenda* in Tigray and Amhara, *Evangadi* in the Hamar tribe, *Kelle* in the 'Body tribe' and many others). These traditional collective

community activities have great importance to cultivate the positive work environment, including TVET leadership, to achieve organisational objectives. For instance, Ubuntu is an indigenous cultural knowledge that addresses collective values through treating one another with kindness. Thus, it could be employed in organisational leadership, including polytechnic colleges, in Addis Ababa, Ethiopia.

The broader definition involves perceptions, values, beliefs, information, and assumptions through continuing conversations to inquire about and generate ideas together; to seek to reflect upon and make sense of work in light of shared beliefs and new information; and to create actions that grow out of these new understandings (Glanz, 2002:6). Other authors state that leadership is a culturally and contextually circumscribed process in the environment of an organisation (Dimmock & Walker, 2005:3). In this regard, the MoE (2013b:7) points out the three aspects of the environment, i.e., external environment, intermediate environment and internal environment that could directly influence positively or negatively the leadership practices of organisations, including polytechnic colleges. All environments should be considered when exercising leadership. Without taking into consideration the total environment of the organisation, practicing leadership to bring change in selected polytechnic colleges is a futile exercise. The researcher tried to explore the practices of leadership in selected polytechnic colleges, which is within the theoretical and conceptual lenses that address the additive effects of two contemporary leadership styles. The external environment refers to the political, economic, socio-cultural and technological aspects. This environment is directly related to leadership policy sources at national level that are instruments to facilitate quality leadership practices. These, in turn, could support change through the instrumentation of creativity, invention and innovation in selected polytechnic colleges. The intermediate environment consists of customer, labour, competition and suppliers. Without the supply of necessary resource inputs from the intermediate environment, creativity, invention and innovation are unthinkable in the polytechnic colleges. This environment could support the polytechnic colleges for the presence of effective leadership. The internal environment addresses employees, management and culture. The leader-follower interaction is depicted in the internal environment. Thus, effective leadership initiates the followers to be involved in creativity, invention and innovation. The organisational environment can be demonstrated, as shown in Figure 3.1.

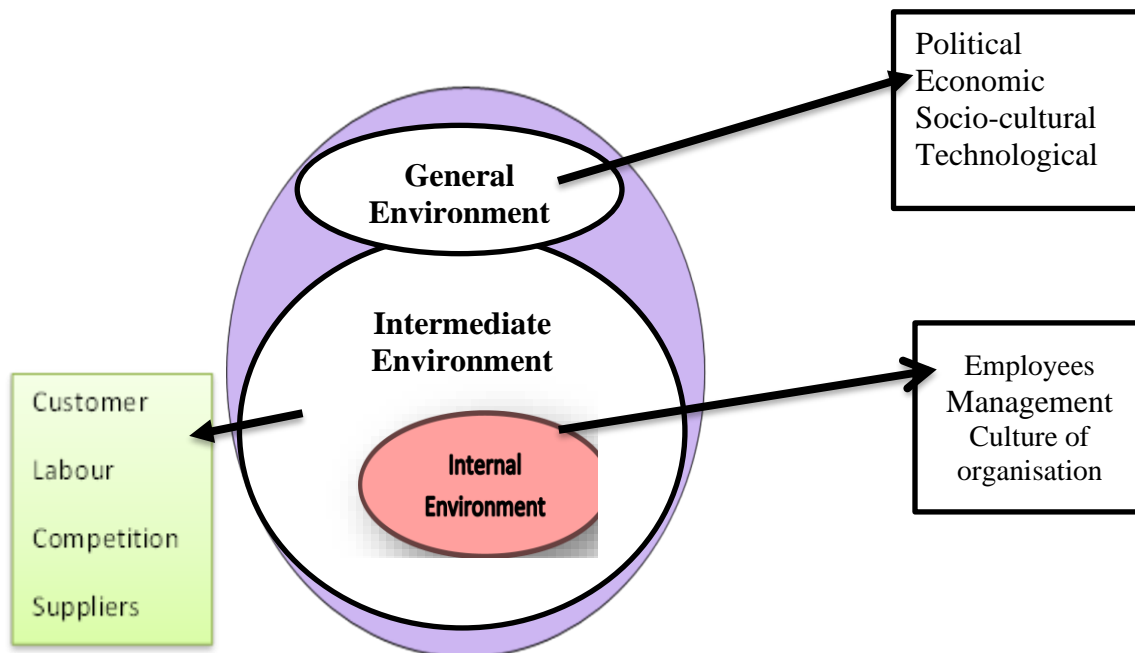


Figure 3.1: The unfolding of organisational environment (adapted from MoE, 2013b)

The above discussion implies that leadership is intertwined and integrated with its larger environment. The scholars from the broader perspective definition of leadership unequivocally argue that improving effective leadership practices involves an integral and harmonious fit between leadership implementation and particular characteristics of the context. The relationship between environment and leadership in TVET in Ethiopia is direct. The former influences the latter either positively or negatively. The culture of the respective environment either sharpens or dulls the effectiveness of leadership in the polytechnic colleges. The relationship implies that change is manifested in terms of creativity, invention and innovation in polytechnic colleges but only if there are effective leadership practices, which in turn are supported by the three environments indicated.

The definitions of leadership have varied across different organisations, disciplines, fields and historical periods. In due course, one of the factors for the differences in the definitions of leadership emanated from the usage of leadership in different disciplines and field of study as well as change in time (Rost, 1991:8). However, according to Robbins and Judge (2013:368), the majority of scholars define leadership as the ability to influence a group towards the achievement of a vision. The most widely used definition of leadership revolves around the positive social influence to excite people about the visions of opportunities and empower them to innovate and excel to the advantage of their organisations (Bloisi, Cook & Hunsaker, 2007; Manning & Curtis, 2009). Irrespective of the differences in definitions by different authors; leadership is crucial at any stage and time in the development of

management of organisations (Manning & Curtis, 2009:1). The researcher purposefully considered one of the influential definitions proposed by Robbins and Judge (2013:368) as a working definition to guide this study. The definition is supported by other scholars who state that leadership is an activity whereby an individual influences a group of individuals to achieve an organisational goal (Northouse, 2016; 2018). The source of influence is either formal or informal. Formal source influence originates from the provision by managerial rank in an organisation and the informal source of influence is derived from individual qualities to influence others in a group or team (Robbins & Judge, 2013:368).

Based on foregoing discussions, it could be perceived that leadership has a pervasive nature as it is exercised by many disciplines which are contributing to the differences in its definition. Leadership development has passed through different periods due to by the contribution of a range of theories. Figure 3.2 shows the evolutionary development of leadership and its definition from ancient to date.

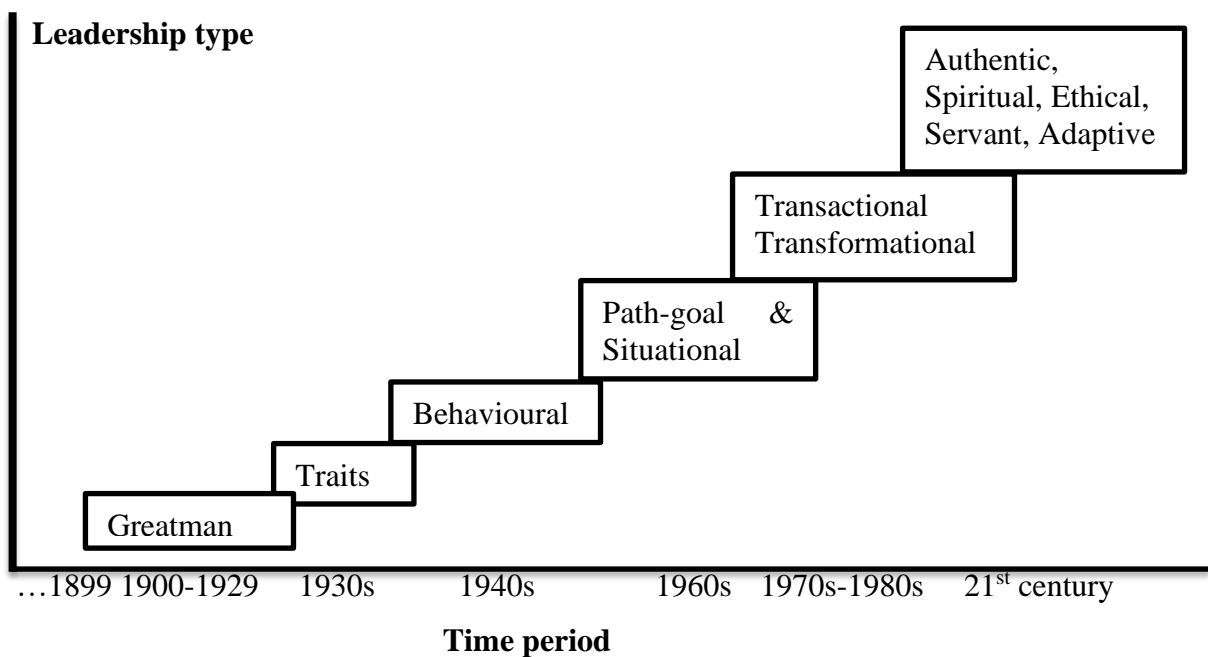


Figure 3.2: Evolutional development of leadership (Adapted from Northouse, 2016:5)

After decades of dissonance on the evolution of definitions of leadership, leadership scholars do not have a common definition for leadership. Growing global influences and generational differences continue to have different meanings for leadership by different people. So, what could be deduced from diversified constructs, views and experiences is that the definition may long be in flux (Northouse, 2016:5). Thus, the researcher is keen to discuss a few of the

substantial leadership theories that could be grounds for this particular study. Over time, the contributing theories for the development of leadership were chronologically grouped into classical, human relations, system, contingency and contemporary (Manning & Curtis, 2009; Northouse, 2016). Thus, these theories are discussed consecutively below since the contents and concepts are in line with the purpose and research questions of this study.

3.2.1 Leadership theories

Ciulla and Lewin (2009:229) state that the main reason to study leadership is to answer the question: What is good leadership? In addition, the authors explain that theory is a key instrument to study leadership. A few of its roles are to organise knowledge, explain the relationships of concepts with variables and help scholars to make predictions. The same authors note that theories of leadership generally fall into either descriptive or normative. The former describes leaders' performances, whereas the latter informs leaders' actions. Leadership theories are expected to improve leaders' and subordinates' ethical behaviours. Leadership can also be categorised into transformational, servant, authentic, aesthetic and adaptive leadership (Northouse, 2016:5). The first theory focuses on transformation through designed vision. Leaders inspire and motivate followers to contribute towards the planned change. Servant leadership emphasises that leaders should serve their followers in different forms. In this case, priority must be given to the followers to exercise their capacities. Authentic leadership tries to address the issue of being authentic and true to oneself. Authenticity is emphasised in this theory. Aesthetic theory uses values and sense of membership to motivate subordinates. Leaders encourage followers to adapt problems, challenges and changes in adaptive theory. Of all leadership theories discussed above, transformational theory is the modern one that gets emphasised by scholars. This leadership type is important in encouraging leaders and followers to collaborate for better results. The leader inspires and motivates followers, while the followers recognise the efforts made by the leader. Peter Drucker comments that leadership is the main resource for the differences among developed and developing nations in the globe (Federal Technical and Vocational Education and Training Institute [FTVETI], 2017:10). Thus, transformational leadership in addition to transactional leadership factors steering change and development in African countries and polytechnic colleges, and have facilitative roles in change and economic development.

Other authors classify leadership theories into two big groups: classical and contemporary. The former group includes trait, behavioural and path-goal leadership theories. The latter group encompasses contingency, charismatic, transactional, transformational and authentic leadership theories (Robbins & Judge, 2013:368). Contingency leadership, as already described in Chapter Two, is contingent upon certain factors. Charismatic theory emphasises the charismatic characteristics of leaders that are essential to their activities. Transactional leadership states that leaders motivate and reward their followers to achieve organisational goals in exchange for followers' contributions. Transformational leadership emphasises inspirational motivation and reward; channelling the followers towards organisational vision and mission. Authentic leaders are concerned with authenticity to lead subordinates. Authentic leadership tries to address the issue of being true to oneself and authentic. Followers consider leaders as ethical people. The primary quality of leaders is trust. Accordingly, leaders share information, encourage communication and stick to their ideals. As a result, subordinates develop faith in their leaders (Robbins & Judge, 2013:386).

Thereafter, the trend in leadership theory moved to leadership behaviour versus leadership traits (Manning & Curtis, 2009:19). At that moment in time, leadership researchers focussed on three styles, namely, autocratic, democratic, and laissez-faire. In the first style, leaders' authority takes supremacy to influence followers to contribute toward organisational objectives. The opposite of autocratic leadership, democratic leadership allows followers to participate in the leadership process to achieve organisational objectives. Laissez-faire leadership frees followers to act any way they prefer, without any supervision. In fact, the classifications of the aforementioned leadership types consider the behaviour and traits of leaders. Each leadership type has its own advantages and disadvantages. Later on, contemporary leadership theories were conceived in response to trait, behavioural and path-goal theories that tried to identify one best leader and style for every situation which was considered inappropriate and unsound (Lunenburg & Ornstein, 2000; Manning & Curtis, 2009).

Still other authors classify leadership into vertical and horizontal in light of the structure of the organisation (Pearce, Conger & Locke, 2007:281). Vertical leadership addresses the dominance of leaders on followers, whereas horizontal leadership facilitates participation of followers for the common goal of the organisation. According to these scholars, the central focus is shared leadership. Shared leadership could be manifested in the form of horizontal

and integrated leadership. Duignan (2006:105-110) adds to this classification and categorises leadership theories into shared leadership and distributive leadership. In the former case, leaders need to create sharing cultures to allow followers to participate willingly. Then, rewards follow for successful performances. The distributive leadership theory considers the effectiveness of change management teams. Pearce and Sims (in Duignan, 2006:110) clarified the behaviour of appointed team leaders versus distributed influence and effectiveness of members within the team. The study indicated that appointed team leaders in vertical leadership were less effective than horizontal team leaders. This is because the latter leadership type allows the participation of members in achieving the goals of the organisation.

At this point, what the researcher conceptualises is that no matter how authors classify leadership theories into different types and categories, the principal point that needs emphasis is that leadership is crucial for leaders' success in terms of organisational efficiency and effectiveness through influencing their subordinates and staff. Moreover, it is very important to have a clear understanding about similarities and differences of management with leadership skills. Besides, it is crucial to identify how leaders could be able to apply the concepts for the betterment of organisations, including polytechnic colleges. With regard to the leadership type that should be applied in TVET organisations, there is no single type of leadership that is a panacea for problems in the field. Rather, leadership skills are prevalent across organisations and in wide arrays of disciplines and fields. Leadership could be exercised in any organisation, including polytechnic colleges, for achieving common goals. There is no special leadership type that works only in polytechnic colleges. Leadership applies to any field and/or discipline. Thus, nothing is different for the TVET field. Nonetheless, as discussed in the reviews of related literature, there are spectrums of leadership styles that could be applied in the TVET field, depending upon situations. Hence, a few of the leadership types that are associated with the key activities of the TVET field are the transformational and transactional leadership styles. These leadership types could facilitate creativity, invention and innovation.

3.2.2 Management versus leadership

Management is concerned with the use of authority in the formal rank whereas leadership deals with the ability to influence others to achieve a vision (Robbins & Judge, 2013:368).

Northouse (2016:14) also reveals the difference as managers are people who do things right, but leaders are people who do the right thing. He further summarises the differences by pointing out that leadership is a process, involves influence, occurs in groups and involves common goals despite the multitude of ways in which leadership has been conceptualised. Robbins and Judge (2013:368) explain typical characteristics of leadership that differ from management, stating that it is an inter-personal relationship in which a leader influences and guides workers towards the attainment of goals. Thus, qualities such as intelligence, maturity and personality are important for leaders. Leadership is practised by groups and teams with active interaction of members. In this respect, a leader shapes and moulds the behaviour of group or team members towards the accomplishment of organisational goals. The other important point is that leadership is situation bound. This implies that there is no best style of leadership to tackle problems in all situations.

With regard to the differences of management and leadership, authors try to compare and contrast managerial skills with leadership skills. In support of this, Lopez (2014:98) explains that the managerial skills are a perpetual activity amongst authors within the domain of management versus leadership discussions in organisations. According to the same author, management is not popular compared to leadership. The knowledge of differences between these two terms could be an advantage to a leader undertaking activities under his/her jurisdiction. Management is most of the time associated with a conservative bureaucrat. Kotter, Bennis and Nanus (in Northouse, 2016:14) indicate that leadership and management are different concepts, and underscore the significant differences between the two. They point out that to manage means to accomplish activities and master routines, whereas to lead means to influence others and create visions for change.

Though differences exist between leadership and management, many of the activities handled and concepts dealt with leaders and managers are related to each other. A case in point is Northouse (2016:13) who maintains that leadership is similar to management in many ways. According to this scholar, one of the similarities is that leadership involves influence, as does management. The researcher's verdict with regard to the differences and similarities of leadership and management agrees with the literature review above. Nonetheless, the intention of this research was inclined to leadership and the skills needed to influence followers toward the vision communicated through the policy for the polytechnic colleges in Ethiopia. Every manager is a leader, but every leader is not a manager. In this statement, one

can infer that managers accomplish organisational activities with the authority vested in their jurisdiction. Managers receive this power from the formal structure of the organisation. The manifestations are the policy, rules, regulations and procedures exercised by managers in their organisation. However, in the case of leadership, leaders influence followers not only by formal authority but also by their charisma, personal characteristics, positive communication and interpersonal relationships. So, apart from the formal authority, leaders need to have strong human relation and conceptual skills to influence their followers toward the vision of the polytechnic colleges.

In brief, leadership entails working with people and this is true for management as well. Leadership is concerned with effective goal attainment, and so is management. Thus, many of the functions of management are consistent with leadership. However, this study concentrated on leadership practices in the research area.

Therefore, settling the conceptual differences between management, leadership and the respective skills for leaders and/or managers in any organisations be it a service provider, economic, integrative and pattern making, the next section narrates different leadership styles of leaders. These are the manifestations of leadership practices in any organisation, including the selected polytechnic colleges of Addis Ababa, Ethiopia.

3.2.3 Leadership style

Some scholars have defined leadership style as the manner and approach of providing direction, motivating people and achieving objectives. It is also stated as a form of cross situational behavioural consistency that refers to the manner in which a leader interacts with subordinates (Lunenburg & Ornstein, 2000; MoE, 2013b). In addition, Northouse (2016:94) points out that it consists of the behavioural pattern of a leader who attempts to influence others. It includes directive and supportive behaviours. The former is associated with the authoritative style while the latter is related to the collaborative style that is manifested in horizontal leadership. In directive behaviours, leaders order followers, which are exercised in vertical leadership styles. In supportive behaviours, the democratic and participative relationship between leaders and followers are exercised.

It could be inferred that leadership effectiveness depends on leadership styles. Leadership styles in turn are dependent upon the nature of organisational activities, leader, follower, situational factors and the environment to which the leader belongs (Lambert, 1998; Manning & Curtis, 2009). Indeed, leadership style is in a continuum with two different extremes. The first continuum runs from boss-centred to subordinate-centred leadership. In other words, the continuum depicts classical leadership theorists and modern leadership theorists respectively (Lunenberg & Ornstein, 2000; Manning & Curtis, 2009; Northouse, 2016).

According to Glanz (2002:14), though there are spectrums of styles, the standard leadership style assists a leader in getting the best out of the people who follow him/her. Effective leadership style depends on the context. Hence, matching the right leader to a particular situation is most important. Different scholars have discussed the varieties of effective leadership styles in various ways (MoE, 2013b:16). The issue of leadership styles is considered as a basic concern for all organisations in various countries. Thus, quality leadership styles executed by a leader are considered as the most important tools for achieving objectives and cultivating organisational excellence.

Taking the above discussion into account, though different authors classify leadership styles into different forms by considering various criteria, MoE (2013b:20) categorises leadership styles into five: instructional, participative, personnel development, entrepreneurial and structural leadership. The instructional style primarily represents practices that enable the realisation of instructional objectives in educational institutions. In this case, the leader is expected to build team spirit and upscale the skills of staff. The participative leadership style represents practices that promote cooperation and the commitment of subordinates to attain common goals. The personnel development leadership style signifies practices that promote the development of staff. Indeed, improvements and advancements of the organisation could be realised through the concerted efforts of motivated staff due to this fruitful leadership style. The entrepreneurial leadership style demonstrates practices that promote the involvement of external actors. Accordingly, effective leadership with respect to the application of communication and conceptual skills have paramount importance for the success of the organisation. Structural leadership indicates practices that promote the implementation of clear rules. This leadership style is primarily concerned with sticking to organisational policies, rules and regulations, which resembles the managerial leadership (MoE, 2013b:20).

The implication of the above discussion is that participative leadership, personnel development leadership and entrepreneurial leadership are important to the selected polytechnic colleges. In other words, these styles are associated with additive effects of the two leadership styles, namely the transformational and transactional leadership styles. TVET leaders are expected to motivate followers to participate in the decision making process. Leaders are also expected to initiate followers' personnel development. Thus, in addition to transformational and transactional leadership styles, leaders need to exercise entrepreneurial leadership which focuses on creativity, invention and innovation.

Khatajabor et al. (2012:3) also classify five leadership styles. According to this second classification, the leadership styles comprise managerial, transformational, participative, instructional and contingent leadership styles. Two of the leadership styles namely, the instructional leadership style and participative leadership style, are the same as the previous one. Leaders in the managerial style focus on functions, tasks and behaviours. The assumption is that if functions are carried out completely, the work of others in the organisation could be facilitated. Managerial leadership is associated with the structural leadership style and focuses on managing the existing activities successfully rather than visioning a better future. This style is contrasted with the transformational style. According to Hacker and Roberts (2004:3), the transformational leadership style is required to motivate individuals, groups and teams to bring about transformation.

The transformational style improves commitments and capacities of organisational members as transformational leadership positively impacts on follower development and performance through the motivational efforts of the leader. In addition, Khatajabor et al. (2012) explain that previous studies undertaken by scholars in the field witnessed the convergence of transformational with charismatic and visionary leadership styles. Leaders who practise the former style exhibit a charismatic behaviour to arouse inspirational motivation provide intellectual stimulation and treat the followers with individualised consideration. According to Bass (1990:22), leaders' behaviours transform their followers to reach their full potential and enhance performance.

Group decision-making is the central focus of the third style. This style cultivates participation, efficiency and effectiveness. The presence of participation could be justified by

democratic principles, consideration of context-based solutions and is free to any legitimate stakeholders.

The instructional leadership style emphasises the direction of influence rather than its nature. Higher officials and supervisors influence the workforce in leading and managing organisational activities. In this leadership style, the ultimate objective is the achievement of instructional goals through the guidance and direction of superintendents. The subordinates are expected to implement the organisational activities to attain goals by following procedures, rules and regulations and policies. This leadership style affiliates with managerial leadership style and transactional leadership style. However, instructional leadership might not put predefined motivational criteria for the achievement of goals like in the transactional leadership style (Bass, 1990; Robbins & Judge, 2013).

The contingent leadership style states that all the previous leadership styles mentioned are partial; they consider one particular aspect of leadership. Some focus on the process by which influence is exerted, while others emphasise one or more dimensions of leadership. Nonetheless, leadership should be situation bound that considers the contexts of the organisation in which it is operational. There are many factors that need to be considered in contingency leadership style. Leadership is contingent upon situations and factors associated with the internal and external environment of the educational institutions (Lambert, 1998:9). Northouse (2016:97) also points out that for leaders to be effective, they need to determine followers' positions on the developmental continuum and then adapt their leadership styles to the development level.

Robbins and Judge (2013:381-382) further classify leadership styles into two large categories: charismatic and transformational leadership. The former refers to the quality of an individual who is endowed with supernatural, superhuman, or exceptional powers or qualities. The latter is defined as the ability of leaders to inspire followers to transcend their self-interests for the good of the organisation. This is a process that changes and transforms people. It is concerned with affective elements such as emotions, values, ethics, standards, and long-term goals and includes the intrinsic motivation of followers. It also involves an exceptional form of influence that moves followers to accomplish more than what is usually expected (Northouse, 2016:161).

Discussing the major leadership styles, the researcher needed to adjust his work to focus on transformational leadership styles and other related styles. Indeed, these leadership styles are affiliated to transformational leadership theories on which this research is based. The next section explains constructs that could go with transformational leadership, which has been used as the lens or conceptual and theoretical framework for this study (see Chapter Two for details). This theory is a prominent representative of the new theories addressed by leadership research (Dvir et al., 2002:735). Manning and Curtis (2009:27) further point out that few people have the extraordinary ability to inspire others and bring forth loyalty that is the characteristic feature of transformational leadership. These authors underline that followers' development is the target of this leadership style.

House and Shamir (in Dvir et al., 2002:735) assert there is a strong convergence of the findings from studies with charismatic, transformational and visionary leadership. Most writers identify the two leadership theories that are mentioned together, i.e. transactional and transformational leadership (Bass, 1990; Robbins & Judge, 2013). The latter two scholars clearly underscore that transactional and transformational leadership styles could complement each other. The transformational leadership style builds on the transactional style, which produces levels of follower effort and performance beyond what transactional leadership alone can do. The following quotation explains the meaning associated with these leadership types as,

The full-range leadership model differentiates between transactional and transformational leaders. Transactional leaders exert influence by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments. Transformational leaders exert additional influence by broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement. Transformational leaders exhibit charismatic behaviors, arouse inspirational motivation, provide intellectual stimulation, and treat followers with individualized consideration. These behaviors transform their followers to reach their full potential and generate the highest levels of performances. (Dvir et al., 2002:735)

Considering the aforementioned discussion, Lambert (1998:9) confirms that none of these styles provide the complete picture of school leadership. He also points out there is no single

best leadership style that fits all situations. The contingent model considers diverse contexts that need styles that adapt to a particular situation rather than thinking one size fits all. According to this approach, what is important is how leaders respond to unique circumstances or problems.

In light of the literature reviewed about arrays of leadership theories and styles discussed so far and leadership models addressed in the ensuing section, the researcher now looks at the leadership practices in the polytechnic colleges of Addis Ababa City Government Administration.

3.2.4 Models of leadership and effectiveness

Leaders are advised to design and use different models to create a conducive work environment for effective implementation and achievement of pre-set objectives of their organisation. One of the core strategies is establishing clear and purposeful leadership when considering factors influencing leadership and environmental situations of their educational institutions (MoE, 2013a:14). It claims that effective leadership to improve the organisational environment may be characterised by building the leadership teams that motivate, raise and sustain performance over time. This model is associated with charismatic and transformational leadership. The emphasis of this style is on intrinsic motivation and follower development (Northouse, 2016:161).

Considering the concepts explained above, the researcher wanted to explore leadership practices and their effectiveness in the sample colleges' environment in Addis Ababa through the lens of transformational leadership theory. The study also considered the situational leadership in its conceptual understanding. This was primarily because one of the considerations in the transformational leadership theory is treating issues as per the individual followers and factors at hand (Bass, 1990 & Dvir et al., 2002). Leaders could employ various models to their leadership styles in accordance with the situation at hand and follower type (Northouse, 2016:97). Some of the leadership models that contributed towards the development of the basic constructs of this study are briefly discussed in the subsections that follow.

3.2.4.1 The Fiedler model

Through the analysis of different leadership theories, Fiedler (cited in Robbins & Judge, 2013:373) developed the comprehensive contingency model for leadership. According to this author, effective group performance depends on the proper match between the leader's style and degree to which the situation gives the leader control. A key factor in leadership success is the individual's style. The central intent of this model is to identify whether style is task or relationship oriented.

3.2.4.2 Leader-participation/leader member exchange (LPM/LMX) model

According to Northouse (2016:237), the old models have emphasised either the point of view of the leader or follower or context in isolation. For instance, the old model that emphasises the leader considers his/her traits or skills or styles, whereas the model that focuses on the follower considers the context and goal of the organisation. However, the LPM/LMX model considers the interaction between leader and follower. The central intent of the model is that leader behaviour should be adjusted to reflect the task structure. This model is normative, which provides a decision tree of seven contingencies: leader-member relations, task structure, position power, unable and unwilling followers, unable and willing followers, able and unwilling followers, and able and willing followers. The model also recognises five leadership styles, namely directive, supportive, participative, democratic and laissez-faire. These styles determine the form and amount of participation in decision making (Robbins & Judge, 2013:372-377). The LPM/LMX model conceptualises leadership as a process which centres on the interactions between leaders and followers (Northouse, 2016:137).

3.2.4.3 Full range of leadership model

A few scholars identify this model by combining two contemporary leadership factors. The styles are transactional and transformational (Northouse, 2016; Robbins & Judge, 2013). This model includes three factors of transactional style, namely, laissez-faire, management by exception and contingent reward. The laissez-faire factor is the most passive one that is lower strata in transactional leadership and therefore the least effective of leader behaviours in this model. Idealised influence is the upper strata of transformational leadership and the most effective and active in this model. In addition, the model consists of four elements of transformational style: individualised consideration, intellectual stimulation, inspirational motivation and individualised influence (Bass & Riggio, 2006:7). The third model is the base

for the researcher to analyse the leadership practices of sample colleges in Addis Ababa. This study considers the full range of models as a lens that entertains the constructs of both transformational and transactional leadership theories (Northouse, 2016:168-175).

3.3 CONTROL AND SOURCE OF AUTHORITY FOR LEADERS

Lunenberg and Ornstein (2000:115) point out that control presumes authority that is needed to guide and direct subordinates to accomplish organisational activities for the achievement of its goals, which is the reflection of transactional leadership. Supporting this claim, scholars state that transactional leadership is practised when the leader rewards or disciplines the follower depending on the adequacy of the follower's performance (Bass & Riggio, 2006:8). The practise of control includes disciplining, checking remedial action, evaluation and feedback (Kotebe Metropolitan University [KMU], 2017:29). Power refers to an individual's influence on the behaviour of others to act accordingly (Robbins & Judge, 2013:412). In other words, it is the source of influence on subordinates (Lunenberg & Ornstein, 2000:115). Of all leader types, a transformational leader fosters empowered followers (Bass & Riggio, 2006:202). In light of the aforementioned discussion, different documents and authors classify power into different forms. For instance, KMU (2017) and Northouse (2016) identify six sources of power. They are physical power, reward power, expert power, legitimate power, charismatic power and information power. For the sake of clarity, the following section briefly explains each source of power.

- Physical power: It is the superior's force, which the tyrant or the commander of the army exercises.
- Reward power: This denotes the leader's power to promote or pay increases to subordinates.
- Expert power: This signifies anyone who knows more than anyone else is powerful in certain areas of specialisation.
- Legitimate power: This is a position of power that comes as a result of the role or position in the organisation.
- Charismatic power: This is personal power and resides in the person due to his/her personality.
- Information power: An individual who has information regarding new criteria to decide employee promotion eligibility has information power.

The implication of the above explanation about sources of power is that it would enable the researcher to analyse the types of power used by the respective leaders of the selected polytechnic colleges. In addition, the study could explore how leaders employ the transformational and transactional leadership types in combination with their sources of power. Moreover, the researcher could assess the contribution of the additive effects of the two leadership types mentioned to motivate followers to participate in creativity, invention and innovation.

Lunenburg and Ornstein (2000:114-115) also classify the sources of leader influence through power. They are legitimate power, reward power, coercive power, expert power and referent power. According to these authors, sources of power could be divided into two major categories: which are personal and organisational. Expert and referent powers are personal, whereas legitimate, reward and coercive powers are organisational.

These powers are exercised by leaders in any organisation in various ways depending on the situations (Lambert, 1995; Manning & Curtis, 2009). Power is associated with the leadership style of leaders. For instance, charismatic power and expert power are related to the charismatic, transformational and visionary leadership styles (Bass, 1990; Dvir et al., 2002; Robbins & Judge, 2013). These leadership styles try to focus on vision and teamwork by creating team spirit and motivating subordinates to perform beyond expectations for the better achievements of organisations. Legitimate and reward powers are exercised by the leaders who employ managerial and instructional leadership styles that are linked to structural positions supported by procedures, rules, regulations and policies (MoE, 2013b:20).

3.4 LEADERSHIP QUALITIES

Quality is difficult to define and is an elusive concept. It is defined in many ways in different disciplines and contexts. However, Sallis (2005:11) defines it as a word with high moral tone but little practical value. Quality in leadership is associated with effectiveness or ineffectiveness of leaders to influence their followers to achieve organisational goals. All leaders could not access all qualities of leadership. Among leadership qualities a few are vision, ability, enthusiasm, stability, concern for others, self-confidence, persistence, vitality, charisma and integrity (Manning & Curtis, 2009:30). In addition, Glanz (2002:17) points out six qualities of leaders, which are sub-divided into primary and secondary qualities. The

former qualities are dynamics, adaptive and the creatives. The latter qualities are aggressive, assertive and supportive. On the other hand, Manning and Curtis (2009:35) state the qualities of ineffective leaders with six negative behaviours. Those behaviours are incompetence, rigidity, intemperance, callousness (uncaring and unkind), corruption and cruelty.

The concept of leadership quality is also associated with modern leadership theories. Specifically, quality leadership is one of the characteristic features of transformative and authentic leaders that show ethical actions in serving their followers to achieve the common goal or organisational goal. Quality leadership is primarily concerned with facilitating the participation of followers and key stakeholders of organisations. Effective leaders with quality leadership are those who motivate, inspire and reward their followers to adapt all actions of participants toward the vision of the organisation. The active participation process also assures innovation and sustainability. This is because while followers and stakeholders of organisation in general and polytechnic colleges in particular, own the actions, it could support innovation and sustainability.

3.5 GLOBAL CONTEXT OF TVET LEADERSHIP

This section addresses the global context of TVET and how leadership is exercised across purposefully selected countries in the TVET field. Figure 3.3 summarises the corroboration of effective leadership with quality TVET in the respective countries in the globe namely, in Germany, the UK, France, Australia, Ghana and Malaysia. The experiences of these selected nations could be good lessons for the TVET leadership practices in the research area - Addis Ababa, Ethiopia. The experiential point of view capitalises on the application of leadership in polytechnic colleges from a global perspective. The experiences of TVET from these countries were also discussed below to learn from them.

Leadership in TVET is concerned with successfully managing change (UNESCO, 2018b:9). In this respect, Khatajabor et al. (2012:1) state that the importance of leadership in TVET cannot be overemphasised. This is because preparing people to be self-reliant will not be possible without proper leadership. These authors further explain that effective leadership has become a dominant theme in organisations. Effective leaders are needed to sustain innovation in educational institutions' improvement, including in polytechnic colleges. Figure 3.3 shows the relationship between effective leadership and quality TVET.

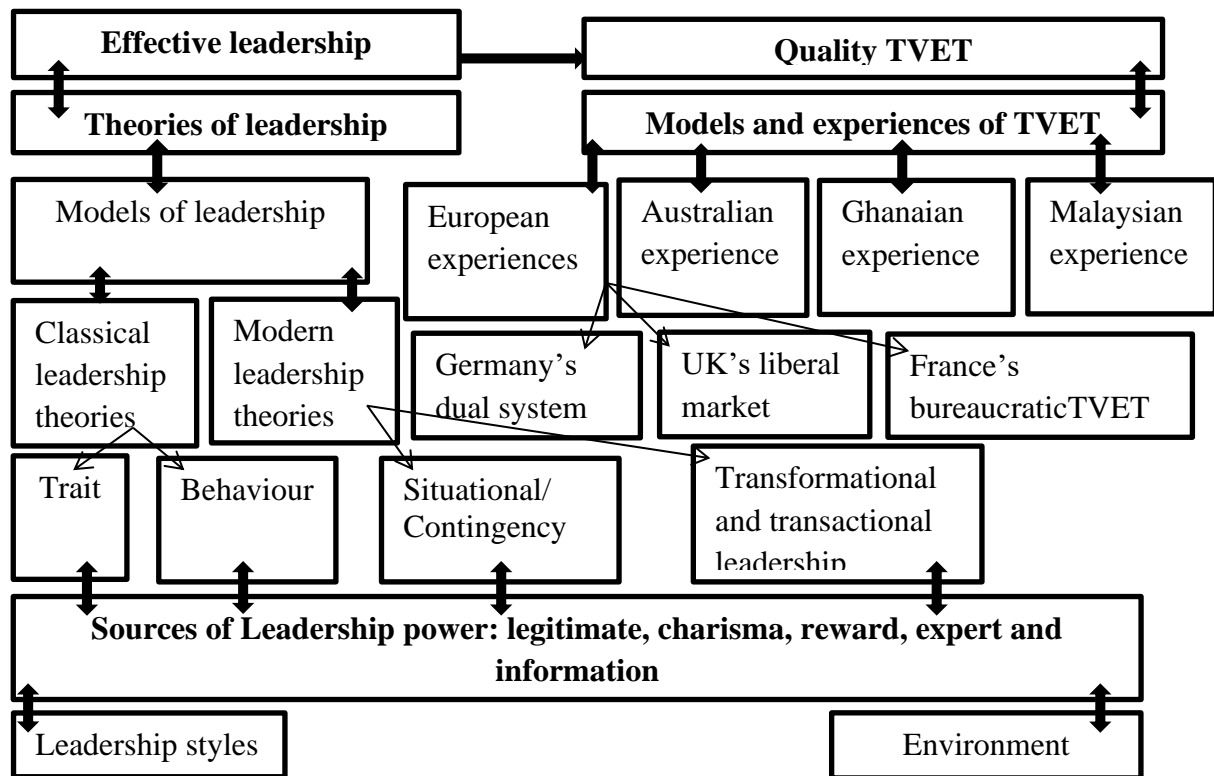


Figure 3.3: Corroboration of effective leadership with quality of TVET

TVET was used for the first time in 1999 to coin technical and vocational education and training with its definition during the 30th session of the General Conference of UNESCO in the second international congress in Seoul, the Republic of Korea (Maclean & Wilson, 2009; UNESCO, 1999). This discipline combines education and training in a way that acknowledges the common objective of employment as the primary goal. At this point, it is good to clarify that although different acronyms are used across different countries in the globe, TVET is used by the leading organisation - UNESCO. Accordingly, this study uses the acronym TVET.

Although TVET is an agreed term by the participants of the UNESCO conference indicated above, Boateng (2012:109) states vocational technical education is given different names across various countries. A few of them are vocational education and training (VET), technical and vocational education (TVE), technical and vocational education and training (TVET), vocational technical education (VTE), or vocational and technical education and training (VOTEC). However, its central intent is more or less similar in different countries. For instance, UNESCO defines TVET as all aspects of the educational process involving, in addition to general education, study of technologies and related sciences, and acquisition of

practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life (UNESCO, 2015:11). The definition implies that TVET is an inclusive term that addresses not only the skills part but also the knowledge and attitude part of education outputs. The TVETipedia (2016:2) also defines TVET as deliberate interventions to bring about learning which would make people more productive or simply adequately productive in designated areas of economic activity. Whatever the name given to it, 80% of the world's workforce uses technical and vocational skills in their work globally (Crossman & Cameron, 2014:2). Accordingly, TVET is becoming more internationalised, and leaders could lead in understanding the changing global context.

The most important feature of TVET is its orientation towards the world of work and emphasis of the curriculum on acquiring employable skills. TVET delivery systems aim at training a skilled workforce that could free society from poverty (FTVETI, 2017:7). Accordingly, the discipline is a core activity for both individuals and a nation's economy (UNESCO, 2015:6). Through acquisition of skills, individuals could explore their environments and harness the resources within which they could serve themselves and their societies (FTVETI, 2017:6). In this sense, TVET is linked to Goal 3 of Education for All (EFA) that advocates the promotion of learning and life skills for young people and adults. Thus, TVET is considered as one of the core issues for sustainable development of member states (UNESCO, 2000; 2015). The concern of UNESCO for skills related to the field of TVET is traced back to 1962, while it was adopted for the first time and was also revised in 1974 and 2001 (UNESCO, 2016a:1).

As early as the 1960s, UNESCO developed a recommendation concerning TVET. Nonetheless, it did not have a clear written strategy for thematic areas of TVET until 2010. TVET was partially covered by the 2000 Education for All goals (UNESCO, 2015:7). According to UNESCO, the vision, principles and provisions enable member states to transform and expand TVET systems. This could equip all youth and adults with relevant skills for employment, decent work, entrepreneurship and lifelong learning, to contribute to the implementation of the 2030 Agenda for Sustainable Development. The Agenda is a plan of action for people, planet and prosperity anchored to the principle of sustainable development. It addresses Africa's priorities for the post-2015 development agenda planned after EFA concluded in 2015 (Economic Commission for Africa [ECA], 2017:4-5).

After that, TVET has slowly emerged as a key issue in global debates and government priorities for education and national development agendas (UNESCO, 2015:11). In the meantime, governments all over the world need TVET institutions to function flexibly and cost-effectively. Indeed, TVET has become a crucial role player in responding to the dynamic labour market (FTVETI, 2017:6). However, the mere expansion of TVET does not solve the unemployment rate and low productivity (Kissi & Ansah, 2013:174). It implies that TVET itself does not create jobs, but it is beneficial if it is responsive to the real economic context and labour market. In addition, it could create a competent, motivated and adaptable workforce. Hence, it could be augmented by effective leadership styles, models and skills to realise its mission in the polytechnic colleges (MoE, 2008; UNESCO, 2015).

In accordance with the discussions so far, TVET is a commonly accepted programme globally. TVET enhances people's employability and access to jobs, enables labour market progression and promotes 'decent work'. TVET also increases people's incomes, reduces exclusion from the job market and drives the economy through higher productivity and innovation to the benefit of individuals, society, employee and employers. But there is still 'the TVET paradox', that is, the disparity between TVET's potential and its actual performance. So often it fails to do so due to poor leadership (UNESCO, 2016b:5).

To this end, this research tried to scan the experiences of model TVET systems of selected countries in the world to draw lessons about leadership practices. These nations were considered as the governments of these nations have a strong belief about the instrumentalities of TVET. Thus, the experiences of Germany, the UK, France, Australia, Ghana and Malaysia in terms of TVET systems and its leadership could be purposefully highlighted below.

3.5.1 Germany's dual TVET system and leadership

Germany's dual TVET system is recognised as a model for other countries by international organisations like UNESCO (Euler, 2013:11). It was significantly replicated by Switzerland. Besides, it was partially implemented in countries such as Austria, Denmark, Norway, Luxembourg and the Netherlands (OECD, 2009; 2010). The leadership of the dual VET system is participatory and facilitated by both private and public sectors. The modality of provision is by both companies and part-time vocational schools. It is carried out as training

in the workplace and classroom tuition. It is also based on the training contract and compulsory attendance at vocational schools, regulated by federal government and states, and supervised by both chambers and school supervisory bodies (Federal Vocational Education and Training Institute of Germany [BiBB] (2005).

The literature implies that the leadership practice of the dual TVET system is participatory and follows shared leadership style in its nature. The system is led by the active participation of both private and public sectors (Mulder, 2017:695). This is primarily because its leadership practice tries to invite the key stakeholders to actively participate in the provision process. The schedule of the dual system is sub-classified into two. That means it is undertaken three days a week in companies and two days a week in vocational schools. The legal regulation documents and timetable structures guide the vocational education and training at the two learning locations.

The leadership approach is in such a way those companies are governed by training regulations and vocational schools are guided by framework curricula. What is special to the dual TVET system of Germany is that there is no regulation that incorporates both an integrated training and education plan for both learning locations due to the federal structure of the country and jurisdiction being shared between federal government and state governments.

Therefore, the researcher considered the above brief paragraphs of literature review that focuses on Germany's dual TVET system and used as a springboard to study the leadership practices of the selected colleges in Addis Ababa.

3.5.2 United Kingdom (UK) liberal market TVET system and leadership

The phrase 'vocational qualification' is more common than VET in the UK. A qualification is described as vocational but does not immediately qualify the learner for work. However, according to CEDEFOP (2011:31), VET is oriented towards specific jobs or elements of work. It can involve training in specific technical skills for certain types of job or occupation. It can also refer to training in general skills and aptitudes relating to an industry. It can further involve training and development of specific and general soft and core skills. Pre-vocation

focuses on basic skills such as numeracy and literacy and is below level II (CEDEFOP, 2009:12).

Regarding leadership, leaders and their professional development have been the subject of public policy concern, strategy groups, plans and documents, ministerial debate in parliament and statutory legislation (CEDEFOP, 2011:30). The same document also addresses the role of leadership in the TVET institutions. It affirms policymakers, practitioners and a researcher acknowledges the collaborative leadership style. This leadership style focuses on relations and continuous learning. This leadership style is considered as one of the main success factors in improving UK's education and training quality, collaboration with multiple partner organisations and is essential for implementing reforms.

In short, the objective of UK's VET has been set to improve the national skills base of the population throughout their working lives. It also creates sustainable employment in order to compete in the globalised markets. Government has become proactive in leading the VET strategy to raise levels of qualification in the population, to increase employability, and to improve the competitiveness and productivity of the UK economy (CEDEFOP, 2009; 2011).

3.5.3 France's bureaucratic TVET model and leadership

The current TVET system in France aims to assist youth and adults to attain the qualifications needed for private and public sector employment (UNESCO, 2015:6). The intention of TVET in France is to promote citizenship and enable individuals to fully engage in social life. It contains lifelong learning (LLL) that facilitates the development of apprenticeship, vocational training programmes and endorsing experience-based informal and non-formal education.

Nonetheless, initial vocational training is usually dominated by institution-based training (Australian National Training Authority, 2002:33). French education is vertically categorised, and strongly linked with the administrative elite. Educational traditions focus on academic knowledge rather than technical skills. In this respect, both institutional and work-based VET have suffered from dominancy of academic education. The education system has dual purposes which are nation building and military strengthening. The technical training specialises in military engineering to build roads, bridges and construct equipment. The role of the state is central in both education and training. The government also has actively

intervened in the labour market and has attempted to create employment through the public sector. In short, the French education and training system is highly centralised (Australian National Training Authority, 2002:32-36).

Taking into consideration the gaps in the French education and training system, successive governments of the nation have designed strategies in an attempt to reform it. Some of the proposed strategies were to introduce the technical and vocational elements into a prestigious award, combine institution-based training with periods of work placements, and expand the apprenticeship system. The French Government also decided to shift weaker industrial competitiveness and higher level of youth unemployment. As a result, duty bearers updated and expanded apprenticeships to develop new forms of alliances. At the same time, the centralised technical training system was decentralised to share VET responsibility with regional authorities. Even though efforts were made to reform the VET system, training institutions and employers were not active enough to do it as expected. Industrial agreements in France are not as powerful as in Germany (Pérot, 1998, cited in Australian National Training Authority, 2002:41-42).

Looking at leadership practices of TVET, France exercised participative leadership after the successive reforms were made. The manifestation is seen in its governance structure. The Ministry of National Education, Higher Education and Research is the responsible body for the formal TVET. Other ministries such as Agriculture; Social Affairs, Health and Work, Employment and Social Dialogue are responsible for the non-formal TVET. According to UNESCO (2015:10), TVET in France is decentralised and has many actors, including the Ministry of Education, regional states and social actors. A lesson that could be drawn at this juncture is that decentralisation creates possibilities for regional states to help drop-out youth to obtain the qualifications needed for the workplace. This shows the need to contextualise TVET in regions, which is the best practice that one can learn from France as a strategy (UNEVOC, 2016b:12).

Therefore, France's TVET system is administered by central government and static which witnesses its bureaucratic nature that it gets its name from the same. Accordingly, the researcher needed to explore the policy documents of Addis Ababa City Government Administration, which is the shadow of the leadership practices within the sample

polytechnic colleges. The researcher also analysed the contents of documents in the light of the experiences of France's bureaucratic TVET model.

3.5.4 Australian TVET model and leadership

Australia has a strong tradition of VET, but for many years it was confined to a narrow range of qualifications offered by the state-based government. The reform made in 1974 by a national review body set a new beginning for its VET system. Following the reform, TVET in Australia has grown significantly with a wide range of providers (UNESCO, 1999:5). The Technical and Further Education (TFE) institute is the largest VET provider (Crossman & Cameron, 2014:3). However, VET is provided by both government and private institutions. Participatory leadership is already established in the sector. It is also confirmed that TVET is provided in the form of traineeships, the new form of apprenticeships, community education and preparation for higher education. As shown in this paragraph, we can see draw lessons that the provision and its modalities of TVET are diversified.

The Australian competency-based TVET system is highly recognised worldwide due to its strong focus on industry demand, skills application, scalability and flexibility. The typical change was made in Australia from the 2000s to the present. The greater integration of industry engagement, national regulation and 'demand-driven' funding models are the emphasis points of TVET reform in Australia. The formal VET is represented by its level system. It consists of five major levels: certificate, diploma, advanced diploma, graduate certificate and graduate diploma (UNESCO, 2018a:6-7). According to Crossman and Cameron (2014:4), some of the key features of the Australian TVET System are 'fit for purpose', industry engagement, quality training and effective regulation. Shared responsibility is central to a successful and efficient Vocational Education and Training system. The major stakeholders are government, industry, training organisations, civil society, communities and students. The roles of each stakeholder are clearly spelled out, which is an input to their active participation.

With regard to leadership in TVET, Australia is far better than European countries. Its TVET leadership is different from Europe and much can be learned from it (CEDEFOP, 2011:32). The same document narrates that researchers have identified the core competences of VET leaders. Some of these are the ability to communicate a vision for the organisation, build

successful teams and inspire staff to make a commitment to change. Interpersonal skills, risk taking, team-building and decision-making skills are additional competencies expected from leaders. These core elements of leadership skills are the contributing factors the world would need to consider if it wanted to supersede the Australian TVET system (CEDEFOP, 2011; Crossman & Cameron, 2014).

CEDEFOP (2011:32-33) has pointed out the crucial leadership tasks in VET; they focus on designing the future in terms of social, community, learning and organisational issues rather than simply responding to existing policy. The authors further explain that the effectiveness of leaders in Australian VET needs to be substantially improved, and that there is a gap between the leaders' perception of their effectiveness and trainers' evaluation. Thus, the new trend in terms of leadership in VET in Australia depends/hovers on leaders' training and professional development, leadership as part of the overall VET improvement reforms and exploration into the responsibilities of leaders. Therefore, leadership practices of the Australian TVET system are iconic and an example to the world, including Ethiopia. The researcher wanted to use Australia's leadership experiences in TVET as an example to look into the leadership practices in the polytechnic colleges of Addis Ababa. According to the Australian National Training Authority (2002:28), the strengths of the TVET system became apparent after a comparative study of the VET system or 'corporatist' approach of the initial German training system, the 'interventionist' systems of France, and the 'voluntarist'/market-led approach of the UK. It draws good practices from the three countries' VET system. This is primarily because the economies of these three nations have been dominant in Europe due to their VET since World War II and they put strong emphasis on industrial skilling and employment.

In brief, it should be noted that although TVET practices varied across the three countries, its contribution was significant to the respective country. On one hand, there were strong contrasts in social values, political philosophies and the role of the state. For instance, the strong social partnership upon which TVET is built in Germany is different from the statist approaches in France. The limited role of the central state in Germany is contrasted with the high degree of centralism in France. The high degree of separation of TVET from the academic education system in Germany is opposite to the close relationship in France. On the other hand, TVET in the UK has been dominated by *laissez-faire* and voluntarist traditions

(Australian National Training Authority, 2002:29). The other issue is that these countries have established a degree of mutual recognition and work together on VET qualifications.

In conclusion, the lesson drawn from the three nations addressed above is that TVET is the key steering factor of the economy. TVET by itself is not a solution to the problems of unemployment unless it is led appropriately. TVET should be guided by an autonomous structure that should be linked with the industry system to produce skilled human power for the industry. Apart from autonomous functions, TVET should contribute to the active participation of industries, community members and other key stakeholders. There should be transparency and accountability in the TVET system. Every citizen should be aware that TVET is the backbone of national economic growth and development. If TVET is not led appropriately, it could deskill the trainees and might produce unemployment that burdens the national economy.

3.5.5 The experiences of Ghana in TVET and leadership

The government of Ghana believe that TVET is the vehicle for accelerated economic and social growth and development (Boateng, 2012:110). Therefore, the TVET system has served the Ghanaian people for many years. Educational reforms have been carried out over 100 years in the nation since the late nineteenth century. In due course, there have been repeated attempts to promote school-based technical, vocational and agricultural education as a ‘solution’ to reduce unemployment, particularly of young school-leavers. But it could not bring significant change in the country and the unemployment rate increased in late 2001. This in turn is due to the TVET system which followed the traditional apprenticeship until 2006 (Palmer, 2009:277). After that, there have been four attempts to reform and reorient the education system for better employment in general and self-employment in particular. The intention of the reform was to increase income and then reduce poverty. The same author lists the 1966 Kwapong Educational Review Committee, the 1972 Dzobo Educational Reform Committee, the 1986 Evans Anfom Committee and the 2004 White Paper on Education Reforms, which try to make the school curriculum more relevant to work.

In line with the four attempts, the government has tried to make the education system more oriented towards the world of work by promoting school-based TVET. The reform tried to curb the challenge with regard to the increase in unemployment rate. A few of the strategies

were to link education to self-employment by making the school curriculum a more vocational, long-term pre-employment vocational training programme, providing integrated community centers for employable skills and short-term skills training programmes as well as the Skills Training and Entrepreneurship Programme (Palmer, 2009:277). Other authors indicate that two thirds of the graduates of senior secondary schools in Ghana are unable to progress into higher level education. A small portion of those who do not make it to the next level joined the TVET training (Ning & Shunde, 2013:12). These authors further point out that there are two types of TVET providers in Ghana, which are categorised into public and private institutions. The former is associated with different ministries and most of them are affiliated with the Ministry of Education (MoE) and the Ministry of Employment and Social Welfare (MOESW). The latter provider can be further broken down to private for-profit, private not-for-profit and informal sector associations.

Baffour-Awuah and Thompson (2011:25) and the World Bank (2017:1) report that the formal sector, with 200 public training institutions and 430 private institutions, provided TVET in Ghana. One third of the 105,000 students were enrolled in public formal TVET institutions, while the other two-thirds were enrolled in private church-owned TVET institutions. The majority of vocational training was facilitated through informal apprenticeships which were financed by the workers. The effectiveness of TVET training programmes has been more encouraging. At macro level, a recent World Bank study on job creation and skill development showed increased employability and earnings associated with TVET education (Ning & Shunde, 2013:10). Indeed, this is a good lesson to be drawn to Ethiopia as the unemployment rate of level I–V graduates in TVET is high in Addis Ababa (Adane & Manaye, 2018:17).

Shifting the discussion to the importance of leadership to TVET in Ghana, Boateng (2012:113) underscores that effective leadership is a critical success factor. He adds that leadership is taken as one of Ghana's main priorities to revitalising VTE. Moreover, effective leadership can be exercised only if the right policies are formulated, relevant goals are set, and strategic programmes are implemented. Furthermore, effective measures should be in place to monitor and evaluate programmes to ensure the expected goals are achieved. To this end, the author summarises the reason why leadership is important to the Ghanaian TVET system as follows:

As leadership and its development became an important long-standing concern in many disciplines and fields of practice, TVET is not an exception. The need for leadership in TVET arises from the fact that there are a series of changes that are significantly altering the educational and economic environment in which TVET exists. The nature of work is changing; technology keeps changing rapidly; there is increased public demand on TVET system to produce individuals with more opportunities for present and future prospects in multiple industries, and offer the individuals with enough skills for personal development and success in the changing society. (Boateng, 2012:113)

The above quotation confirms the need to implement effective leadership in the changing TVET, which is the field at the forefront of initiating creativity, invention and innovation. Accordingly, modern leadership styles are very important to enhance quality delivery of the TVET system to reduce unemployment, improve income and reduce poverty (Boateng, 2012; Palmer, 2009). The ability of TVET to adapt to the changing context resides to a large extent in the quality of leadership that is found in the field (Boateng, 2012:113).

Therefore, leadership and leadership development are integrated and well entertained in the Ghana TVET system, which was one of the lessons learned to be used and benchmarked to Addis Ababa polytechnic colleges that were the research focus areas of this study.

3.5.6 The experiences of Malaysia in TVET leadership

One of the best practices of leadership in TVET could be drawn from Malaysia. Studies about TVET leadership in Malaysia address the views of deans, trainers/instructors and trainees/students. The pivotal role of leaders is to propel transformation (Ibrahim & Ahmed, 2017:150). According to these authors, the emphasis given so far did not include leaders at higher levels other than the ones mentioned above. However, this study also tried to look at the effectiveness of higher mobilisation directors and city level officials apart from the mentioned ones as already indicated in Chapter One in the introduction and background section.

The champions of TVET in Malaysia are examples of effective change agents in the globe (Ibrahim & Ahmed, 2017:149). The TVET programmes, if led effectively, could be taken as

the crucial agents to facilitate developmental changes. In this respect, Northouse (2013:65) points out the characteristics of change agents in any organisations, including TVET. Some of the characteristics are that they are role models who portray good character, can create and articulate a clear vision for an organisation, provide empowerment to followers to meet higher standards, can gather trust from followers to build integrity and give meaning to organisational life. These characteristic features are associated with the transformational leadership that emphasises intrinsic motivation and followers' development (Northouse, 2016:161). One of the important issues in the concluding remark of Ibrahim and Ahmad (2017:155) is that leaders of TVET in Malaysia have encouraged creativity, innovation and actions. Hence, leaders are effective role models as they are charismatic and transformational.

The aforementioned authors underscore that innovation is critically dependent on leadership. They also point out that TVET is not different from other fields and disciplines. Innovation is all about working together, as is sustainability, as is leadership. They further emphasise that in many countries in Asia, including Malaysia, meeting the needs of the growing population requires the utilisation of technology, human capital and skills like never before. Skills in innovation, creativity and enterprise are very important and could be realised by effective leadership. Thus, innovation, sustainability and leadership are interlinked, integrated and interwoven elements vital in polytechnic colleges in the 21st century, which is considered as the informational and transformational age (Haughey, 2015:79).

It is also unequivocally true that positive change, creativity, invention and innovation are the expected characteristic features of polytechnic colleges if led properly within the realm of contemporary leadership styles, including the transformational leadership style (Sauffie, 2015:86). Innovation is everywhere; it is a thing of nature. Innovation of human capital and TVET in the world is natural (Haughey, 2015:80-82). Thus, innovation is common in a successful, effectively led TVET college, which is a driver of growth and well-being in any nation. Innovation plays a pivotal role in order to have new technologies, products and services. Besides, it supports organisations to create jobs and rejuvenate industries. This implies that effectively led polytechnic colleges could facilitate innovation, which is the core issue for change and development in a nation. This basic concept is mainly associated with the discussion of Ibrahim and Ahmed (2017:150) that notes the pivotal roles of leaders to propel transformation through their modern leadership.

Sauffie (2015:86) also explains that the implementation of a curriculum with leadership contents in TVET is the main way to implement values in the students. To be a leader, a person should have a strong value in his/her own personal attributes. Then, Sauffie lists six characteristics of a successful leader: direction, motivation, integrity, confidence, cognitive capabilities and job knowledge.

The implication of these characteristics in the TVET sector could be summarised as follows. Direction stands for the ability of leaders to guide subordinates. Leaders in polytechnic colleges should be able to have the knowledge, skill and attitude to direct and guide followers. The second important character is motivation, which has a special place in the TVET programme to energise the followers to contribute their concerted efforts for the attainment of organisational goals. Integrity is related to ethics. Leaders need to be honest, truthful and trustful. Confidence is associated with the ability to accomplish activities with self-confidence. Leaders should be able to accomplish actions to assure others. Cognitive capabilities are the mental abilities of leaders from lower level, simple memory knowledge to higher level, creativity of Bloom's Taxonomy of learning. The last characteristic is job knowledge which means that leaders should be able to have relevant job knowledge to be role models for the followers. The job knowledge is related to speciality knowledge for a particular organisation's work.

3.6 INNOVATION, LEADERSHIP AND SUSTAINABILITY IN TVET

Innovation is defined in many ways across different disciplines like business, social and public services etc. Similarly, innovation in TVET can have different definitions depending on location and context (UNESCO, 2019:5). The first definition widely used in the TVET sector is "innovation is a trending word", which is related to a new or improved product or process that differs significantly from the unit's previous products or processes (OECD/Eurostat, 2018, cited in Otero, 2019:9). The second definition is somewhat different from the standard definition of innovation and is related to the adaption of an existing idea for the first time as distinct from invention – the creation of a new idea (UNESCO, 2019:5). In accordance with this definition, innovation focusses on creativity. The first definition addresses changes in both products and services, whereas the second definition emphasises the mental ability related to creativity.

Taking into consideration the definition of innovation to TVET, it constitutes a move from the ‘business-as-usual’ approach to how activities are undertaken in a new way (UNESCO, 2019:5). Further to this definition, the international TVET community agreed that innovation is to move from theory to action. Haughey (2015:1) also defines innovation as all about working together to create new ideas. Nonetheless, although there are different definitions for innovation in TVET, the most influential definition is suggested by UNESCO (2019:5). It defines it as making substantial changes in the way TVET is organised, planned and practised to make it more responsive and relevant to the current issues in society, economy and the environment. This definition entails that innovation could change the overall living situation of the society in terms of the economy, social, cultural and natural environment in general and the external, intermediate and internal environments of TVET organisations, including polytechnic colleges, in particular.

History has shown that innovations have changed the world. In this regard, Haughey (2015:1) states that inventors and innovators are the great people who have the capabilities to create new products and services to transform our lives. Accordingly, leaders, trainers/teachers and students in schools, training centres and polytechnic colleges have important roles to play in local innovation systems (UNESCO, 2019:8). Thus people that have intuitive minds and hands-on skills must be available in these institutions. Polytechnic colleges contribute to the economic growth and development of nations such as Germany, Australia and Malaysia. In accordance with the discussion above, the right place for the source of innovations is polytechnic colleges. These colleges need to be the houses of inventors and innovators.

With regard to the interconnection between leadership and innovation, the former is a key factor to the success of the latter. This is mainly because leaders are in the forefront to facilitate the activities of the polytechnic colleges. One critical component of leadership is the commitment that is exhibited in terms of initiating, motivating, inspiring and rewarding. Thus, without strong commitment, a leader is no longer in the driver’s seat (Haughey, 2015:1). Leaders are also the initiators of participation in assigning resources to their followers in the polytechnic colleges, which is the gateway to sustainability of the innovation process. Innovation in turn is an input to sustainable development in polytechnic colleges.

Innovation has importance in different sectors like business, social and public services (Otero, 2019:9). Innovation is crucial to all emerging countries of the globe to meet the needs

of industry and a growing population, which require the utilisation of technology, human capital and skills (UNESCO, 2019:5). It implies that innovation is a crucial steering factor of future social and economic development. In addition, innovation is a new positive response to circumstances that produces sustainable and quality outcomes. Similarly, Otero (2019:13) states that innovation comprises substantial changes in the way TVET is practised. The author adds that it is being done progressively to make it more relevant to its economic, social and environmental context.

Discussing the importance of leadership to initiate innovation in polytechnic colleges, Haughey (2015:4) states that leaders must advocate for skills, be responsible to assemble teams and lead them to optimal performance outcomes. Accordingly, the leaders are the key role players to motivate and initiate their followers to actively participate in innovation of the polytechnic colleges, which is prone to change due to time and the need to respond to the organisational environments. Osman and Kamis (2019:58) strengthen the idea in explaining that leaders could play significant roles in persuading subordinates to implement changes in TVET. Transformational innovative leaders are needed to implement creativity and innovation to realise the goals of organisations, including polytechnic colleges. This type of leadership is all about inspiring people to use their capacities autonomously. This could result in giving freedom to followers. Moreover, good leadership involves blending different styles to positively influence employees to produce creative ideas, products and services. Consequently, it is better to comment at this time. Therefore, it can be seen that transformational leaders are innovative leaders who have the ability to create a roadmap, positive human relationships and commitment that are needed to plan and implement new things to add value to the organisation.

However, facilitating innovation is not free from challenges. In this regard, Osman and Kamis (2019:58) summarise the challenges. Firstly, lack of readiness for change of individuals in TVET organisations is critical. Secondly, unavailability of staff to implement innovative initiatives is another challenge. Thirdly, trainers could have limited awareness of the TVET transformation. Fourthly, trainers are not well-exposed to the information of TVET. Fifthly, senior people could be demonstrated and resistant to change. Finally, the morale among the staff and personnel in TVET could be low. The mentioned authors forwarded qualities that leaders need to adopt in order to maintain sustainability in an innovative organisation. A few of them are effective communication, teamwork, inter-

department collaboration, reflection and support for innovation, clear vision, thinking and acting in new ways, ability to motivate others, show commitment, share ideas and results, and good communication between staff.

Taking into consideration discussions made so far, it could be concluded that the need for transformative leadership to bring innovation is critical. Leaders must advocate for skills to create better pathways and thinking on how to produce innovative outcomes (Haughey, 2015:7). In addition, leaders should be able to convince stakeholders to participate in innovation. This is primarily because innovation in TVET is substantial in this transformation and information age. In a nutshell, transformative and innovative leadership is needed to sustain TVET competitiveness for future prosperity. This is because currently there is a high population boom worldwide in general, and rapid youth unemployment rate in particular. These young people need new skills that are innovative, creative, and entrepreneurial to free them from unemployment and to see a sustainable and positive future (UNESCO, 2019:8). Thus, polytechnic colleges are the presumed institutions to train unemployed youth to have relevant skills to fit into the labour market in general and industries in particular.

To sum up, in agreement with the conclusion of Osman and Kamis (2019:20), transformational innovative leadership is critically important to reduce the youth unemployment rate and to support the growth and development of economies of countries. In this regard, Haughey (2015:2) strongly comments that the issues of TVET leadership, innovation, and sustainability are critical because the prominence of TVET is dependent on these three interrelated factors.

3.7 THE BACKGROUND AND DEVELOPMENT OF TVET LEADERSHIP IN ETHIOPIA

It is quite justifiable to briefly discuss the introduction of modern education in Ethiopia before discussing issues of TVET. This is primarily because TVET is one of the programme components of the education system in Ethiopia. In this regard, Tekeste (2006:12) points out that since the 1940s Ethiopia has experienced three systems of political governance. The first is the Imperial system that started soon after World War II and lasted until 1974. The second is the Military system that lasted until 1991. The third is the federal system of governance which became fully operational from 1994 to 2018. Nevertheless, modern education was

introduced during the time of Emperor Menelik II. This is evidenced by the promulgation of the education policy in 1906 (Seyoum, 2005:19). The driving issue to introduce modern education has been the expansion of Ethiopia's diplomatic relationship with the outside world since the victory of the Battle of Adowa. The proclamation made pronouncements not just about the benefits of education in general but also about the usefulness and susceptibility of vocational/technical training in particular.

However, at the time of the proclamation, people's attitude toward vocational/technical training, even until now, has not been inviting. This is primarily because the white collar workers with academic qualifications were more advantaged, respected and prestigious among the community than blue collar workers with dirty technical hands. The abrupt change in the government system had negatively influenced the infant level start of the TVET system during Emperor Menelik II's and Emperor Haile Selassie's eras. Some of the excellent institutions established during the time of Emperor Menelik II and Emperor Haile Selassie were General Wingate Polytechnic College, Tegbareid Polytechnic College and Beidemariam Boarding School in Addis Ababa City. Beidemariam Boarding School was special in that it served those students that were transferred from polytechnic colleges.

Although the history of modern education in Ethiopia dates back to 1906 with the establishment of Menelik II School in 1908 after two years in Addis Ababa City, the golden age of modern education in Ethiopia dated to the years between 1940 and 1970 (Tekeste, 2006:12). However, implementation of the TVET programme was started 40 years after the introduction of modern education during the defeat of Italy (Adane & Manaye, 2018; Seyoum, 2005).

For many years, TVET was merged with general education and led by the MoE until 2007. In 2008, the TVET strategy was established (MoE, 2008). The strategy addresses the expansion of polytechnic colleges all over the country. Hence, accessibility and equity issues were well addressed. The routes for the students at polytechnic colleges to transfer to higher education were open. However, the relevance and quality of TVET programmes was still a question. The TVET sector has been led by TVET Agency. The TVET proclamation was made by Parliament by Proclamation No. 954/2016. Its central intention is to develop skilled, disciplined, motivated, adaptable and innovative human resource which could play a vital role in ensuring sustainable economic competitiveness (FDRE, 2012:37). In addition, the

second paragraph of the proclamation on the same page states that the development of the necessary human resources can be achieved through the provision of the demand-driven TVET, and that it is determined in the TVET strategy to build human resource capacity towards that direction. So far, TVET provision has been fragmented and delivered by different providers at various qualification levels. The main providers are public, private and non-governmental organisations (NGOs), but with a coordinated effort of the Federal TVET Agency (FTA), led by the state minister under the MoE. The public TVET institutions are concerned with producing middle level technical graduates (MoE, 2008:9). Currently, TVET is provided by all the mentioned ones but with a coordinated effort of the Federal FTA which is led by the state minister under the MoE.

To date, an almost 81 year journey from 1940 to 2021, Ethiopia has passed through different stages of change with regard to the TVET programme. The expansion of polytechnic colleges and TVET colleges and the respective increase in number of students indicate rapid change in the sector (FTA, 2016:20). For instance, from 2004 to 2009, enrolment in TVET increased by 30.5% (Krishnan & Shaorshadze, 2013:13). In 2007, Ethiopia was second only to Angola in Africa in terms of the number of colleges and trainees with 72.2% and 59% enrolment respectively (Boateng, 2015:9). There were 458 polytechnic and TVET colleges in 2008/09 in Ethiopia. The colleges enrolled 308,501 trainees in different programmes such as regular, evening, summer and distance programmes. However, the major changes were registered in recent years. Specifically, the number of polytechnic colleges increased to 1,023 with 723,373 trainees by 2016 (FTA, 2016:20).

The expansion of polytechnic colleges in Ethiopia has faced challenges with regard to quality education and training provision. Quality problems are directly related to the absence of effective leadership in the sector (FDRE, 2012:41). The increase in polytechnic colleges and trainees in Addis Ababa depict the national figure. This study explored leadership practices in the sample polytechnic colleges, namely, Akaki Polytechnic College, Misrak Polytechnic College and General Wingate Polytechnic College. Accordingly, the need to recognise the role of leadership for better quality and advantages of the polytechnic colleges is of paramount importance to contribute towards developing Addis Ababa in a sustainable manner.

Leadership in polytechnic colleges is a human action including designing and facilitating the production of useful outcomes. Leadership of polytechnic colleges comprises formulating TVET policy, organising, planning, controlling and directing the organisation's resources (in this case TVET college resources), to achieve a policy objective (FTVET Institute, 2017:6). The same document explains that polytechnic colleges' responsiveness to market demand and ability to operate flexibly and cost effectively are strongly determined by leadership, among other factors like financial and academic autonomy, and benefits for their stakeholders.

The document also underscores that leadership is a very important component to consider in the polytechnic colleges. This can be in the form of supervisory and administrative functions. Effective and efficient leadership in TVET is therefore crucial to cope with the needs of the global market (FTVETI, 2017:7). Leadership could play a pivotal role in the training and learning process in polytechnic colleges. It also helps the efficient utilisation of resources for the effective attainment of the pre-set objectives of polytechnic colleges. Leadership further contributes towards the motivation of employees for a positive influence and concomitant active participation in the work process. Leaders could also be role models for others' efficient and effective accomplishments. The aforementioned statements are in line with the typical characteristic features of transformational leadership as already narrated in the review of related literature in Chapter Three.

Given the importance of effective leadership to enhance quality training, deans are expected to work on routine activities but not as facilitators of transformational change agents in the polytechnic colleges (MoE, 2010a:11). This is because the same document states that the dean of a TVET institution is responsible for the achievement of objectives. He/she is the manager of the process within the institution; this means that he/she will distribute information, involve all necessary stakeholders, delegate tasks, compile results and monitor the whole process. In the participatory process, the dean should involve his/her personnel as much as possible through the establishment of a steering committee or conferences, which are not really the characteristics of transformational roles of the leader.

As can be drawn from the discourse, the factors of transformational leadership such as inspirational motivation, idealised influence, individualised consideration and intellectual stimulations are not well considered. However, the need to consider factors of

transformational leadership in the TVET system is clearly communicated and addressed in the review of related literature in this chapter. In this regard, the researcher was interested in studying what type of leadership is practised in the polytechnic colleges of Addis Ababa.

3.8 INNOVATION, LEADERSHIP AND SUSTAINABILITY IN ETHIOPIA

The growth and transformation plan of Ethiopia classifies the level of innovation in polytechnic colleges and small and micro enterprises (SMEs) into three types (FDRE, 2012:10): imitation, adaptation and innovation. The first level is directly related to copying the technology from other countries. The second level is adaptation, which is a minor change to the technology copied from others. The third level is full innovation that is developing totally new technology. In addition, the National TVET Strategy confirms institutions shall serve as centres of technology, capability, accumulation and transfer (TeCAT) (MoE, 2008:32). This implies that polytechnic colleges are by default mandated to facilitate creativity, invention and innovation through their TeCAT wing. In fact, this can be realised only if relevant and modern leadership practices are available in these polytechnic colleges.

In support of the above statement, a survey on innovation in Ethiopia indicates that there are many SMEs that have invested in technological upgrading and innovative capability since the introduction of policy reforms in 1991 (United Nations Conference on Trade and Development [UNCTAD], 2002:91). In fact, the innovative activities carried out in the SMEs can be grouped into two broad categories: copying technology and copying the design. The former category contains improvements to existing products or manufacturing copied products with minor adjustments. The latter category is concerned with the introduction of a new design often copied from abroad or having slight modifications. Most activities of the second category are technological changes based on imitation with minor improvements or adaptations rather than innovation. The current situation of the sample polytechnic colleges with regard to facilitation of innovation by respective leaders needs research. Thus, this study explored leadership practices to contribute to creativity, invention and innovation in sample polytechnic colleges.

3.9 CONCLUSION

Review of the related literature in Chapter Three explained concepts related to leadership in general education and leadership in polytechnic colleges in particular. Indeed, the leadership subsection discussed important elements like concepts and definitions of leadership from different perspectives, theories of leadership, classification of leadership styles and models. Next, the concepts of leadership in TVET in light of the global experiences as well as the Ethiopian context in general and Addis Ababa in particular were addressed. Under the global experiences of TVET, Germany's dual TVET system, the UK's Liberal Market TVET System, France's Bureaucratic TVET Model, Australia's TVET Model, and Ghana's and Malaysia's TVET systems were explained to serve as a platform for discussions of leadership in the sample polytechnic colleges. Review of the related literature provided a base in attempting to answer research problems developed in Chapter One. The researcher explored at leadership definitions, concepts, theories, styles and models. The other issues were sources of power for leaders, leadership activities and practices. This chapter discussed the interrelationship of effective leadership in polytechnic colleges with innovation and sustainability. Specifically, it addressed the interconnection between transformational leadership with innovation nexus sustainability of its contribution in polytechnic colleges. Chapter Three thus tried to see leadership in general, and TVET leadership in particular, from an international perspective as well as an Ethiopian context.

CHAPTER FOUR

RESEARCH PARADIGM, METHODOLOGY AND DESIGN

4.1 INTRODUCTION

The previous chapters focused on theory and review of the related literature respectively. The current chapter turns to the empirical part of the study so that the abstract and practical sides of the study can ultimately be merged. The chapter accounts for the empirical methodology of the study. It thus explains the philosophical foundation of the employed qualitative research approach; discusses the rationale for using qualitative research as a methodology; justifies the research design; describes the study site; defines the sample, explains the selection of participants and sampling techniques; explicates the data collection methods and procedures; addresses the guideline of structured interviews, focus group interviews and observation; describes how the qualitative data are presented, analysed and interpreted; deals with ethical issues and ethical considerations; makes conclusive remarks and finally shows the link to the forthcoming chapters. The ultimate aim in the chapter is to help find answers to the research questions stated in Chapter One, section 1.4, which are restated below:

- What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?
- Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?
- How do these leadership practices impact the polytechnic colleges of Addis Ababa?
- How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?
- How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?

After the sub-questions of the study, specific objectives were stated in Chapter One, section 1.5. The next section explains how this research was planned, structured and accomplished. It also explicates trustworthiness of instruments and ethical considerations.

4.2 RESEARCH PARADIGM

The trend in research at higher education level shows that there is a need to address a research paradigm in the methodology and design chapter (Kivunja & Kuyini, 2017:26). This is primarily due to the necessity to locate the research within the paradigm it belongs to and the respective justification made. In so doing, the research endeavours at higher education could indicate the appropriate source of knowledge, design and methods in the study. Various scholars understand the research paradigm differently due to the existence of various disciplines and perspectives of scholars (Chilisa & Kawulich, 2015; Kivunja & Kuyini, 2017; Thanh & Thanh, 2015; Tracy, 2013). The research paradigm describes the researcher's worldview, which is the perspective that informs the meaning of research data (Kivunja & Kuyini, 2017:26). The research paradigm comprises three elements: the nature of knowledge, methodology, and criteria for validity. Other scholars explain it as epistemology or ontology or research methodology. Authors categorise it as constructivist, positivist, transformative, emancipatory, critical, pragmatist, postpositivist and deconstructivist (Thanh & Thanh, 2015). Nonetheless, for the sake of clarity and to guide this study, the researcher considered the definition of Tracy (2013:38). This scholar states the paradigm as a preferred way of understanding reality, building knowledge and gathering information about the world. Besides, a researcher's paradigm differs on the basis of ontology, epistemology, axiology and methodology.

Bearing the foregoing discussions in mind, the current research was embedded in the constructive paradigm. Hence, reality is not something that a researcher can clearly explain, describe, or translate into a research report. On the contrary, reality and knowledge are constructed and reproduced through communication, interaction and practice. Thus, knowledge about reality is always mediated through the researcher (Tracy, 2013:40). This is because the paradigm mainly describes the human nature and experiences (Chilisa & Kawulich, 2015:1). The constructivist paradigm believes that there is no single reality or truth. It believes that reality should be interpreted; and strives towards understanding the world as others experienced it, which is mostly associated with qualitative research (University of South Africa [UNISA], 2019:13). Accordingly, this is the main reason why the researcher employed the constructivist paradigm for this qualitative grounded theory research.

In line with the constructivist paradigm, it is important to define the ontology and epistemology of the study. The ontology of this paradigm is associated with the philosophical study of the nature of reality. In relation to this, the study targeted the views, perceptions, practices, exercises and attitudes of participants toward TVET leadership. This is supported by UNISA (2019:13) that states that ontology is a reality independent of the human mind; but knowledge is always a human and social construction. Epistemology questions how it can be acquired and the extent of its validity and limits (Chilisa & Kawulich, 2015:1). The authors underscore that we can get to know the truth about the natural world through different methodologies. In this regard, the study emphasised the overarching methodology of the study which could be framed as constructivist paradigm, qualitative approach, and grounded theory design.

Therefore, in accordance with the constructivist paradigm and the conceptual framework developed in Chapter Two, the study focused on the additive effects of the two contemporary leadership styles, namely transformational and transactional, in selected polytechnic colleges. In addition, the study looked at the integration of factors of the two leadership styles to contribute to creation, invention, innovation and its sustainability in colleges.

4.3 RESEARCH APPROACH

A qualitative research approach was employed in order to answer the research questions of the study. The main reason is that the qualitative approach comprises research methods such as in-depth interview, FGI and observation. These methods of data collection are particularly well suited to explore questions about people that are related to the meaning of experiences to decode the complexity of human behaviour (Bogdan & Biklen, 2007; Chilisa & Kawulich, 2015; Darlington & Scott, 2002; Kivunja & Kuyini, 2017; Tracy, 2013). In addition, Leedy and Ormrod (2011:8) strengthen the reason in stating that qualitative research focuses on phenomena which occur in natural settings in the real world in all their complexity. The aforementioned authors, in agreement, further elucidate the significance of these methods to trace both past and current experiences, and to get individuals' thoughts and feelings in creating trust and rapport. Accordingly, the practices of TVET leadership in selected polytechnic colleges of Addis Ababa were studied qualitatively.

4.4 RESEARCH DESIGN

This refers to the researcher's plan of how to proceed in the research process. A qualitative research approach uses a loose design to conduct research (Bogdan & Biklen, 2007:58). Ary et al. (2010:30) also explain that design is the researcher's plan for the study. It includes the method to be used, the data to be gathered, where, how, and from whom. They further point out that design in qualitative research is flexible and may change during investigation if necessary. Accordingly, design of qualitative research is thus often described as emergent or developing over time, even during the real data collection period. In so doing, the researcher followed the back-and-forth techniques throughout the chapters to clarify issues, until the research questions were answered logically.

Considering the literature reviewed, the researcher employed grounded theory design under the auspices of qualitative approach designs. This design is in line with pioneer scholars in the field (Bogdan & Biklen, 2007; Charmaz, 2006; Creswell, 2015; Tracy, 2013). In this respect, it is good to briefly consider the historical development of grounded theory design. It was traced back to Glaser and Strauss in 1967, extended by Strauss and Corbin in 1990 and 1998 and come through Charmaz in 2006 to 2015 onwards (Creswell, 2015; Tracy, 2013).

The principal reason for employing this design was primarily because it could help to research how events, practices, processes and activities were perceived by the participants (Ary et al., 2010; Charmaz, 2006; Tracy, 2013). The authors add that grounded theory design offers descriptions to understand issues using data collected through tools such as interview, FGI and observation. In this regard, grounded theory is an inductive analysis of data that is made from the ground up (Charmaz, 2006; Tracy, 2013). It explores the experiences of other people in the study area. Accordingly, the researcher studied the experiences of trainers, prime deans and officials in the implementation of modern leadership styles in general, and transformational and transactional leadership styles in particular, within the leadership practices to trigger creativity, invention and innovation and its sustainability in selected polytechnic colleges. The design also helps the researcher to produce an overall description that is grounded from the views of the participants of the research. It further clarifies a process, action, or interaction among people (Charmaz, 2006; Creswell, 2015; O'Donoghue & Punch, 2003; Tracy, 2013). In supporting this, Ary et al. (2010:29) and Tracy (2013:30) state that grounded theory research is designed to develop a theory based on field data from

participants. The established theory represents plausible relationships among concepts. Accordingly, the researcher constructed concepts from an inductive analysis of the data and then established a theory by proposing plausible relationships among the concepts. In so doing, the researcher developed constructs related to leadership in TVET based on data and information collected through the different methods mentioned. Bogdan and Biklen (2007:59) also agree with the use of analytic induction that is used to generate grounded theory. The reason is that grounded theory design is suitable for conducting multiple data source studies, as confirmed by other authors indicated above.

The basis for using grounded theory is primarily because the design allows for the exploration of experiences of individuals to develop a theory. This design helps a researcher to investigate individuals' experiences and action, interaction or process instead of studying a single individual or group (Creswell, 2015:20). Accordingly, the researcher collected data and information from research participants that illuminated leadership practices in selected polytechnic colleges.

In order to systematise the procedures for developing grounded theory, the researcher collected the interview and FGI data, developed related themes and composed a figure or visual model that could portray a general explanation. In this way, explanations were grounded from TVET leadership participants in sample colleges. Then, the researcher constructed predictive statements from TVET leaders, trainers and officials.

4.5 RESEARCH METHODOLOGY AND METHODS

This section discusses the research methodology and methods of the study. The former explains the general concepts related to the philosophy of research; the latter addresses the research setting, population, sample size and strategies and instrumentation of the study. Thus, the following section explains each one.

4.5.1 Research methodology

This is a broad term that consists of approaches, design, methods and procedures used in an investigation (Kivunja & Kuyini, 2017:28). It is concerned with answering the questions why, what, from where, when and how data are collected and analysed. Accordingly, the methodology of this study addressed the research approach, design, population, sample, sampling strategies, method of data collection and analysis. Table 4.1 below summarises the

methodology and methods. It was mainly organised to make the chapter clear in showing the logical flow of methodological issues of the research.

Table 4.1: Research paradigm, approach, design, and data collection and analysis methods

Methodology	What to apply	How to apply it
Paradigm	Constructivism	Describing the human nature and experiences
Approach	Qualitative exploratory	Exploring phenomenon, practices, ideas and concepts
Design	Grounded theory	Using inductive analysis/analytic induction
Population	90 deans, 3,032 trainers and 11 officials	The entire available government polytechnic and TVET colleges' deans, trainers and officials in Addis Ababa City Government Administration
Sample	Three prime deans, 20 trainers and three officials	Three prime deans for interview from the three sample colleges 20 trainers for FGIs (six to seven trainers from each college) Three officials for interview
Sampling strategy	Purposive	1. Purposive sampling used to access the information-rich participants to fit into the aim of the study.
Method and instruments of data collection	In-depth interview	Collecting data using structured interview guide from six participants - three PDs and three officials.
	FGI	Gathering data by FGI guide from 20 trainers.
	Observation	Observing structures and pertinent leadership issues from the sample colleges.
Methods of data analysis	Thematic analysis and constant comparative analysis	Transcribing, coding, and categorising according to themes Analysing data in back-and-forth manner or zigzag method

As shown in Table 4.1, the qualitative research approach is derived from the constructive paradigm. The grounded theory design was employed in this study. The data collection

methods were unstructured in-depth interview, FGI and observation. Data were analysed by thematic analysis and constant comparative analysis methods.

4.5.2 Research methods

It addresses population, sample size and sampling strategies. Research methods comprise primary and secondary data sources. The primary data were collected from the sample which was drawn from the population, whereas the secondary data were collected from secondary sources like the literature review. The forthcoming subsections explain each of them in detail.

4.5.2.1 Research setting

The research setting is the place from which participants of the study were drawn. The data were gathered from the purposefully selected samples. The units of analysis were considered from the research setting. The research setting was located in Addis Ababa, which is the capital city of Ethiopia and home of the African Union. Addis Ababa is classified into ten sub-cities, namely Addis-ketema, Akaki-kality, Arada, Bole, Gulele, Kirkos, Kolfe-keranio, Lideta, Nefas-silklafto and Yeka. Figure 4.1 indicates the location of the sub-cities with reference to Addis Ababa City.

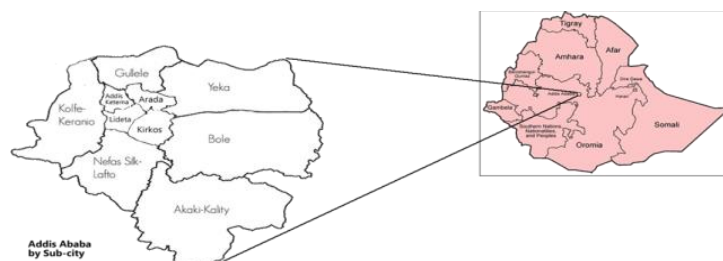


Figure 4.1: Map of Addis Ababa City with ten sub-cities (source: Office of the Mayor of Addis Ababa City Government Administration, 2020)

This study was conducted to study the state of leadership practices in selected polytechnic colleges of Addis Ababa City Government Administration. The research considered participants purposefully selected from the categories of prime deans, trainers and line government officials. In considering the standards like qualification and number of staff, workshops, machines, equipment, buildings, classrooms, compound and other resources, TVET institutions were categorised into three, i.e. polytechnic college, TVET colleges and TVET institutes. There were 30 government TVET institutions in Addis Ababa City

Government Administration during the time of the current study. There were 90 deans in total and 3,032 trainers in all institutions (Addis Ababa TVET Bureau, 2017; FTA, 2015).

4.5.2.2 Population

This study did not consider large number of cases as findings of qualitative research are not generalisable to the population from its sample (Bogdan & Biklen, 2007; Charmaz, 2006; Creswell, 2012; Tracy, 2013; Yin, 2011). Hence, this study did not emphasise determining the population and sample size but only indicated the numbers in Table 4.1. This was primarily because the intention of the study was to explore the practices of leadership from the viewpoint of prime deans, trainers and officials. Nonetheless, the researcher tried to highlight the research context for the sake of clarity. The study was conducted in Addis Ababa; hence, the population was all deans, trainers and officials of the six polytechnic colleges and 24 TVET colleges and TVET offices in Addis Ababa. In relation to this, the researcher now discusses the research setting that contained population and sample size. The following section explains the sample size clearly.

4.5.2.3 Sample size and strategies

A formula can not be used to define the desired number of samples for data collection in a qualitative study (Yin, 2011:89). Nonetheless, the researcher decided to take the appropriate participants that could contribute information to fit the aim of the study (Table 4.1). Qualitative research focuses on trustworthiness and credibility. Thus, this has nothing to do with the sample size. Its emphasis is rather on exploring the natural existence of a phenomenon in detail from information-rich individuals or sample members. Thus, the study is conducted in depth rather than breadth. Consequently, the research concentrated on a small number of samples.

Accordingly, the researcher considered purposely key sources of information as sample of the study. Hence, three prime deans, two TVET officials in two sub-cities and one TVET bureau official were included in the sample for interview. Besides, three FGIs that comprise six to seven trainers each were additional sources of information. Furthermore, observation was employed in the respective colleges to check leadership styles, structures, availability of facilities, workshops, equipment, materials etc. This was primarily because basic information about leadership practices were directly associated with trainers, deans and TVET officials

both at two sub-cities and TVET Bureau levels. Therefore, it was appropriate for the purpose of the study in the case of grounded theory design to consider key informants (Bogdan & Biklen, 2007; Charmaz, 2006; Chilisa & Kawulich, 2015; Creswell, 2012; Kivunja & Kuyini, 2017; Tracy, 2013).

Therefore, the total sample size was 26 and all male. Three prime deans were drawn from the three polytechnic colleges. The other three officials were drawn from the government TVET offices at different hierarchical levels. Twenty participants of FGIs were also drawn from the same polytechnic colleges. Regarding the location of the three polytechnic colleges, college one was in Akaki-kality Sub-city, college two was in Yeka Sub-city and college three was in Addis-ketema Sub-city.

The sample size was determined in light of the literature on qualitative research. The sample size in qualitative research is very small or slightly larger depending on the nature of the study (Bogdan & Biklen, 2007; Creswell, 2012; Yin, 2011). What should be emphasised is that though there are six polytechnic colleges and 24 TVET colleges in Addis Ababa City Government Administration, this qualitative research study purposely considered only the three polytechnic colleges namely, Akaki Polytechnic College, Misrak Polytechnic College and General Wingate Polytechnic College for the following reasons. Firstly, the sample polytechnic colleges' relative location could represent other polytechnic colleges and TVET colleges in Addis Ababa. Secondly, Akaki Polytechnic College is located in the southern outskirts of Addis Ababa City, which is found in the industry zone. This college is appropriate in order to depict the industry to college linkage and cooperative training. Thirdly, General Wingate Polytechnic College has ample experience in the TVET sector; hence lessons could be drawn from it. Fourthly, Misrak Polytechnic College is located in the centre of Addis Ababa City Government Administration.

Sampling strategies could not be decided either based on an ad hoc basis or by chance; rather, it needed to be thoughtful and rigorous. According to Flick (2014:50), sources of information through which sampling decisions are made focus on specific people, situations or sites. This is because they offer a specific information-rich perspective. Gobo (cited in Flick, 2014:51) also underscores that working with a non-representative sample does not mean generalisability is not possible. Hence, this in-depth qualitative research could be a benchmark for others in the light of the application of modern leadership styles. Specifically,

this research tried to explore the additive effects of two contemporary leadership styles, namely transformational and transactional leadership, to facilitate creativity, invention and innovation in polytechnic colleges.

In accordance with the literature discussed, the researcher used purposive sampling strategy to determine the sample size and to access substantial information from participants of the study and to propose a theory grounded from the participants.

Purposive sampling

The researcher selected the interview participants of the study purposely (Table 4.1) in order to access information relevant to the study. To realise this, the researcher intentionally selected information-rich participants (Patton, 1990:160; Flick, 2014:50) to explore the practices of leadership in the selected polytechnic colleges. Purposive sampling thus applied to both participants and colleges. As discussed above, the researcher considered a case from each category of colleges in the study area. The interviewees and FGI participants were distributed across the sample colleges and respective TVET offices.

4.5.2.4 Instrumentation

This study employed three types of instruments: structured interview guides, FGI guide and observation guide (see annexes E, F, G and H for detailed information). The following sections explain each instrument and how it was used.

a) Structured interview guide

The researcher used the structured interview guide to collect data from the primary sources of information; these were the prime deans and line government officials at different hierarchical levels. The principal reason for using an structured interview guide is the possibility of gaining an insight into experiences, concerns, interests, beliefs, values, knowledge and ways of seeing, thinking and acting (Schostak, 2006:10). Flick (2014:297) underscores the value of the interview data for understanding the social world. Accordingly, the structured interview guide was prepared in light of the basic questions and objectives of the research. Table 4.2 shows the interview questions which were asked against the research questions stated in Chapter One.

Table 4.2: Structured interview guide questions for prime deans and officials in line with research questions

No.	Research question	Question of the structured interview
1	What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. What are the available policies to support leadership efficiency and effectiveness in your polytechnic college? Are the leadership policies adequate and appropriate? Are they communicated into actions well? If yes, how? If not, why? 2. How do you comment on the importance of leadership policy to the positive changes of your polytechnic college? 3. What is your perception about the emphasis given to leadership policy to bring changes in your polytechnic college? 4. What policies are the bases to the sources of your authority/power to lead a polytechnic college? How were you assigned to the position you hold? 5. How do the available policies support you to realise the visions and missions of your polytechnic college? 6. How do the external, intermediate and internal policy environments influence your leadership effectiveness in your polytechnic college? 7. What are the major achievements registered due to the support of leadership policy practices in your polytechnic college? 8. What were the gaps and strengths of TVET leadership policy/strategy/rule/regulation/procedure to practice your leadership effectively in your polytechnic colleges?
2	Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?	<ol style="list-style-type: none"> 1. What are the major reasons to practise leadership in your polytechnic colleges? 2. Do leadership practices in polytechnic colleges differ from other sectors' leadership practices like business

No.	Research question	Question of the structured interview
		<p>and social services? If yes, what are the key differences? If not, what are the commonalities?</p> <p>3. How does your leadership contribute to realise the vision and mission of your polytechnic college? How and why were the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it is benchmarked?</p> <p>4. In what ways do you model your behaviour to communicate the vision and mission of the polytechnic college to the trainers and trainees?</p> <p>5. What is your perception about your leadership knowledge and attitude to lead a polytechnic college? What factors influence your leadership either positively or negatively? How do family, group/team and community influence your leadership styles?</p> <p>6. What types of leadership skills (human, technical and conceptual) do you employ most to transform inputs to outputs/outcomes of the polytechnic colleges? Why? What are your comments on the efficiency and effectiveness of your leadership in this regard? What are the major contributions?</p> <p>7. In what ways do trainers participate in the leadership process to attain the objectives of the college?</p> <p>8. How do you facilitate trainers' professional development and promotion which are inputs to quality training and education in your polytechnic college?</p> <p>9. What are your major achievements so far due to the practices of your effective leadership in your polytechnic college?</p> <p>10. What are the major strengths and gaps in your</p>

No.	Research question	Question of the structured interview
		leadership practices in your polytechnic college?
3	How do these leadership practices impact polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. What leadership style(s) is most appropriate for the success at impact level of polytechnic colleges? How? Why? 2. How do you evaluate the contribution(s) of leadership for the existence of quality training and education that is in line with the vision, mission and value of your college? 3. How do you perceive the effectiveness of leadership to bring positive changes in your polytechnic college? What are the changes registered so far in the college? 4. How do you comment on your role in leadership to use resources such as finance, human, material and technology efficiently for better quality training, innovation and sustainability of changes in your polytechnic colleges? 5. What leadership style do you employ to motivate and reward trainers for actively engaging in improving quality training and education in the polytechnic colleges? 6. How does your leadership influence the perception of trainers and trainees to work towards the effectiveness of your polytechnic colleges? 7. How is your leadership effective in raising the awareness level of the key stakeholders such as community, industries and line government offices to appreciate the role of your polytechnic colleges to the community? 8. How do you mobilise the key stakeholders to support your polytechnic colleges for better quality training and education to fit its purpose?

No.	Research question	Question of the structured interview
		<p>9. How does your leadership contribute to having a fruitful college-industry linkage for cooperative training which is crucial to skilling trainees?</p> <p>10. How do you evaluate your leadership effectiveness to produce skilled graduates to fit into the industries and labour market?</p> <p>11. How do you view the interconnection between your leadership practices' effectiveness and employment and unemployment rate of youth considering your college scope?</p> <p>12. What role does your leadership play to fit graduates' skills into industries for middle level human capital needs and the work? How do you follow up the tracing mechanisms of graduates' employment status? How does effective leadership contributes to social and economic growth and development of Addis Ababa?</p> <p>13. What are the major achievements registered so far at impact level due to the practices of your effective leadership in your polytechnic colleges?</p> <p>14. What are the major gaps in your leadership practices at impact level in your polytechnic colleges?</p>
4	How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?	<p>1. What leadership style do you practise to upgrade innovation in your polytechnic colleges?</p> <p>2. What are the similarities, differences and integration of transformational and transactional leadership styles?</p> <p>3. What are the factors of transformational leadership style and how do you apply each to inspire and motivate the trainers?</p> <p>4. What are the factors of transactional leadership style and how do you apply each to reward the trainers?</p>

No.	Research question	Question of the structured interview
		5. How could you integrate transformational and transactional leadership styles to upscale innovation in your polytechnic colleges? 6. What packages of motivation and reward system do you have for trainers to be involved in creativity, invention and innovation in your polytechnic colleges? 7. How do you promote team spirit and teamwork for the active participation of trainers in the leadership process of your polytechnic colleges? 8. In what ways have you initiated individual efforts for creativity, invention and innovation in your polytechnic colleges? 9. How could the additive effects of two contemporary leadership styles contribute to creativity, invention, innovation and sustainability?
5	How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?	1. What major problems faced your leadership style to play your roles as expected in your polytechnic colleges? 2. How could problems of leadership be mitigated in your polytechnic colleges?

b) Focus Group Interview guide

An FGI guide was devised for the discussant trainers that were drawn from selected polytechnic colleges, as indicated above. This instrument was employed to collect data as views of individuals enhanced through discussion are better than other methods to obtain data relating to attitudes and perceptions (Bogdan & Biklen, 2007; Flick, 2014). It provided the opportunity to benefit from the comprehensive information received from many discussants. Table 4.3 summarises the respective FGI questions which were asked against the respective research questions of the study.

Table 4.3: FGI guide questions in line with research questions

No.	Research question	FGI guide question
1	What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. What are the available policies to support leadership efficiency and effectiveness in polytechnic colleges? Are the leadership policies adequate and relevant? Are they practised well? If not, why? 2. How do you comment on the importance of leadership policy to effect positive changes in polytechnic colleges? 3. What is your perception about the emphasis given to leadership policy in the polytechnic colleges to bring changes? 4. What policies are the bases to the sources of authority for prime deans to lead polytechnic colleges? How are prime deans assigned to the position they hold? 5. What are the major achievements registered due to the support of leadership policy practices in the polytechnic colleges? 6. What are the gaps of leadership policy practices in polytechnic colleges?
2	Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?	<ol style="list-style-type: none"> 1. What are the major reasons to practise leadership in polytechnic colleges? 2. Do leadership practices in polytechnic colleges differ from other sectors' leadership practices like business and social services? If yes, what are the key differences? If not, what are the commonalities? 3. How does leadership contribute to realise the vision and mission of polytechnic colleges? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where is it benchmarked? 4. In what ways do the prime deans model their behaviour to communicate the vision and mission of the polytechnic colleges to the trainers and trainees? 5. What is your perception about the leadership knowledge and

No.	Research question	FGI guide question
		<p>attitude of prime deans to lead polytechnic colleges? What factors influence their leadership either positively or negatively? How do family, group or team and community influence their leadership styles?</p> <p>6. What is your comment on the prime dean's role in leadership to use resources such as finance, human, material and technology efficiently for better quality training, innovation and sustainability of changes in your polytechnic colleges?</p> <p>7. What types of leadership skills such as human, technical and conceptual do the prime deans employ to transform inputs to outputs and outcomes of the polytechnic colleges? Why? What are your comments on the efficiency and effectiveness of their leadership in this regard? What are the major contributions?</p> <p>8. How do prime deans' support trainers' leadership and professional development that could upscale the skills of trainees, which is part of improvement in enhancing quality training and education in the polytechnic colleges?</p> <p>9. What are the major achievements registered so far at input and output and outcome levels due to the practice of effective leadership in polytechnic colleges?</p> <p>10. What are the major gaps in leadership practice at input and output/outcome levels in the polytechnic colleges?</p>
3	How do these leadership practices impact polytechnic colleges of Addis Ababa?	<p>1. How do you perceive the effectiveness of leadership to bring positive changes in polytechnic colleges? What changes have registered so far in the colleges?</p> <p>2. What is your view on the leadership role of prime deans in using resources such as finance, human, material and technology efficiently for better quality training, innovation and sustainability of changes in polytechnic colleges?</p> <p>3. In what ways is the leadership of prime deans effective to motivate, reward and support trainers to actively engage in</p>

No.	Research question	FGI guide question
		<p>improving quality training and education in the polytechnic colleges?</p> <p>4. How does prime deans' leadership influence the perception of trainers and trainees to work towards the effectiveness of polytechnic colleges?</p> <p>5. How is leadership effective in raising the awareness level of the key stakeholders such as community, industries and line government offices to appreciate the role of polytechnic colleges in the community?</p> <p>6. How do prime deans mobilise the key stakeholders to support polytechnic colleges for better quality training and education to fit its purpose?</p> <p>7. How does the leadership of prime deans contribute to fruitful college-industry linkage for cooperative training which is crucial to skilling trainees?</p> <p>8. How does leadership play its role to fit graduates' skills into industries' middle level human needs? How do prime deans follow up the tracing mechanisms of graduates' employment status? How does effective leadership contribute to social and economic growth and development of Addis Ababa?</p> <p>9. What are the major achievements registered so far at impact level due to the practices of effective leadership in polytechnic colleges?</p> <p>10. What are the major gaps in leadership practices at impact level in the polytechnic colleges?</p>
4	How could transformational and transactional leadership styles be combined to upscale	<p>1. What leadership style should be practised to upgrade innovation in the polytechnic colleges?</p> <p>2. What are the similarities, differences and integration of transformational and transactional leadership?</p> <p>3. What are the factors of transformational leadership style and how do prime deans apply each to inspire and motivate the</p>

No.	Research question	FGI guide question
	innovation in polytechnic colleges of Addis Ababa?	<p>trainers?</p> <p>4. What are the factors of transactional leadership style and how do prime deans apply each to reward the trainers?</p> <p>5. How could transformational and transactional leadership styles be integrated to upscale innovation in the polytechnic colleges?</p> <p>6. What packages of motivation and reward system are available for trainers to be involved in creativity, invention and innovation?</p> <p>7. How do prime deans promote team spirit and teamwork for the active participation of trainers in the leadership process?</p> <p>8. In what ways do PDs initiate individual efforts for creativity, invention and innovation in your polytechnic colleges?</p> <p>9. How could the additive effects of two contemporary leadership styles contribute to creativity, invention, innovation and sustainability?</p>
5	How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?	<p>1. What major problems did leadership face when playing its roles as expected in the polytechnic colleges?</p> <p>2. How could problems of leadership in the polytechnic colleges be mitigated?</p>

c) Observation guide

An observation guide was devised to triangulate and enrich the leadership practices' information collected through the interview and FGIs. Observation allows the researcher to study human behaviour in a natural setting (Bogdan & Biklen, 2007; Flick, 2014; Tracy, 2013). Hence, the researcher formulated an observation guide to collect data that could fill the gap between the unstructured in-depth interview and FGI guides. The following table indicates the observation guide in association with the research questions of the study.

Table 4.4: Observation guide questions in line with research questions

No.	Research question	Observation guide question
1	What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Presence of documents like policy, rules, regulations and procedures about TVET leadership in the colleges. 2. Presence of an organisational chart and structural groups or teams supported by leadership.
2	Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?	<ol style="list-style-type: none"> 1. Quality of physical appearance and standard of the compound, buildings, classes, offices, workshops and laboratories. 2. Availability of innovations because of effective leadership. 3. Presence of documents that indicate college-industry linkage for cooperative training. 4. Availability of documents about employment and unemployment rate tracing mechanisms of graduates.
3	How do these leadership practices impact polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Availability of standardised and facilitated workshops for the active involvement of trainers that could initiate innovation. 2. Presence of a feedback system from industry, local government and community about the quality and contribution of polytechnic colleges to the social and economic growth and development.
4	How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Presence of minutes and proceedings that depict participation of trainers in leadership practices. 2. Arrangement of symposiums and technology week for competition in innovation works. 3. Checking the practice of associating innovation with additive effects of transformational and transactional leadership styles. 4. Availability of resources such as materials, finances, human collaboration, information, technology and time for trainers to conduct innovation. 5. Presence of motivation and reward schemes for

No.	Research question	Observation guide question
		trainers who contribute to innovation.
5	How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Availability of study reports that identified problems of the polytechnic colleges. 2. Presence of documents that show efforts made to solve problems of the colleges.

4.5.2.5 Data collection and procedures

To systematise and manage data appropriately, schedules were arranged with deans, trainers, and officials. FGI participants were selected carefully to access ample and relevant data from the discussants. Likewise, the interviews and FGIs were facilitated by arranging silent, adequate and appropriate spaces for the participants.

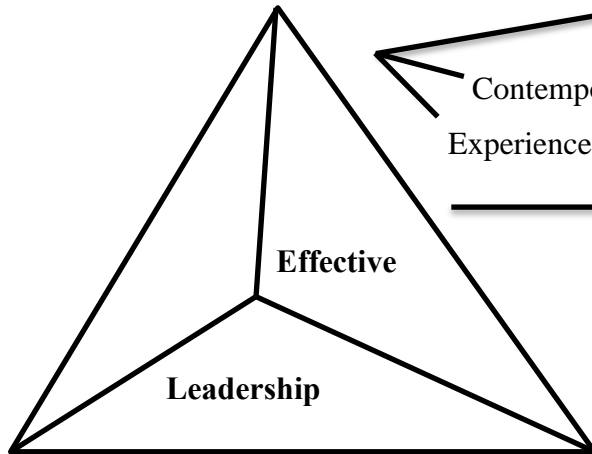
Data collection methods were customised, translated to the need and capacity of each participant. The translation of English into local language Amharic enhanced easy communication between study participants and the researcher. In addition, it made the data collection process informative. In so doing, flexibility of approach to access relevant data and information was attained. Here, qualitative methods were appropriate to inspire free response and get adequate information from participants and triangulate as well (Darlington & Scott, 2002:105). According to these authors, a more thorough understanding of a problem can often be gained from combining a number of qualitative data collection methods in order to thoroughly investigate a research problem. In accordance with the view of mentioned authors, the researcher employed structured interview guide, FGI guide and observation. The primary intention of using these data collection tools were for the purpose of triangulation of facts or complementarity or expansion.

With regard to procedures of data collection in qualitative research, Creswell (2012:205) points out five steps. The first step is identifying participants and sites to engage in a sampling strategy that would best help to understand research questions. The next step is obtaining permission from relevant bodies. The third step is considering the types of information which can best answer the research questions. The fourth step is designing protocols and instruments for collecting and recording the information. The final step is administering data collection instruments, paying special attention to potential ethical issues

that may arise. As proposed by Creswell, the researcher followed the steps to undertake this research endeavour but with flexibility as is allowed by the qualitative research discipline. The researcher employed the modalities of data collection, illustrated in Figure 4.2, to access relevant information according to the basic research questions, objectives and conceptual frameworks developed. Figure 4.2 hangs on the triangular Knowledge, Attitude and Practice (KAP) below.

(K) **Knowledge** questions related to: Theories of Leadership: Trait — Contingency — Autocratic — Laissez-faire ...

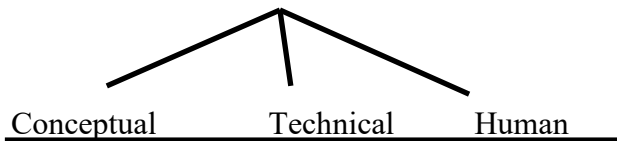
Contemporary Leadership Styles: Transformational — Transactional — Democratic
 Experiences of TVET Leadership: Liberal market, Dual, and Bureaucratic...



- Collected by using:
- Literature
 - Unstructured interview
 - FGI

(P) Leadership **skills** questions related to:

(A) **Attitude** and perception questions related to leadership styles:



- Collected by using:
- Unstructured interview
 - FGI and
 - Observation

Leaders' perception on leadership

Trainers' and officials' perception

Within college or internal environment

Out of college or external

- Collected by using:
- Unstructured interview
 - FGI
 - Observation

Figure 4.2: General KAP model that shows data collection process

(Source: Researcher's conceptualisation as per Review of the Related Literature [RRL])

4.5.3 Data analysis techniques

These involve splitting data down into fragments and then constructing pieces together (Dey, 2005:31). The core of qualitative analysis lies in these related processes of describing phenomena, classifying them and seeing how concepts interconnect each other. This analysis is illustrated in Figure 4.3.

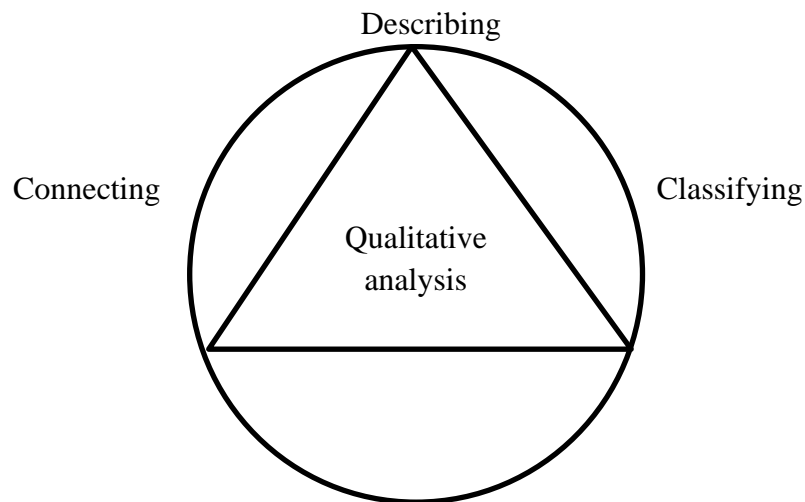


Figure 4.3 Data analysis technique (Dey, 2005)

Accordingly, the researcher planned to analyse the qualitative data by describing, connecting and classifying the data collected from the primary sources mentioned above. In short, the methods of data analysis followed the commonly and widely used techniques and features that recur in many approaches to qualitative analysis: transcribing, coding, categorising and building themes (Dey, 2005; Flick, 2014; Miles, Huberman & Saldana, 2014). Both traditional and modern analysis methods were used. The traditional method uses the paper and pencil, whereas the modern method uses computer assisted techniques. The computer assisted techniques are transcribing with table form, creating minor categories of themes by using colours and forming the main themes in depicting the research questions. This process was done through Microsoft Word.

Data collection, transcribing, coding, categorising and thematic analysis were made through the zigzag and constant comparative analysis methods (Charmaz, 2006; Creswell, 2012), as shown in Figure 4.4.

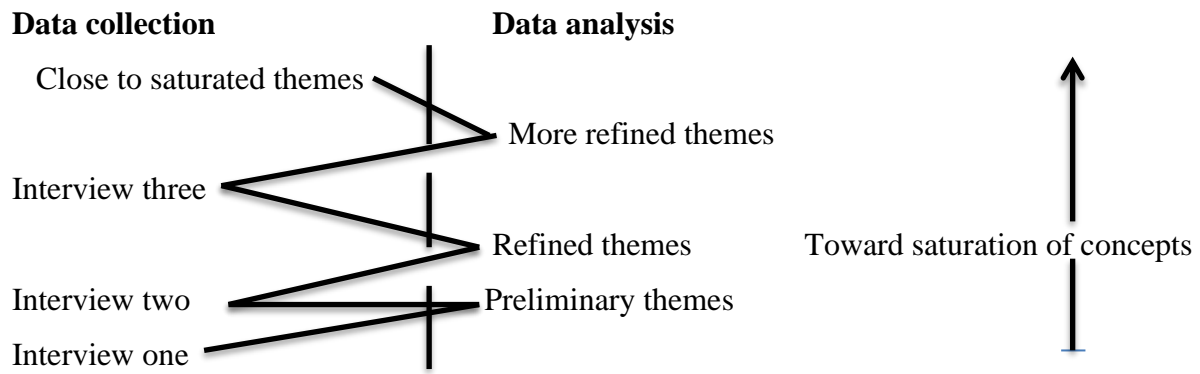


Figure 4.4: Zigzag data collection and analysis method until saturation of themes (Source: Creswell, 2012:433)

Figure 4.4 shows, firstly, that the researcher was engaged in data collection through structured interviews. Secondly, the data were analysed for preliminary categories. Thirdly, the researcher was involved in finding clues about what additional data should be collected through FGIs. Fourthly, the researcher refined the meanings for themes to propose the theory or framework or model. This process swung back and forth, and it continued until there was saturation of themes. Thus, saturation of categories with data and subsequently sort and/or diagram them to integrate them into an emerging theory was possible (Charmaz, 2006:96-97). Saturation in this case is also a state in which new data would not provide any new information or insights for developing categories and themes (Bogdan & Biklen, 2007; Charmaz, 2006). The data collected by different tools were analysed respectively as follows:

- Structured interview: Researcher forwarded qualitative research by doing an informed, thorough and rigorous analysis situated in particular theoretical traditions, although there was no right way to analyse it (Flick, 2014:309). Accordingly, in the grounded theory approach, the interview analysis emphasises the main ideas, which is accomplished by applying codes to transcripts.
- FGIs: These were analysed by using the verbatim quotations from participants. The reason for using FGIs was that it allowed discussions (Barbour, cited in Flick, 2014:314).
- Observation: This is the backbone of all scientific research (Flick, 2014:354). It allowed the researcher to focus on pertinent analysis.

In short, the researcher followed the following logic, indicated by Figure 4.5, to transcribe the data collected from three primary sources of data collection methods, which were structured interview, FGI and observation (see also Annex N).



Figure 4.5: Summary of transcription procedure from three sources indicated

However, the procedure of data transcription was flexible. The researcher transcribed the FGI data immediately after the interview data and vice versa. Table 4.5 shows the transcription procedure.

Table 4.5: Transcription process of data from three instruments

No.	Category of participants	Interview data	FGI data	Observation data	College name
1	Prime deans (3)	Data from interviewee 1	FGI1 (7)	Observation 1	Akaki Polytechnic College
2		Data from interviewee 2	FGI2 (6)	Observation 2	Misrak Polytechnic College
3		Data from interviewee 3	FGI3 (7)	Observation 3	General Wingate Polytechnic College
4	Sub-city	Data from interviewee 4			
5	TVET officials (2)	Data from interviewee 5			
6	TVET Bureau (1)	Data from interviewee 6			

After the transcription phase, the researcher tried to analyse data from the three primary sources: the structured interviews, FGIs and observations. The categories of themes indicated in Figure 4.4 contained the constructs depicting the perceptions of the participants. Then, constructs developed into a draft theory. As per data collected from participants, the “snippet” about how the researcher practically analysed the data could be represented by the table below (see also Annex N).

Table 4.6: Snippet of analysis process

Research questions	Subthemes	Verbatims
What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Availability of leadership policy 2. Importance of leadership policy 3. Emphasis given to leadership policy 4. Sources of power for prime deans 5. Leadership support to realise vision and mission 6. Influences of policy environments on leadership 7. Major achievements in colleges due to leadership 8. Strengths and gaps of leadership 	
Why are leadership practices required in selected polytechnic colleges in Addis Ababa?	<ol style="list-style-type: none"> 1. Reasons to practise leadership 2. Similarities and differences of colleges’ leadership with other sectors’ leadership 3. Contribution of leadership to attain the vision and mission of PTC 4. Role model behaviour of leaders for their followers 5. Perception of leaders about their KAP to lead 6. Leadership skills of PDs 7. Trainers’ participation in leadership practices 8. Trainers’ professional development and promotion 9. Major achievements of leadership in colleges 10. Strengths and gaps of leadership 	
How do these leadership practices impact polytechnic colleges of Addis	<ol style="list-style-type: none"> 1. Leadership styles employed in the sample colleges 2. Contribution of leadership for quality training 3. Perception of leaders about their effectiveness in leadership to bring positive changes 	

Ababa?	<ol style="list-style-type: none"> 4. Roles of leadership to use resources efficiently for innovation and sustainable change 5. Leadership style to reward and motivate trainers 6. Leadership influence on perception of trainers 7. Leadership effectiveness to raise the awareness level 8. Leadership effectiveness to mobilise stakeholders 9. Leadership contribution to college-industry linkage 10. Leadership effectiveness to produce skilled graduates 11. Leadership effectiveness to create employment 12. Leadership effectiveness to promote socio-economic growth 13. Major achievements registered at impact level 14. Strengths and gaps of leadership 	
How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Leadership style to upgrade innovation 2. Similarities, differences and integration of transformational and transactional leadership styles 3. Factors of transformational leadership in colleges 4. Factors of transactional leadership and practice 5. Integrating the two styles to upscale innovation 6. Packages of motivation and reward system to initiate creativity, invention and innovation 7. Promoting team spirit and team work for active participation of trainers in leadership practices 8. Initiating individual efforts for creativity, invention and innovation 9. Additive effects of the two leadership styles to contribute to creativity, innovation and sustainability 	
How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?	<ol style="list-style-type: none"> 1. Major problems faced by the sample colleges 2. Proposed mitigation mechanisms in the sample colleges 	

The process of analysis followed the techniques advised by Creswell (2012). The major processes are coding, categorising and forming themes. The following figure guided the development process of coding to form themes.

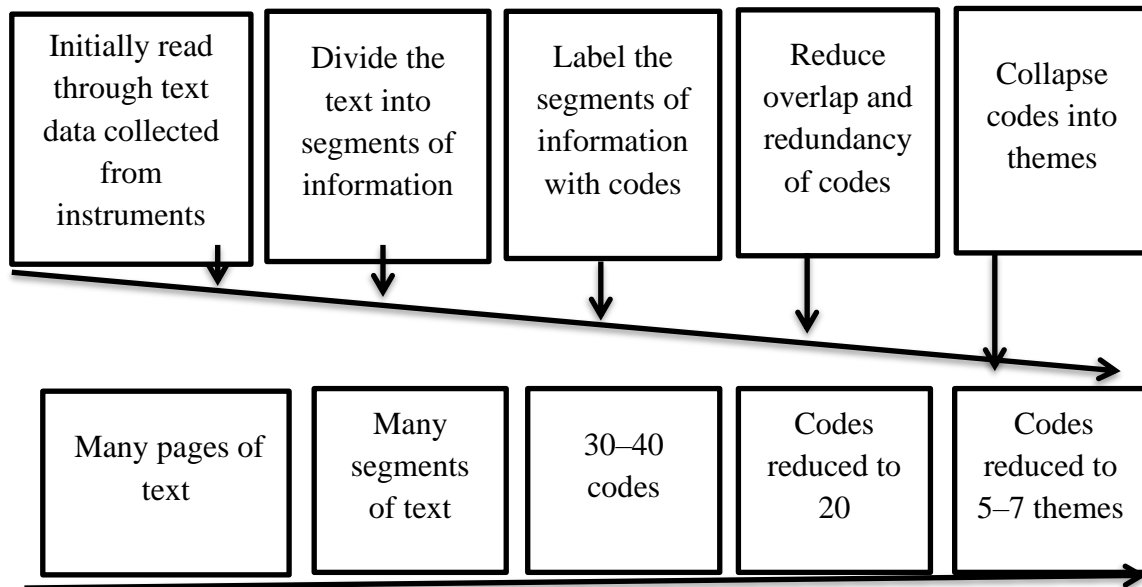


Figure 4.6: A visual model of coding process in qualitative research (Creswell, 2012:244)

The researcher followed the steps of the development of grounded theory pointed out by Creswell (2012:440). The first step is to decide if a grounded theory design best addresses the research problem. The second step is identifying a process for the study. The third step is to seek approval and access to information from participants. The next step is to code the data. The fifth step is to use selective coding and develop the theory. The final step is to write a Grounded Theory research report.

Therefore, the grounded theory design was appropriate to assess the perception of participants such as prime deans, trainers and officials about the leadership practices in the polytechnic colleges in the study area. As has been already discussed in the literature review in Chapter Three, there is no best leadership style that fits and works in the TVET sector. Nonetheless, the leadership styles that could be implemented in the sector should be the modern leadership styles. For example, the researcher tried to research the additive effects of transformational and transactional leadership styles to facilitate creativity, invention, innovation and sustainability in the selected polytechnic colleges in Addis Ababa.

Consequently, the following table depicts the thematic focus and methods of data collection and analysis process.

Table 4.7: Summary table that shows major theories, thematic focus and methods of data collection and analysis

No.	Theory	Thematic focus	Data collection method	Analysis method
1	Classical leadership theory	Trait: A leader possesses certain traits associated with leadership skills	<ul style="list-style-type: none"> • Structured interview • FGI 	Thematic analysis and constant comparative analysis
		Behavioural: 1. Compare the behaviours of effective and ineffective leaders. 2. Classify and study the effects of different styles of leaders' behaviour	<ul style="list-style-type: none"> • FGI • Structured interview • Observation 	
2	Contingency Theory	Path-Goal: Emphasises the leader's effect on subordinates' goals and the paths to achieve the goals	<ul style="list-style-type: none"> • Structured interview • FGI • Observation 	
		Situational: Effective leadership behaviour is "contingent" on the situation	<ul style="list-style-type: none"> • Structured interview • FGI • Observation 	
3	Contemporary leadership: Transactional and Transformational	Leaders motivate their subordinates to do more than they originally expected to do.	<ul style="list-style-type: none"> • Structured interview • FGI • Observation 	

4.5.4 Strategies to ensure trustworthiness

Trustworthiness consists of credibility, transferability, dependability, and confirmability (Devault, 2017; Shenton, 2004). Qualitative methods are particularly appropriate to elucidate free responses and adequate information from participants and triangulate facts or complementarity or expansion (Darlington & Scott, 2002; Shenton, 2004). Besides, continuing discussion up to saturation of ideas to get facts is a sign of trustworthiness (Bogdan & Biklen, 2007:59). Accordingly, the researcher employed three instruments of data collection, i.e. structured interview guide, FGIs guide and observation guide. The primary intention of using these groups of data collection tools was to control subjectivity. This explanation is further supported by Darlington and Scott (2002:124).

Still other mechanisms employed to confirm credibility and trustworthiness were the use of standardised information as indicated in policy strategies, guidelines and manuals of the Ethiopian Ministry of Education now TVET is under the Ethiopian Ministry of Science and Higher Education. Moreover, information was crosschecked with published documents and books.

4.5.5 Ethical considerations

Many scholars have emphasised the importance of ethical considerations for researchers when conducting studies. For instance, Denzin and Lincoln (2000:2) explain that ethics in research refers to considering all aspects of the study, including its publication. These scholars emphatically propose that ethics is an overriding consideration to protect participants from harm. Bogdan and Biklen (2007:48) also state ethical considerations are principles of right and wrong. Yin (2011:38) suggests that throughout the entire career a researcher needs to bring a strong sense of ethics. Cacciattolo (2015:55) further believes the researcher should ensure participants are safe from harm and are protected from unnecessary stress.

Condensing explanations from scholars about the application of ethics in research, two issues dominate in setting, maintaining and using official guidelines of ethics (Bogdan & Biklen, 2007:48). The first is informed consent (see Annexes I and J for the consent of participants) and the second is protection of informants from harm. Besides, guidelines attempt to ensure two important points. The first is informants must enter into the research project voluntarily,

understanding the nature of the study, and dangers and obligations. The second is informants should not be exposed to risks that are greater than the gains they derive from the research.

Considering the concept and importance of ethics in research, Bogdan and Biklen (2007:49-50) propose useful guidelines for researchers in general, and qualitative researchers in particular. They believe, qualitative researchers can develop particular strategies to support ethical approaches to their fieldwork. These writers describe seven strategies. The first is to avoid research sites where informants may feel coerced to participate in the research. The second is to honour informants' privacy. The third strategy is that researchers should understand the difference in informants' time commitment to the research during participant observation in public places and participant interviews. The fourth is that, unless otherwise agreed to, the informants' identities should be protected so that the information collected should not embarrass or harm participants. The fifth is to treat informants with respect and seek their cooperation in the research. The sixth is in negotiating permission to do a study, a researcher should make it clear to those with whom they negotiate what the terms of the agreement are and abide by that contract. The seventh is to tell the truth during write up and report findings. In agreement with the above description, Strydom (2002:64) points out major issues to be addressed in conducting qualitative studies in social sciences. The issues are preventing harm to participants, gaining informed consent and no deception of participants, no violation of privacy/anonymity/confidentiality, using competent researchers and publication of honest findings.

In corroboration with the literature, it is very important to the current study to explain each of the issues indicated in detail as follows:

a) Preventing harm to participants

Harm might be manifested in physical or emotional ways. Thus, participants should be clearly informed in advance about the potential impact of the research. Participants should be free to withdraw from the research at any time.

In accordance with the ethical considerations above, interviewees and FGI participants of this research were informed about the plan of how the sessions would be facilitated. In addition,

the purpose of the study, overview of contents covered, schedules of interview, and discussions and informed consent form were communicated to participants.

The researcher is a lecturer of TVET leadership and management, which helped to fill gaps in the leadership practices in polytechnic colleges of Addis Ababa. Leadership in polytechnic colleges is a sensitive topic and the researcher understood the effect of his own personality and behavioural traits that might have had a negative influence on the wellbeing of participants. The researcher also controlled the tendency to feel stressed and to show patience.

b) Informed consent (see annexures I and annex J)

This is concerned with providing adequate information on the purpose of the research, procedures, advantages, disadvantages and dangers to the participants (Bogdan & Biklen, 2007; Strydom, 2002). Informed consent was seen here as part of preventing harm to participants. Accordingly, informed consent was received both in written form and orally.

c) Deception of participants

This is the process of deliberately misrepresenting facts to convince other persons to believe what is not true (Bogdan & Biklen, 2007:49). It could contain attempts to give incorrect information to ensure participants' involvement. Deception could also happen if participants have unrealistic expectations of the outcome of the research. In case of this study, the researcher informed the participants about how the findings could be distributed and its contribution to leadership practices to upscale innovation in the polytechnic colleges.

d) Violation of privacy/anonymity/confidentiality

Anonymity is one of the pillars of ethical consideration in research. According to Bogdan and Biklen (2007:49), if the researcher studies a topic that informants might not want anyone to know about them, they should not participate in the study. They should be able to get the opportunity to choose whether or not to participate. Thus, the right to privacy is the individual's right to decide when, where, to whom, and to what extent his or her attitudes, beliefs and behaviour should be revealed. In this regard, the researcher was careful not to disclose any information, but the participants were allowed to disclose the information to

whomever, whenever, wherever and whatever they preferred. The researcher also employed special codes to keep anonymity.

d) Competence

A researcher is ethically obliged to ensure he/she is competent and adequately skilled to undertake a proposed investigation (Strydom, 2002:69). A research process should be undertaken in an ethical manner and reported based on the analysis of data and results of the study. According to the same writer, the researcher should evaluate all possible risks and advantages of research and must honour promises made to participants. Actions, attitudes and clothing of the researcher should all be ethically correct (Bogdan & Biklen, 2007:50).

The researcher had ample experience to facilitate interviews and FGIs about the practices of leadership in the polytechnic colleges. The researcher is currently working as a lecturer of TVET leadership and is competent to facilitate the research process. The researcher also has background experience in the area of research and development as he is qualified from the same department. Furthermore, the researcher has knowledge of working with community and government offices as he participated in national and international volunteerism and charity services, working as a United Nations (UN) volunteer under a United Nations Development Programme/United Nations International Children's Emergency Fund (UNDP/UNICEF) programme in Ethiopia and working in many NGOs in charge of different positions.

e) Release or publication of the findings

It is unequivocally agreed that researchers should compile a report that is as logical, meaningful and acceptable as possible (Bogdan & Biklen, 2007; Strydom, 2002). Wrong findings and conclusion of a study can have harmful consequences. It is therefore important for the researcher to ethically ensure that the research procedure is correctly represented and all findings are true. According to the abovementioned authors, there are obligations that need to be strictly followed. The researcher needs to make his research reports user friendly. Firstly, all resources and people consulted in the study must be acknowledged, as plagiarism is a serious offence. Secondly, it is important to admit limitations of the research. Thirdly, findings should be stated clearly without compromising confidentiality.

In corroboration with the explanation made by scholars, the current study considered the necessity of participants volunteering to be actively involved in interview and discussion sessions (see Annexes I and J). Thus, the researcher would ensure that the participants were not stressed and harmed by the research process. The ethical considerations of the current study were gleaned from the processes and procedure employed by the researcher. Accordingly, the procedures followed are highlighted in the following sections leave out successively.

In the beginning, ethical clearance was applied for from the College of Education's Research Ethics Committee, UNISA. Upon the supervisor's comments and approval of the ethics committee (see Annex A), the researcher collected the permission letter from the Federal TVET Agency of Ethiopia (see Annexes B, C and D). Then data collection was conducted. During the data collection, the researcher strictly followed the principles of qualitative research forwarded by scholars of the field (Bogdan & Biklen, 2007; Charmaz, 2006; Chilisa & Kawulich, 2015; Kivunja & Kuyini, 2017; Thanh & Thanh, 2015; Tracy, 2013). The principles have been discussed in the sections above.

What needs to be underscored here is that participants of qualitative study are not subjects or objects; rather they are part of the research. In accordance with this statement, the researcher created a positive and smooth communication with participants to achieve the purposes and objectives designed, which answered the questions of the study under the problem statement section. In other words, the research process did not pose any risk physical, mental or psychological to the participants. The polytechnic college prime deans, trainers and TVET offices and bureau heads were involved in routine administrative tasks during the time of the interviews, FGIs and observations (see Annex L for the schedule). The research design did not pose a risk of breaking the confidentiality of the participants. Participant anonymity was ensured as the interviews and FGI responses were technically coded and recorded. The recorded materials of interview and FGI responses were kept in a secured location. It was accessible to the researcher only in order to protect the confidentiality of participants' responses (Denzin & Lincoln, 2000:7). The participants were free to refuse the interviews or FGIs at any time before the interview and discussion if there was a problem. The participants signed a consent form before the start of interviews and FGIs (see Annexes I and J).

The sample deans, trainers and TVET Bureau officials participating in the study were informed about the contents before starting the interview and FGI sessions. In the introductory remark, the purpose of the research and value of participation were communicated to participants. In addition, they were orally informed that their participation was voluntary. The issue of risk associated with participation was clearly indicated in the ethics application form to the College of Education Research Ethics Committee at UNISA. The informed consent form also indicated that the participants could receive a draft summary of the findings (Bogdan & Biklen, 2007; Strydom, 2002). In short, when interviews and FGIs were conducted, ethical considerations were consistently adhered to. The measures taken to ensure participants' ethical treatment are now addressed.

- a) Data collection began after obtaining approval from UNISA and getting the permission letter from the Federal TVET Agency. The letter was submitted to the sample polytechnic colleges and relevant line government offices that were part of the study (see Annexes C and D for detailed contents).
- b) The polytechnic college prime deans linked the researcher with the purposively selected departmental and sector heads for smooth communication to facilitate FGIs.
- c) The researcher distributed copies of the letter of permission to the respective polytechnic colleges and offices to get the right interviewees drawn from deans and officials (see Annexes C and D for detailed contents).
- d) The selected participants in the interviews signed the consent form (see Annexes I and J).
- e) Those who were selected to participate in the FGIs signed the consent form, knowing that they had the option of whether or not to participate.
- f) The researcher facilitated the interviews and FGIs orally and audio-recorded them with the participants' consent.
- g) Polytechnic college prime deans, departmental heads and workshop heads facilitated observations.
- h) The researcher used special codes for anonymity and to increase confidentiality.

The researcher strictly followed the ethical considerations in the research process and the research was able to be conducted smoothly.

4.6 CONCLUSION

This chapter discussed the paradigm, approach, methodology, design and methods of the study. It communicated how the stipulated research questions of the study under section 1.5 could be answered. The researcher selected 26 sample participants for interviews and FGIs. From the total sample size, six participants were selected for interviews and 20 trainers were selected for FGIs in three polytechnic colleges. These led to the design of data collection methods for the interviews, FGIs and observations. The data collection instruments were the structured interview guide, FGI guide and observation guide. The data analysis methods were thematic analysis and constant comparative analysis in combination. The “zigzag” method interlocked data collection with data analysis which was very important in order to create the categories of themes to draft constructs of the would-be theory. Ethical protocols were adhered to treat the participants of the study in line with the scientific research approach. Therefore, this chapter was linked the theoretical perspectives with empirical perspectives and practices of TVET leadership in the research area. Finally, this study employed the constructivist paradigm, qualitative approach and grounded theory design to develop the new blended leadership theory that could be implemented in the polytechnic colleges of Addis Ababa.

CHAPTER FIVE

DATA ANALYSIS, FINDINGS AND INTERPRETATIONS

5.1 INTRODUCTION

This study was conducted to explore the state of leadership practices in selected TVET colleges of Addis Ababa, Ethiopia. In so doing, the study was based on the empirical investigation of leadership practices of three polytechnic colleges. Methodological issues of the study were discussed in Chapter Four. In the methodology chapter (Chapter Four), the paradigm that guided the research, research approach, research design and research methods were presented in detail. There was also discussion about the samples of the study and the respective sampling techniques used to select the sample. The method of data collection and analysis strategies employed to confirm the credibility and trustworthiness of the findings and ethical issues considered were further discussed in Chapter Four.

In accordance with the methodological issues addressed in Chapter Four, this chapter presents data analyses, findings and interpretations of the study. Data analysis includes the presentation of findings based on data collected from participants. The data collected by interviews, FGIs and observations from the participants or researcher in the research settings were technically and thematically categorised in line with the basic research questions reported in Chapter One. To recap the basic questions of the study were:

- What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?
- Why are leadership practices required in selected polytechnic colleges in Addis Ababa?
- How do these leadership practices impact polytechnic colleges of Addis Ababa?
- How could transformational and transactional leadership styles be combined to upscale innovation in polytechnic colleges of Addis Ababa?
- How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?

The analysis procedure systematically followed the logic used to organise the problem and the respective research questions indicated above. Accordingly, the major research question was split into five sub-research questions (SRQs) and concomitant research objectives of the study that were clearly communicated in the first chapter and then maintained through all the chapters

that came after it. The sub-research questions were further broken down into interview and FGI guiding questions.

In so doing, the first sub-research question was divided into 8 interview questions, the second into 10 interview questions, the third into 14 interview questions, the fourth into 9 interview questions and the fifth into 2 interview questions. In total, the five sub-research questions were broken down into 43 interview questions for PDs (see Annex N). In addition, the sub-research questions were split into 37 interview questions for officials. Moreover, the sub-research questions were divided into 36 FGI guiding questions for trainers. Accordingly, the researcher summarised the analysis procedure by taking into consideration the larger number of interview questions employed for the PDs. The first reason to use this number was that PDs were the central role players of the TVET leadership practices in the colleges. The second reason was that the emphasis of the study was on selected polytechnic colleges. The third reason was that the other interview questions used for officials and FGI guiding questions used for trainers were the subsets of the 43 interview questions. In accordance with these arrangements, the analysis framework is displayed in Figure 5.1 below.

To this end, the researcher coded the data gathered from primary sources, which were the interviewees, FGI participants and observations (see Annex N). Then, themes were categorised into minor themes and major themes. Then, the researcher conceptualised the appropriate leadership theory grounded inductively from the practices of participants of the study to the sample polytechnic colleges of Addis Ababa City Administration, Ethiopia.

5.2 DEMOGRAPHIC ATTRIBUTES OF THE PARTICIPANTS

The data analysis process considered the primary data gathered from the participants of the study. The total number of participants of the study was 26 (all male). There were six interviewees of which three were prime deans and the other three were officials, and the FGI participants were 20 in number. Two officials were drawn from the then sub-city TVET offices and now restructured as mobilisation offices in the colleges and a Vice General Director of Addis Ababa City TVET Agency. All (six) interviewees were male in their forties. This indicated that leadership practices were dominated by male. All (20) FGI participants were also male. 18 trainers were in their early thirties and two trainers were in their forties, with ample experience. The FGI participants were trainers who were relatively younger than the prime deans

and officials. Descriptions about the qualification and experiences of the participants of the study are highlighted in the next subsection.

5.2.1 Prime deans

Prime Dean 1 coded as PD1 confirmed that he was in his forties. He has a Master of Arts (MA) Degree in TVET Leadership and Management from the Federal TVET Institute, currently named the Ethiopian Technical University. He also has an MA degree in Adult Education from Addis Ababa University. Moreover, he holds a Computer Science and Economics Bachelor of Science (BSc) degree from Addis Ababa University. He has served for six years as a prime dean in the polytechnic college and ten years in different positions in the TVET sector.

Prime Dean 2, coded as PD2, affirmed that he was 46 years old. He has an MA degree in Educational Leadership and Management from Addis Ababa University. He has served for five years in the college as prime dean. He also has served for 26 years in nine organisations. He has been in charge of different positions such as the principal of a senior secondary school, head of Woreda Education Office, head of the town education office, head of the capacity building office and prime dean of the college.

Prime Dean 3, coded as PD3, replied that he was in his forties. He has an MA degree in public leadership from Civil Service University. He has served for two years in both vice dean and prime dean positions from 2019 to 2020 in the college. He has a total service of 18 years as a teacher, registrar and dean.

5.2.2 Participants of FGIs

Participants of FGI1 were drawn from polytechnic college one. There were seven trainers in FGI1, drawn from six departments. Most of them were in their early thirties. Participants of FGI2 were drawn from polytechnic college two. The number of trainers in FGI2 was also seven, drawn from seven departments. Most of them were in their early thirties. Participants of FGI3 were drawn from polytechnic college three. There were six FGI3 participants, drawn from six departments. Most of them were in their early thirties.

5.2.3 Officials

Official 1, coded as O1, confirmed that he was 53 years old. He has a Bachelor of Arts (BA) degree in Educational Management and Planning. He was an officer at sub-city level and is currently positioned as Mobilisation Director at college 1. He has served for a year in the current position and has a total of 29 years in all positions in different sectors.

Official 2, coded as O2, said that he was 38 years old. He has a BSc degree in Food Processing and Post-harvest Technology from Haromayia University. He has served for a year in the current position as Mobilisation Officer and a total of 12 years in different positions such as instructor, expert, office head and representative of the Mobilisation Directorate.

Official 3, coded as O3, confirmed that he was in his fifties. He has a BA degree from Addis Ababa University. He is also a candidate for an MA degree in TVET Leadership and Management from the Federal TVET Institute, currently named as the Ethiopian Technical University. Currently, he is serving as the Vice General Director of Addis Ababa TVET Agency. He has ample experience and served as a trainer, vice dean and dean of college before joining his current position.

5.3 ANALYSIS STRATEGY

Firstly, data collected from the three PDs were analysed one after the other. Secondly, data collected from the trainers through FGIs were analysed with the same pattern used for PDs. The coding of FGI was in parallel with the respective PD in the college. Thirdly, data collected from the officials were analysed in the same fashion indicated above. Fourthly, data collected by observation were analysed. The researcher conducted three observations, which were done immediately after the interview sessions of PDs in the respective PTC. The analysed observation data were narrated next to the official's response in the respective themes. The observation data were coded as Ob1, Ob2 and Ob3. The observation data analysis was merged with the data analysis of the interview and FGIs. The analysis process began from the transcription process. In accordance with this, the researcher followed the following logic indicated in Table 5.1 to transcribe the data collected from the three primary sources of data collection methods.

Table 5.1: Transcription and analysis process of data from three categories of data sources

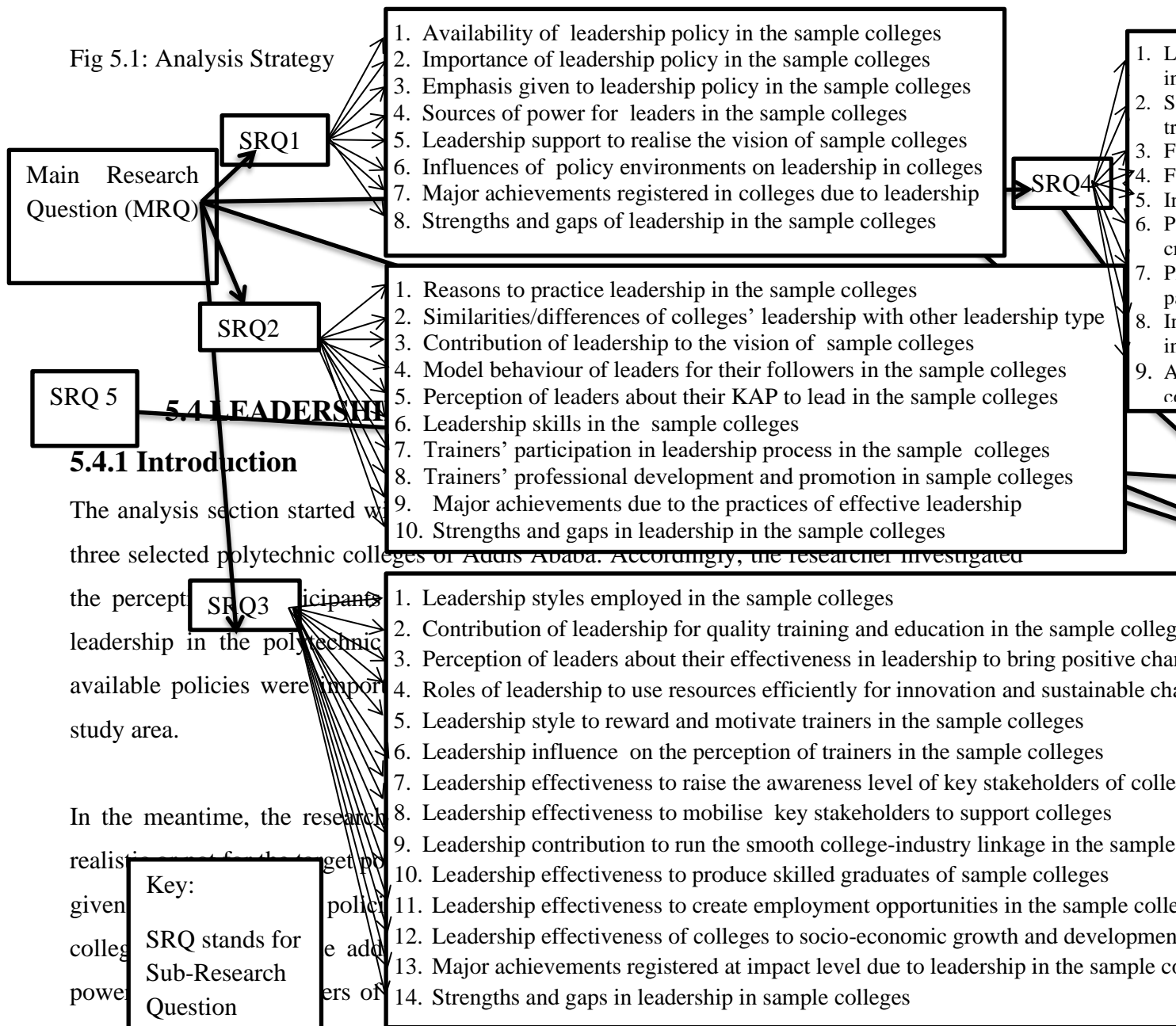
Participant	Total	Data sources	Tool	Code	College name
Prime deans	1	Prime Dean 1	Interview	PD1	Akaki PTC
	1	Prime Dean 2	Interview	PD2	General Wingate PTC
	1	Prime Dean 3	Interview	PD3	Misrak PTC
Trainers	7	Focus Group Interview1	FGI	FGI1	Akaki PTC
	7	Focus Group Interview2	FGI	FGI2	General Wingate PTC
	6	Focus Group Interview3	FGI	FGI3	Misrak PTC
Mobilisation Officers	1	Official 1	Interview	O1	Akaki PTC
	1	Official 2	Interview	O2	Misrak PTC
TVET Agency	1	Official 3	Interview	O3	Addis Ababa TVET Agency
Three Polytechnic Colleges	1	Observation 1	Observation	Ob1	Akaki PTC
	1	Observation 2	Observation	Ob2	General Wingate PTC
	1	Observation 3	Observation	Ob3	Misrak PTC
Total	26				

Note: AA stands for Addis Ababa and PTC stands for Polytechnic College.

The researcher tried to reshuffle the pattern of data analysis flow slightly. This was primarily because PDs and FGI participants were expected to share substantial leadership practices within the sample colleges (see Annex N). The other participants of the study were officials who were addressed through structured interviews. Thus, the flow of the analysis of data showed data from PDs, FGI participants, officials and observations. The analysis process followed the ‘snippet’ indicated by Table 4.6 in Chapter Four. In addition, the researcher employed an analysis strategy in order to develop categories of data, then to devise subthemes and major themes. The development of subthemes and major themes was depicted by Figures 4.4 and 4.6 in Chapter Four. The researcher employed the following analysis strategy indicated by Figure 5.1. It was

developed in the light of instruments of data collection. The data collection instruments depicted the basic research questions of the study listed out in Chapter One.

Fig 5.1: Analysis Strategy



5.4.1 Introduction

The analysis section started with three selected polytechnic colleges of Addis Ababa. Accordingly, the researcher investigated the perception of participants on leadership in the polytechnic colleges. The available policies were important in the study area.

In the meantime, the researcher realised that the targetted colleges were not given enough attention. The researcher further investigated whether or not the available policy supported leadership practices to realise the vision and mission of the targetted polytechnic colleges. The researcher further investigated which policy environments impacted the leadership effectiveness in the sample polytechnic colleges. Still the other issues entertained in this section are the major achievements made due to the support of the leadership policy. Finally, this section addresses the strengths and gaps in the leadership policies in the sample colleges in Addis Ababa.

5.4.2 Availability, appropriateness and emphasis given to leadership policy

From the data gathered and analysis made, the researcher understood that there was no policy that supported leadership practices in the respective colleges. The available TVET strategy had not been put into action. This showed that emphasis was not given to leadership practices

in the sample colleges. In agreement with this, the participants of the study responded to the availability, adequacy, appropriateness and emphasis given to the leadership policy of colleges as follows:

There was no policy that supported the leadership practices in the colleges. However, there was an inadequate TVET strategy that was partially used to guide the leadership process in the colleges. If there was a clear TVET leadership policy, it would have been a good input to lead the dynamic and demanding TVET sector which is assumed to be guided by the instrumentalities and orchestrations of sample polytechnic colleges in Addis Ababa City Administration. (Interview 1 from 9:00 AM to 10:00 AM on 3 August 2020)

In agreement with the first interviewee, the second interviewee stated that:

There is no leadership policy to support the college's leadership practices. Although there were general policies about decentralisation and lifelong learning, the colleges had no support to undertake activities like module preparation and effective cooperative training. (Interview 2 from 9:00 AM to 10:00 AM on 4 August 2020)

Still the third interviewee added that:

TVET has no leadership policy but had strategy. The national education system was guided by the new education road map. The leadership qualification framework could be considered as a reference document for leadership development in the TVET sector in general and colleges in particular. Nonetheless, it was inadequate by itself and was less realistic. Besides, less emphasis was given to it to play its crucial roles to bring about positive impacts on the socio-economic growth and development of the city. (Interview 3 from 9:00 AM to 10:00 AM on 5 August 2020)

The researcher deduced that there was no clear leadership policy apart from the existence of the TVET strategy in colleges. Hence, it was safe to draw the conclusion that leadership policy was inadequate, less realistic and less emphasis was vested upon it. Nonetheless, policies were substantial agreement documents to undertake activities efficiently and effectively, be it leadership related activities or others. There was no leadership policy that

initiated the training of TVET leaders and managers. The colleges also suffered from lack of clarity of the TVET strategy that was the guide to leadership practices. The TVET strategy that was expected to guide the leadership activities was too short to decide issues about the competition for departmental position and dean positions. Besides, there were no clear incentive procedures for the staff.

Although the leadership qualification framework could be considered as a reference document for leadership development in the TVET sector, it was not adequate. It is safe to infer that there was no policy that guided the polytechnic colleges' leadership efficiently and effectively. The leadership policy in colleges was not creditable. Due to the inadequacy of the policy, there were wide gaps in the implementation of the activities of colleges. For instance, the absence of a module preparation guideline was one of the serious issues that exacerbated the quality of training in the colleges. This was primarily because the leadership activities were mostly guided by campaigns on an ad hoc basis through circular letters.

The FGI1 participants responded to the same question. They knew little about the TVET leadership policy, strategy and rules and regulations. The practices have shown that TVET strategy was not implemented well. The implementation of rules and regulation were partial. The discussants also argued sharply that the TVET strategy available at national level was nominal; it was not implemented as it was written. The strategy was copied from other countries but not implemented at college level efficiently and effectively based on the real contexts. FGI2 participants also stated that they were not very clear about the leadership policies; they had no detailed knowledge about it. Nonetheless, leadership policy was important to the colleges in particular and the TVET sector in general. The FGI participants only knew that the TVET strategy was formulated to produce middle-level human capital to industries.

In this regard, the FGI3 participants pointed out that though it was not well developed, there was a short TVET strategy document. It was not taken into actions as it was unclear to guide the leadership development process within the colleges. Its major aim was to produce small- and middle-level human capital to the industry. Apart from that there was no policy for the TVET sector. The strategy was descended from the 1994 education and training policy of Ethiopia. The participants had a strong belief that colleges need to have leadership policy that could be able to guide leadership development process in the upcoming periods.

In a nutshell, FGI participants agreed that though there was strategy, it was not practised well. For instance, the prime deans were not assigned according to a merit-based approach. Prime deans should be recruited from the trainers in the college. However, this was not the case. Accordingly, the TVET strategy did not support the college fully. Furthermore, the leadership process in the colleges supported the training process partially but not fully.

The leadership of prime deans supported the training process below 50% due to the existence of loose leadership practices in the sector. The 70% practical and 30% conceptual threshold of outcome-based training model formulated in line with the TVET strategy did not depict the reality. In few instances, the colleges were better in practical training than the cooperative training at industry level. (For example a participant from FGI1 conducted on 7 September 2020)

In contrast to this, according to one of the participants of the FGI3, the academic universities strictly followed what was written in the policy and implemented activities in line with their legislation.

The TVET strategy did not support the training programme as expected. This is primarily because of the less emphasis given to leadership policy that could support leadership practices at college level. (FGI3 discussion conducted on 8 September 2020)

The outcome-based training was not time-bound. Its strength was that the strategy indicated the need for resources for the training process. According to the TVET strategy, colleges were expected to be the incubation centres for technology. Nonetheless, technology copying was used as a criterion for the career development of the trainers. There should be a separate department to research and initiate technology copying. The industry extension programme was not feasible. This was because, on one hand, the practices of the cooperative training showed that industries were few but were planned to cover 70% of the practical training of trainees in the colleges, which was not feasible. On the other hand, in some instances, the colleges were better than the industries for practical training although it was mandatory to conduct the cooperative training in the industries. The industry supervisors were also more advanced than the trainers to lead the cooperative training. Due to this, trainers always

supported the SMEs and industries in kaizen, which is a Japanese philosophy concerned with continuous improvement. The designed curriculum did not include Mathematics and English as courses, which was one of the major gaps of the TVET strategy, rules and regulations and was cast a shadow on the leadership process of colleges.

The researcher probed by asking, “What were the causes of the impracticality of the TVET strategy?” Most of the FGI participants replied that there were many causes for TVET strategy implementation gaps. A case in point was discussed that the trainers could not challenge the leaders to implement the strategy as written. This in turn was due to the low participation of trainers in the leadership practices in the colleges. For instance, in Garment Technology, the style of the training package was always the same, which was monotonous and tiresome. The strategy strictly confined the trainers not to change their training style. The direct words of a participant in FGI1 read as:

The strategy was the killer of creation, invention and innovation. It was resistant to new ways of working as per the situation at hand; it did not allow situational leadership and management. It was quite fallacious and was one of the major problems of the TVET strategy implementation. This affirmed the existence of policy leadership gaps within the colleges. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI participants of the study underscored that gaps in leadership practices in the colleges emanated from the gaps in the national policies. The investment policy, industry policy and economic growth and development policy did not embrace and apply the TVET leadership policy. For instance, there was no obligatory statement for the investors and industries to facilitate cooperative training for trainees of colleges. In the absence of a memorandum of understanding between government and industry owners, privatisation had nothing to do with facilitating cooperative training. This was entangled with problems of leadership practices of the prime deans.

The other example was related to construction technology. Trainers had always supported the same SMEs in the previous years. However, there was no improvement and change among them. This was primarily because of the poor infrastructure such as roads, water and electricity. There were a few meetings conducted to discuss the problematic issues of the

industry extension programme but this was nominal and had nothing to do with improving the working modalities. One of the FGI participants commented:

The meeting was conducted to corrupt the budget. There was also a mismatch in the placement of the trainees in the appropriate workplace training area and their specialisation. For instance, if the trainees need to be placed in computer technology, the industry placed the trainees to carry materials as errands. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

This was again threaded with the lack of a memorandum of understanding between the line government sector and the industry owners during the privatisation process. This put pressure on the leadership process in the colleges.

The PDs and FGI participants of the study agreed that although TVET issues were addressed in the Education and Training Policy of 1994, the TVET strategy was established in 2008 and the education development roadmap was at its infant stage to support leadership in colleges. Its practicality was not satisfactory. It was noticed that all the FGI participants had no clear understanding about TVET leadership policy. A few of them believed that there was no TVET policy, others were in a dilemma, and still others confirmed the presence of the TVET policy. Of all the issues, participants did not understand the missing link among the aforementioned national policies that impacted on the leadership policies in the college.

O1, O2 and O3 who were the then sub-city officials currently named as Mobilisation Directors at college level gave their views on the same group of questions in the following section respectively.

O1 explained that there was no TVET leadership policy that could support the leadership process in colleges. As the TVET sector was structured under the Ministry of Education (MoE), it was guided by the Education and Training policy like the general and academic education. Currently, it is restructured under the Ministry of Science and Higher Education (MoSHE). This participant hoped that TVET could have its own policy in the near future when it is given more importance by the government. O2 stated that TVET was guided by the development policies of the nation. This showed that this interviewee was not clear with what

TVET leadership policy is. O3 responded that TVET in Ethiopia did not have a policy but a strategy that stated colleges' leaders should be recruited from its own staff. He stated that:

It could not be affirmed that adequate leadership policies were available to TVET in general, and colleges in particular. The efficiency and effectiveness of leadership were relative in the sense that prime deans were trained in leadership either in higher education universities or short-term trainings. Colleges needed leadership policy. It was obscure why colleges had not policy to date. It might need research to reply this question. It might be addressed fully by MoSHE in the New Education Development Road Map of Ethiopia. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

In short, the officers like the prime deans and FGI participants affirmed that there were no appropriate leadership policies to guide the leadership development processes of colleges. There were also gaps in the TVET strategy as it was greatly influenced by the Ministry of Education. TVET was detached from MoE recently and structured under the Ministry of Science and Higher Education (MoSHE). Accordingly, there would be clear policy and strategy to the colleges in the future as far as the structure is developed in isolation. The three observations conducted in the sample colleges about leadership policies also supported the views of the participants of the study. All the observations (Ob1, Ob2 and Ob3) confirmed that there were no adequate leadership policies. Documents such as the TVET policy, rules, regulations and procedures about TVET leadership were not adequate in the respective college. Although there were a few documents such as the TVET Strategy, Business Process Reengineering (BPR), and draft legislation dispatched from Addis Ababa TVET Agency, they were not practised well in the colleges. The organisational chart and structural teams established by the leadership of the prime deans were available in the colleges but not posted in the appropriate places. According to Ob1 and Ob2, the physical appearance and standard of the compound, buildings, classes, offices, workshops and laboratories were partially standardised in all the sample colleges.

5.4.3 Sources of authority of leadership in the sample colleges

In this section, sources of power/authority of leadership in the sample colleges were discussed. PD1 explained that the source of authority was merit-based assignment. PD2 also

confirmed that the source of power/authority was legitimate power. Still, PD3 stated the source of power/authority was merit-based competition. He added that the national leadership qualification framework indicated leaders of colleges should be recruited from the academic staff (trainers). This incumbent affirmed that he was promoted from the trainer position to the registrar, from registrar position to the vice dean, from vice dean to the prime dean. Hence, according to him, the source of authority was both expert power and legitimate power.

In short, the prime deans who participated in this study underscored that the source of power/authority in the colleges was a merit-based and/or legitimate power. In contrast to this, all the FGI participants believed that the prime deans were appointed politically. In this regard, one of the FGI participants stated:

If someone knew the individual from the party who lead the government or if the individual was communicative or if the individual was the member of the party who led the government, that individual could be assigned as PD. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI2 participants also agreed that the prime deans were positioned by political assignment. Still, the FGI3 participants agreed that deans were assigned politically. In addition, the FGI2 participants replied that there were no rules and regulations employed for the position of departmental headship. The trainers did not compete for the position; rather they were voluntarily assigned to lead the department. One of the FGI participants explained:

Since I knew the activities to be done at departmental level, I took the position voluntarily. In most cases, the prime dean assigned the department heads based on personal affiliation. Apart from that, there were no merit-based competition which recognised qualification and experiences. There was no manual to guide the assignment of departmental heads. In short, the political situation overrode assignment of prime deans and departmental heads rather than employing the criteria of merit-based competition. (FGI2 conducted from 9:00 AM to 12:00 AM on 9 September 2020)

The colleges passed through different stages of development starting from the 1990s. From then on, assigning prime deans to lead the colleges was through affiliation to the politics of

the party that led the government. There was little improvement in the current situation. The other FGI participants pointed out:

Prime deans were drawn from other disciplines somewhere else other than TVET sector and assigned in the college through circulars/ad hoc letters by Addis Ababa City TVET Agency. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

O1 explained that prime deans were politically appointed. There was no merit-based competition to fill the prime dean position in the colleges. On the other hand, merit-based competition was exercised well in the academic colleges and universities of Ethiopia. According to him, the officials of Addis Ababa City TVET Agency assigned prime deans. There were no clear criteria, rules and regulations to empower prime deans in the colleges. This interviewee strongly pointed out the following view:

The position was given to prime deans as a gift from the higher officials. In the case of general education; Board of Directors and Parent Teacher Student Association had active participation to empower leaders to the position by merit-based competition which was not exercised in the colleges. (Interview 4 conducted from 9:00 AM to 12:00 AM on 14 August 2020)

O2 also maintained that TVET was not free from politics. The appointment was based on ethnicity politics. Qualifications and experiences were not considered when competing for the prime dean position. On the contrary, O3 confirmed that "*All prime deans had grown professionally from bottom to top positions. They began from trainer position and promoted to deanship as per their performances.*" He also expressed that "*higher offices had employed performance, commitment and political assignment criteria to empower prime deans internally.*" He pointed out that Addis Ababa City TVET Agency did not invite professionals for the dean position from outside of the colleges. In the upcoming period, the agency planned to use the merit-based approach like academic universities. Hence, after being endorsed by Addis Ababa City Council, the draft legislation could be used in the near future, which would follow the merit-based approach to empower prime deans. To realise this, the agency already distributed the draft merit-based document to the colleges' staff for

comments. *"So far, the agency had employed the internal promotion technique through competition and assignment in a 50/50 threshold."* (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

Although the three prime deans reported that the source of their authority was merit-based competition, the FGI participants strongly argued against this view. The discussants commented that the source of power/authority for prime deans was appointment by higher offices. They further underlined that prime deanship was affiliated to friendship and political membership. In strengthening the debate, one of the FGI participants replied that:

The assignment of prime deans and departmental heads was not as per the strategy but was done through circulars or ad-hoc letters, which were not standardised and long lasting. (FG1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

It could be deduced that prime deans should be positioned in light of the merit-based competition plus assignment with the threshold of the 50/50 approach as pointed out by the TVET strategy. Besides, vice deans were expected to be positioned fully by merit-based competition. Moreover, although the practice had shown that departmental heads were assigned by the deans, the strategy indicated that they should be positioned in light of the qualification and experience they had. Even though O3 indicated that criteria were used to assign prime deans with the 50/50 threshold for merit and political assignment, O1, O2 and trainers in the FGIs complained that the prime deans were assigned by 100% political participation. In addition, even if O3 replied that prime deans were promoted from the lower level to the higher-level positions within the same college; O1, O2 and trainers in the FGI seriously complained that prime deans were assigned even from other non-TVET sectors outside the colleges.

Therefore, the researcher understood that though O3 and prime deans confirmed that prime deans were positioned by both a merit-based approach and assignment, almost all of the FGI participants strongly commented that it was done fully by head-hunting through political assignment. This was one of the serious issues that needed to be treated with caution to improve the working situation and the quality of the training process to attain the pre-planned objectives of colleges efficiently and effectively through the instrumentalities of leadership practices of the prime deans.

5.4.4 Contribution of leadership to realise the vision and mission of the colleges

In accordance with the core issue that the researcher raised, PD1 replied that the academic and administrative staff participated in establishing the vision and mission of College 1. The interviewee affirmed that prime deans took the initiative to reformulate the vision and mission of the colleges. In so doing, the vision and mission were clearly communicated to the staff and key stakeholders. Next, prime deans mobilised the staff to accomplish activities in line with the designed vision and mission. Besides, reward was employed. Hence, this interviewee felt that his leadership played a pivotal role in realising the vision and mission of the college.

PD2 confirmed that though leadership policy did not support this, his experiences helped him to dream the college's vision and to communicate to the staff. The vision was revisited through the participation of management staff and academic commission. College 2 had long experiences in implementing TVET. It was used as a boarding school after the Italians were defeated for the second time during the Ethio-Italian war from 1936-1940. High calibre and outstanding students were selected from all parts of the nation and were educated in this college. To date, this college had the work experiences of more than 73 years. Many outstanding citizens of Ethiopia had received their training and education in this college. Some examples are Aklilu Lemma, who invented medicine for Bilharzia; Metric Artist Afework Tekle, who was well known in the Art world; Laureate Tsegaye Gebre-Medihn Araya who was known for his poetry, short stories and novel writing. To continue sustainably with the same tempo of success, PD2 underscored that:

This college had a vision to create conducive working environment for trainees, trainers and administrative staff; to be the centre of excellence in East Africa in 2025 in terms of producing outstanding graduates. In fact, the college was the centre of excellence for manufacturing sector. It was also selected by Small and Micro-enterprises (SMEs) as a centre of excellence for energy. Furthermore, it was selected as a centre of excellence for East Africa Skills for Transformation and Regional Integration Project (EASTRIP) funded by the World Bank. Therefore, even if there were no clearly stipulated leadership policy to realise the vision and mission of the

college, it had created its own goodwill among citizens and key stakeholders. The goodwill created could be able to help to realise its vision and mission. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

According to PD3, the TVET leadership policy did not give much support to attain the vision of the college. The commencement of the TVET leadership department in the then Federal TVET Institute, now called the Ethiopian Technical University, might have had a role to produce leaders for the colleges in the future. However, its contributions had not yet been seen.

PDs agreed that leadership policies did not support the realisation of the vision of colleges. This was because there was an inadequate leadership policy in the TVET sector. Although leadership policy was not supportive of colleges' leadership practices, including developing vision statements at college level, the goodwill created by experienced colleges supported the vision. The researcher learnt that College 2 contributed a lot to Ethiopia, Africa and the globe as it was the house of many key figures who were world class professionals. The FGI participants pointed out that the vision was not developed by the implementers such as trainers, deans and administrative staff. Nonetheless, the FGI participants agreed with the importance of leadership in the formulation of the vision if it had been able to involve the implementers. According to the FGI participants, the vision was developed by higher level offices of the TVET sector. The vision of colleges was to produce competent middle level human capital to the industries in 2025. It is important to mention that this vision was directly copied from the Federal TVET Agency through Addis Ababa TVET Agency. The vision was overambitious and unlikely to be attained. The training should not only depend on the market demand, but it should also consider the demand of the customers. In other words, the demand of the individual citizens should guide the establishment of the vision of the college. Overall, the process to develop the vision followed the top-down approach rather than the bottom-up approach. The participants of the study confirmed that the TVET system with its vision was copied from abroad, from countries such as Germany, Australia, the Philippines, Korea and Japan.

Most of the study participants also commented that the people who were involved in formulating the vision of the colleges were not from the hard skills fields of TVET. If the participants were drawn from the relevant TVET sector, it would have been better to

accomplish leadership activities in the college. It was so important to have foresighted leaders to formulate the vision of the college. One of the FGI participants concretised the discussion by stating that:

The significance of leadership to have vibrant vision is similar to the traditional trade system with a caravan of camels led by tying a rope on the tails of camels one after the other. By the same token, leadership could be exercised like the caravan. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

It could be drawn from the quotation that effective leaders were needed to direct the followers to successfully achieve the organisational visions, missions, goals and objectives. Nonetheless, college leaders could not depict this as they were drawn from other sectors through political assignment. As a result, most of the participants of the FGIs underlined that they were not part of the vision formulation. Hence, they could not explain the vision correctly. This was ascertained by the FGI3 participants who replied that the prime dean did not contribute to attain the vision and mission of the college. Another participant from this FGI noted that:

No one knew who developed the vision and mission of the colleges. The vision and mission might be formulated by the previous prime dean or it might be derived from abroad. Nonetheless, the vision and mission should be devised in line with the socio-economic growth and development of the nation. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

Taking into consideration the above discussion, the researcher concluded that the vision should be designed as per the national development arena that depicted the pattern of technology needed at different times indicated in the growth and transformation plans (GTPs) of the nation. The country's growth and transformation plan followed; firstly, copying technology; secondly, imitating technology; and thirdly, creating/inventing/innovating technology. The researcher also understood that although the responses of the FGI participants varied from each other, the TVET system had been copied from abroad. The participants did not know from which country it was copied. The vision was formulated centrally in light of other countries' TVET systems, which was somehow non-participatory. Accordingly, the leadership process was only able to contribute partially to the attainment of

the vision at college level. This was primarily because college leaders had little space for their followers' participation to develop the vision of the college.

The officers were asked to respond to the same question and they explained accordingly. O1 replied that TVET leadership was very important to realise the vision and mission of colleges. The vision and mission were developed both by taking into consideration the national context and the German TVET system. The vision of colleges was cascaded from Addis Ababa City TVET Agency. The vision reads:

To produce vibrant graduates that could satisfy the middle-level human capital needs of industries that could in turn contribute to the nation's socio-economic growth and development that supported it to be middle income country in 2025. (Interview 4 conducted from 9:00 AM to 10:00 AM on 14 August 2020)

According to O1, the vision of colleges was formulated from both long experiences of the nation with regard to employing artifacts seen in the construction of ancient culture, monuments, relics and religious statues like Axum Obelisk and Yeha Castle in the Tigray Region, Lalibela Rock-hewn Church and Fasil Castle in the Amhara Region, the Jegole Building in the Harar Region, and Aba Jiffar Castle in the Oromyia Region. This officer also revealed that *"The TVET system of Ethiopia with its leadership was benchmarked from Germany"* (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020).

In agreement with the previous interviewee, O2 confirmed that TVET with its leadership was benchmarked from Germany. In addition, he replied that leadership in colleges contributed a lot to prevent the COVID-19 pandemic. In this regard, technologies were employed in the colleges to prevent COVID-19. For instance, e-learning was facilitated to provide online training and education. The vision was cascaded from the upper offices such as Addis Ababa City TVET Agency and the Federal TVET Agency.

O3 supported the above statement when stating that the vision of colleges was formulated at national and city levels. The prime deans participated in the discussion of upscaling the vision and to fit into the purpose of colleges' contexts. After that, the vision was communicated through planning, in line with GTP II. Then, every staff member from the janitor to the prime dean understood the vision to contribute to the attainment of the

objectives of colleges. Indeed, the vision was benchmarked from Germany, whereas the Occupational Standards (OS) were drawn from Australia. This interviewee further confirmed that:

Lessons were drawn from Germany because of the country was successful in employing TVET sector for its economic growth and development. Its TVET system was interlinked with its industries. Accordingly, it was believed that TVET was planned to be overtaken by the industry in Ethiopia. Nonetheless, industrialisation through privatisation to demand graduates from the TVET sector could not have been successful. The plan and real situation could not commensurate with each other. In regard to the OS formulation, Australia was better than other states in the world. In addition, Germany and Australia had good relationships to work on the OS formulation. That was the forefront reason to draw lessons about the formulation of OS from Australia. The other point was that, when lessons drawn, Ethiopia did not copy all the issues, rather, it contextualised in line with the country and city situation.
(Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

To this end, the officers' views about the contribution of leadership to the attainment of the vision of colleges were not far away from the views of sample prime deans and FGI participants in the respective colleges. The interviewees and discussants agreed with the instrumentalities of leadership to realise the vision of the colleges. Nonetheless, autonomous leadership was not established, and vision formulation was not participatory at college level. It was centralised at the city and national levels. Both were attached to the top-level management, which obstructed the effectiveness of leadership to attain the vision and mission of colleges. The observations also affirmed the perceptions of participants of the study with regard to the necessity of leadership to realise the vision of colleges through the active participation of trainers.

5.4.5 Policy environment impact on effective leadership of sample colleges

In responding to the impact of the policy environment on effective leadership of colleges, PD1 advised that the college was working with the external environment and the main outcomes registered so far were: a Parent, Trainer and Trainees Association (PTTA) had been established, an industry extension mobilisation taskforce had been created, and a college-

industry linkage had been set up in collaboration with Addis Ababa Science and Technology University (ASTU) and Japan International Cooperation Agency (JICA). With regard to technology creation, the college applied a new model. Inventors started from a need assessment by the evaluation of professionals/professors from ASTU. Trainers were trained and promoted, an Information Communication Technology (ICT) infrastructure was established, and the college was working with other key stakeholders. PD2 replied to the question by explaining that the general environment was positive and had supported the leadership practices of the college. Due to support from the external environment, their college had developed the New Occupational Standards (OS) to respond to the demand of the labour market with the participation of stakeholders from the line industries. The respective curriculum was developed for the new OS added to the college. PD3 revealed that there were government bureaucracies that contributed to effective leadership in colleges. The leadership and management skills developed from qualification only might not help leaders. The line government offices negatively influenced the prime deans to lead colleges academically. It was impossible to lead colleges as planned. The finance and administration issues were expected to be done by the prime dean, which put extra pressure on them.

The researcher understood that the mandate to develop OS was not the jurisdiction of the college. According to the TVET strategy, the preparation of OS was the responsibility of the industry and with the leadership role of the TVET sector at national level. This showed that leadership policy was inadequate to facilitate the curriculum and OS preparation of colleges. The other key point was that there was no academic freedom to lead the colleges. With regard to the internal environment, the prime deans were busy accomplishing both administrative and financial activities of the college. Concerning the external environment, the government body intervened with the leadership practices of colleges. This implied that both the internal and external environments negatively impacted the effective leadership of the prime deans. In line with this, FGI participants stated that a few negative impacts of the external environments on effective leadership of colleges were the unplanned assignments dispatched from the Agency and SME office. The other was the technology week in colleges took too much time, which had negative impact on the quality of training. There was also unhealthy competition among colleges during the technology week. Facilitating cooperative training was considered as favour by industries. The other gap was that, after graduates saved 20 percent of the project's initial cost, they could not get shed and matching fund from saving and credit institutes. On the other hand, the short-term trainees nominated from other

government sectors could access shed and matching fund easily. This showed partiality among citizens. The provision of Certificate of Competence (COC) was disputable. For example, level III ICT COC was too theoretical and could not be answered even at MSc level. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

Another point raised by the discussants was that one of the positive impacts of the external environment on effective leadership was that the college had a good relationship with Adama Science and Technology University. However, it did not have a good link with international technical universities to upgrade the qualification level of trainers. There were gaps in the lecturing process. The trainers trained all competencies without specialisation. Lecturing and facilitating workshops should not be done at the same time by a single trainer as it had a negative impact on the quality of training and education.

The FGI2 participants affirmed that the college was influenced by the external environment. The line government offices ordered it to conduct short-term trainings without a plan. The ultimate goal of the short-term training was to make unemployed youth self-sufficient. However, it was for the sake of politics that many unemployed youth were trained nominally in the college for short periods. The trainings were facilitated for the sake of quota, which was less practical and less realistic. The other external environment that influenced the college was the negative perception of the community towards the TVET sector, which had a negative impact on the attitude of the trainees. Another point was that since the college was located near to Markato that is the big open market areas of Africa, most trainees were inclined to be involved in informal business rather than attending training and education. The intermediate environment also negatively influenced the college's efficient use of resources. The suppliers and customers were included in the intermediate environment that negatively impacted the work situation. Wrong goods were collected from suppliers, and exaggerated costs were seen in the purchasing process. Accordingly, the trainers, being members of liaison committees in the college, invested a great deal of time correcting the mistakes.

Regarding the internal environment, relationships of trainers with leaders were not good. The short-term training was facilitated haphazardly. The deans did not have practical support for the training processes. Rather, the trainers played more significant roles than the deans as the deans were not active enough to facilitate the training processes. FGI participants explained the impact, stating that:

The prime deans were primarily concerned with orders that came from the higher officials. They were unclear about the practices of TVET strategy with regard to promotion and/or career development of staff. The higher officials from the TVET agency ordered the deans to register trainees with the quota system. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

It was safe to deduce from the discussion that there were wide gaps in the TVET strategy implementation process. From the external environment side, the college was expected to work with universities and affiliated line government offices. The leaders from these organisations were politically assigned, which meant that the college was not efficient. Prime deans were assigned from the non-education and training organisations, they did not understand what should be done at colleges. As a result, trainers were confused with the wrong working modalities. Trainers were not led correctly. Considering the internal environment, the deans were assigned both politically and professionally; it was not merit-based. One of the participants of the FGI pointed out:

Deans were assigned by the 75/25 threshold of political/professional assignment, which contradicted the 50/50 threshold indicated in the TVET strategy. There were problems with rules and regulations of purchase system. The purchase system needs to be revisited to depict the real context of the TVET system. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

Looking at the intermediate environment, the supply system was corrupt. Colleges were allowed to purchase two times in a year in principle. In principle colleges were allowed to purchase up to 75 percent in the first round, though this was not practised. Merchants had overridden the colleges' system. The other issues were that companies were unable to take their responsibilities to facilitate cooperative training due to lack of trained trainers in the company/industry. In this regard, cooperative training had a serious problem. This implied that companies did not own the cooperative training as indicated in the TVET strategy.

To this end, the researcher understood that the external, intermediate and internal environment could impact leadership practices of colleges either positively or negatively. As has already been indicated by the views of prime deans and FGI participants, the external and

intermediate/task environments negatively influenced the colleges' leadership. The academic freedom of colleges was violated. The prime deans' decision-making power was crippled with the unnecessary intervention of higher officials. Nonetheless, there were also positive influences from the external environment. Specifically, the higher offices plans earmarked government budget to run the colleges. The internal environment also influenced positively by exerting efforts through trainees, trainers and administrative staff. Their efforts were made to improve the quality of training and education in the respective sample colleges.

5.4.6 Achievements and gaps of leadership practices in sample colleges

The participants of the study responded to questions about the strengths and gaps in the leadership practices in the sample colleges. The following section narrates the analysis of data gathered from sample prime deans, participants of FGIs and officials respectively.

PD1 stated the strengths of leadership of the college by pointing out that the leadership of the college facilitated the establishment of an industry extension mobilisation taskforce, TVET-industry linkage, PTTA and infrastructure. Besides, the college facilitated the creation of technologies using a different procedure from other colleges. It started from a need assessment evaluated professionals. PD2 revealed the strengths of the college due to the support of leadership practices. A case in point was the preparation of the occupational standard and designing curriculum for the newly added disciplines. Besides, the college was selected as a centre of excellence. PD3 explained that the main strength was the increase in the number of qualified middle-level human capital to the labour market. He pointed out that 1,300 students were graduated in 2019, of which 80 percent of the graduates were linked to the labour market. The other strength was the efforts made to prevent COVID-19. Still, another strength was the contributions made in establishing the "Sheger" bread shop by old city buses to access bread for the very poor.

FGI1 noted the strengths by explaining that training was started on time as scheduled in the light of the academic year. The prime dean's relationship with the higher officials was commendable. The group added that, as a principle, the TVET strategy was attractive. FGI2 did not respond to this question. FGI3 explained that one of the strengths was the availability of the structure for the TVET sector. They added that even though there were poor leaders in the college, the work was operated by consultants.

O1 did not respond to this question. O2 replied that technology was copied 100 percent due to the support of leadership. According to O3, the strengths of leadership in colleges were guidelines were prepared to use internal income, a career development guideline was prepared, and old legislation was changed to new legislation. The sample colleges had documents in the four programmes of the TVET sector which were training process, technology transfer and linkage, industry extension, and research and community services. He further added that the rules and regulations were channelled down to the lower levels to contribute towards the achievements of colleges. Addis Ababa TVET Agency planned the budget together with colleges for their success. The agency supported them in terms of finance utilisation. The supervision, monitoring and evaluation and facilitation of necessary inputs and training provided by the higher office contributed to the resulting better achievements. In due course, 701 technologies were copied in the year 2020. O3 evaluated each college and, according to him, the college was not a good college before 2017. Now it is competitive as a result of the support from higher offices. In 2018, the college stood first in its annual performance. It expanded programmes and improved its compound. It had worked in partnership with Addis Ababa Science and Technology University and industries smoothly and successfully. The college had goodwill and was well established, starting from just 1941. The third college improved much due to the change of prime dean through continuous follow up of officials from Addis Ababa TVET Agency.

The researcher implied that the responses of participants of FGIs, prime deans and officials to the questions that addressed strengths/achievements and gaps/weaknesses of leadership practices were not similar. The prime deans pointed out strengths/achievements registered at colleges. However, they were not supported by guidelines cascaded from the TVET strategy that could help them to be applied in the real situation of the colleges. In addition, the strengths/achievements forwarded by them were not real achievements. To the researcher, the establishment of something could not be an achievement in itself. Rather, there should be changes due to certain actions. The FGI participants did not point out any significant strengths/achievements apart from the presence of structure and TVET strategy. O1 and O2 also did not explain significant strengths/achievements of leadership practices in the colleges. Conversely, O3 elaborated the strengths/achievements for the respective college. Nonetheless, it was not supported by the FGI's participants, O1 and O2. Furthermore, the criteria of evaluation of strengths/achievement of sample colleges could not be free from bias.

The researcher could not find any supportive evidence from the participants of the study that sample colleges' improvement was due to leadership practices emanating from the TVET strategy and leadership policy.

Regarding the weaknesses/gaps registered due to leadership policy at college level, PD1 pointed out that the college did not work based on labour market studies. It could not address all industries, rather it sampled certain industries; hence, a mismatch between job creation and labour market existed. There were no clear guidelines that could be used by prime deans to lead trainers and the school community at grassroots level. Nonetheless, prime deans followed the vision of the TVET strategy, which was communicated at national level. Accountability was not associated with the practical situation at grassroots level, though the TVET strategy was available. Less attention was given to create graduate to market labour employment. There were no clear guidelines that would be able to change the strategy into actions. There was no clear system, rules and regulations devised to change the college. A clear accountability system was not vested upon prime deans. The vision of the college was not clear and prime deans were not responsible to do so. For instance, one of the PDs emphatically pointed out: *"I did not sign contractual agreement to contribute to the college"* (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020).

To this prime dean, this was the big gap in the leadership policy at college level. PD2 responded that the major weaknesses were that the TVET strategy was too short, lacked clarity and was not informative about the prime dean's leadership practices. In addition, how leaders could be positioned was not clear. There was no clear guideline to select department heads and other positions. There were no clear incentive modalities. PD3 replied concerning the gaps/weaknesses of TVET strategy and framework, commenting that the leadership qualification framework was incomplete. It did not show the continuity of leadership development for its sustainable contribution to the colleges. The other gap was that how leaders should be trained was not addressed. In a nutshell, it did not support the management of dynamic situations and abrupt changes in the college.

In support of the PDs, the FGIs added to the weaknesses. Accordingly, FGI1 revealed that there was no clear leadership policy that guided the leadership process in the college. They had little information orally. The leadership process did not have clear rules and regulations about assessment and disciplines of trainees. The trainers were not refreshed through skills

gap-filling training. Adequate capacity building trainings were not arranged for trainers. The trainers could not access adequate education opportunities at higher education levels in specialised technical universities. Though there was a TVET strategy, it was not implemented well at the lower level. This was also the gap in the college. FGI2 explained that there were no clear communications to make the trainers aware of the TVET strategy, rules and regulations that might be available. This was the major gap/weakness. The participants pointed out that leadership practices in the college did not support trainers in producing quality trainees/graduates. Besides, there were no guidelines to produce disciplined graduates. FGI3 pointed out that PD3 followed the laissez-faire approach which was the major obstacle to the operation process of the college. Though there was a strategy, it was not practised well. It was not revised, even if it had many shortfalls. Graduates could not get jobs. The new education development roadmap was also an ideal policy, which was not practicable. The TVET sector part of the education development roadmap was written by non-professionals, which was the other serious challenge. The structure of TVET was neither like university nor the general education sector. This put it nowhere else in the government system. This resulted in the existence of poor leadership practices in the sample colleges.

O1 sharply commented that if there was no TVET policy, what strategy could be developed? Hence, leadership was not practised well in colleges. There was a huge gap in this respect. There was no code of conduct for prime deans that could guide activities in the colleges. O2 explained that trainers were not active in supporting the SME in industry extension. This was because of the skills gap of the trainers. The trainees considered TVET as the last resort for their fate. They did not consider it as it is important for their life; rather, they considered it as the second choice. O3 responded that Addis Ababa TVET Agency lacked formal guidelines to direct the implementation process of sample colleges. He agreed that the TVET sector had different guidelines at national and city levels. Nonetheless, he could not confidently ascertain that there were adequate guidelines in the sample colleges. Rather, the agency filled the gaps of the leadership and guidelines through continuous discussions.

Ob1, Ob2 and Ob3 were similar with regard to the availability of supportive leadership to the smooth operation of colleges. The observations verified that study reports were available, but measures were not taken to solve the problems of the colleges. The reasons for not taking corrective measures were that since the problems were systematic, the solutions were capital intensive and needed multi-sectoral efforts.

The researcher's conclusion about the gaps/weaknesses of leadership practices was grounded from the interview, discussions of the participants and observation of the study area. The TVET strategy, qualification framework, rules and regulation at national level were not communicated into actions through relevant and appropriate guidelines that could support the prime deans. The prime deans and FGI participants agreed that there were no leadership policies that were manifested in the TVET policy, TVET strategy, qualification framework and rules and regulations. Besides, the available documents at national and city levels were not communicated into actions in the sample colleges. O3 was also reluctant to confirm the availability of guidelines that could have pivotal roles for effective leadership practices in the sample colleges.

5.5 RATIONALE FOR PRACTISING LEADERSHIP IN COLLEGES

5.5.1 Introduction

The second sub-research question was “Why are the leadership practices required in selected colleges in Addis Ababa?” which was addressed as a major theme of the study in this section. There were 10 questions with interrelated subthemes under this major theme, which addressed the rationale behind practising leadership in the sample polytechnic colleges in Addis Ababa City Administration. The contents of the questions could be summarised as reasons to practise leadership in college; similarities and differences of leadership in colleges with other sectors; role model leadership behaviour of leaders in colleges; perception of leaders about their own leadership knowledge, attitude and practices; influencing factors of leadership style of prime deans; leadership skills of prime deans such as technical skills, human skills and conceptual skills; participation of trainers in the leadership process, professional development and promotion of trainers; major achievements registered due to the practices of leadership in colleges, and strengths and gaps of leadership in colleges in attaining the objectives of colleges. The analyses follow in the light of the subthemes pinpointed above.

5.5.2 Major reasons to implement leadership in the sample colleges

Concerning the major reasons to implement leadership in colleges, PD1 replied that change-oriented leaders were needed in the dynamic TVET sector. He underlined that:

'Business as usual' leaders have not any place in the dynamic colleges. Hence, PDs should motivate their followers to attain the objectives of the colleges in line with dynamism. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

PD2 stated that:

Leadership is both an art and a science, which is an instrument to achieve planned objectives of the colleges. Hence, leadership had crucial roles to mobilise followers towards success. Those followers who understood the role of leadership could contribute a lot as expected. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

PD3 also explained that:

The forefront reason for the need of leadership in colleges was that TVET is a dynamic sector and linked with volatile market situation. Hence, efficient and effective leaders have paramount importance to lead the sector for its achievements. Leadership is needed to manage changes in the colleges. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

Accordingly, the researcher learned from the responses of PDs that colleges could not stand by their own effort only. They needed stakeholders' active participation. So, the work of colleges should be undertaken in partnership with others to create synergy. However, the observations made in the respective colleges witnessed that the structure did not allow the PDs to work with stakeholders. Though public-private partnership was needed, there were no rules and regulations that could support it. In this regard, PD3 pointed out:

The staffs were working in a highly bureaucratic situation. The government did not allow the public-private partnership model that could allow colleges to use resources of industry and vice versa by the win-win approach and collaborative strategies. This showed that leadership in colleges needed different styles to achieve their objectives. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

The prime deans explained the rationale behind the necessity of practising leadership in the colleges. According to these participants, leadership could play facilitative roles to accomplish activities in using resources efficiently and to attain objectives effectively. Leadership is the instrument to smooth the relationship of leaders and the respective followers for the best results such as output, outcome and impact of the colleges. The prime deans also confirmed the need of leadership to strengthen synergy between colleges and industries/companies through a public–private partnership model. PDs could be proactive and need change-oriented and diversified leadership styles to successfully achieve colleges’ objectives. In corroboration with this, the leadership practices of colleges needed to be linked to the development policies of the nation such as privatisation, investment, environment and economic development.

Similarly, the FGI participants discussed the rationale behind the requirements of leadership practices in the colleges. In accordance with this, the FGI1 participants replied that leadership was so important for the efficiency and effectiveness of colleges. One of the participants of the group explained, *“If leadership was not practised well, objectives of colleges would not have been achieved”*. The FGI2 participants also responded that leadership was so important to achieve the pre-set objectives of colleges. The FGI3 participants further affirmed that the need to have vibrant leaders to design work systems in colleges was undebatable. As far as there need to be leaders and followers in any organisation, leadership was required in the colleges in order to attain objectives. Nonetheless, the problem was which leadership style/approach was preferable to colleges. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

The researcher observed that the FGI participants underscored that leadership was crucial and needed even with a group of two people. By the same token, leadership could play pivotal roles in colleges with many staff. In this regard, leadership could also contribute to the efficient utilisation of resources to effectively attain the objectives of colleges. According to this group of participants, the question could be, which leadership style could fit into the colleges system? Therefore, democratic/participatory, progressive and transformational leadership styles have paramount importance as there needs to be partnership, networking and orchestrations of many key stakeholders in the colleges. The FGIs participants also underlined that leaders should be role models for their followers.

The other participants of the study who were interviewed forwarded their perception about the rationale behind the requirements of leadership in the sample colleges. In line with this, O1 confirmed that:

There should be structure in a certain organisation to achieve its objectives. By the same token, leadership structure had paramount importance in colleges. Leadership had the capacity to influence followers for the attainment of organisational objectives. If there was no leadership, its functions would not have been exercised. (Interview 4 conducted from 9:00 AM to 10:00 AM on 14 August 2020)

This implied that if there was no leadership, there was no planning, organising, implementing, staffing, decision making, directing, controlling and reporting. Thus, the leadership functions were substantial to accomplish activities for better results of colleges. O2 also supported O1, stating that:

Leadership is mandatory for colleges. There need to be leaders in order to accomplish the activities of colleges by incumbents. Leadership is crucial to the colleges with a huge number of trainees and trainers and other employees. There is even a need to have leaders for a nuclear family with four members. (Interview 5 conducted from 9:00 AM to 10:00 AM on 15 August 2020)

Similarly, O3 further underscored the instrumentalities of leadership to the successful accomplishments of colleges' endeavours. He emphasised that:

Human relationship is the core issue for the effectiveness of colleges. Thus, leadership is the crucial instrument to have smooth human relationships that helped to attain objectives. The efficiency and effectiveness of colleges are dependent upon effective leadership. Colleges should be accessible for many clients. This is possible through the key roles of leadership of PDs. Thus, leadership is a crucial role player in colleges. (Interview 5 conducted from 9:00 AM to 10:00 AM on 15 August 2020)

To summarise this section, all the participants of the study agreed that the need for leadership in colleges was unquestionable. As far as there were human relations that could be guided in the organisation, leadership was not only a necessary tool but also a mandatory element of the

dynamic activities of colleges. The most suggested style of leadership that needed to be exercised in the sample colleges was democratic leadership. The style should be progressive and transformative as colleges are responsive to dynamic situations. On top of that, colleges needed collaboration, partnership, team effort and synergy that could be facilitated and steered by leadership activities. Still another issue was that the development process needed continuous improvement and positive changes, which again needed to be directed by leadership functions such as planning, organising, effective communication, leader-follower relationships, staffing and development, team spirit, guiding, directing, controlling, formulating clear vision, motivation and reward schemes.

5.5.3 Differences and similarities of leadership in colleges with other sectors' leadership

Regarding the differences and similarities of leadership in colleges with other sectors' leadership, the participants compared and contrasted the leadership types in the different sectors in detail in the next section. For instance, PD1 stated that:

Leadership in colleges follows a broad and multi-sectoral approach. Accordingly, leadership in colleges' encompass a variety of skills that could be the foundation for the other sectors. Leadership in colleges focuses on the outcome-based approach. Conversely, leadership in business sectors focuses on financial and cash benefits. Leadership in social services focuses on the satisfaction of customers, whereas leadership in colleges tries to change the mindset of trainees and trainers. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

In addition, PD2 succinctly elaborated the differences between leadership in colleges and other sectors. Leadership in colleges had a peculiar nature, though skills of leadership were pervasive across different sectors, be it business or service sectors. In his words, he stated that:

Business leadership employs reward and penalty as a prior instrument to achieve organisational goals. The same is true in military organisations. In contrary to this, leadership in colleges considered the human resources and morale issues. It needs the collaborative efforts of leaders and followers. Thus, leadership in colleges

emphasises on more of the human variable to achieve the pre-planned objectives. Of course, leadership in colleges uses the skills of business leadership to reward or penalise workers, which is their similarity. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

What could be deduced from the elaboration of PD2 was that leadership in colleges was primarily concerned with getting the goodwill of trainers, trainees, administrative staff and others to achieve objectives. It was concerned with the followers' knowledge, attitude and practice to produce productive and skilful citizens to fit into the current labour market. The interviewee further continued to share his experience, stating that:

Let me share with you what surprised me about the secrecy of leadership. "He cited practical examples for the peculiar characteristic features of a leader drawn from the football discipline in the world. The late Maradona was the best footballer in his time in the world, but he was found to be the unsuccessful leader/coach to Argentina. The second example is Thierry Henry, who was the smartest player in Arsenal Football Team, but he could not coach/lead the team. This was the best evidence for those with best skills in college disciplines who could not lead the sector." (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

He emphatically expressed his belief in underscoring that they should be at least trained to lead. The art of leadership was in some instances accessed inborn that they could get it through either practice or training. Leadership is the power to win the goodwill of others to work together and to be successful. *"One of the challenges of leadership in colleges was – the right people were not placed at the right place. Technical people from manufacturing or wood technology or other departments could not lead the colleges." (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)*

The strong comment put forwarded by PD2 seemed in line with the literature in the field. This was a key finding which the researcher also confirmed in different ways. Trainers in the colleges argued in the FGIs that prime deans and other leadership positions of the colleges should be filled with those people from the same college without analysing the characteristic features of leadership. Indeed, one of the criteria to compete for leadership positions could be being a trainer in the disciplines of the colleges. Nonetheless, it could not be a confirmation to get the effective leader for the colleges. The rivalry and disputes between deans and

trainers for positions emanated from the inadequacy of clear leadership policies and guidelines.

Still the other interviewee compared and contrasted leadership in colleges with different sectors. In this regard, PD3 responded that:

Leadership in colleges is different from business organisations. The objective of leadership in the former case is much more focused on service improvements to the customers, whereas the objective of leadership in the latter case is profit maximisation. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

The researcher inferred that leadership in colleges needs to focus on training activities, which should be geared towards the contexts of industries. Leadership in colleges should also consider unemployed youth and the mental satisfaction of trainers, trainees, administrative staff and key stakeholders. Indeed, a situational leadership type that could go with the contexts of colleges was of paramount importance to attain the objectives. In the meantime, the FGI participants discussed the differences and similarities of leadership in colleges with other sectors.

In accordance with this, the FGI participants discussed that leadership in colleges was both different from and similar to other sectors' leadership. Leadership in colleges could be different from other sectors due to the typical characteristics of the activities undertaken in the colleges. One of the differences pointed out by the participants was that leaders should be able to have technical skills in order to direct others. *"In comparison, in academic universities, leadership primarily concerned with knowledge but in colleges leadership focussed on hands-on skills and prior positive attitude in addition to knowledge. Hence, leadership skills plus technical skills of TVET were needed for meticulous practices in the colleges."* (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI1 participants further added that leaders should have hard and soft skills as per the nature of the disciplines provided in the colleges. In this regard, leadership in colleges was different from other sectors as it had a special activity. Although leadership skills had a pervasive nature across different disciplines, college leaders needed to have the sector skills. The unforgettable point at this juncture was that colleges had typical characteristics such as outcome-based training, industry extension, cooperative training and technology copying,

innovation and transfer. In some instances, leadership in colleges was also similar to leadership in business as it could apply its functions such as planning, organising, directing, decision making and controlling. Besides, leadership could change human behaviours in all sectors. It implied that leadership needs to focus on leader-follower relationships in all sectors. One of the participants of FGI1 emphatically underlined that:

Since colleges have their own colour, they should be led by leadership styles in the light of the work contexts. Leadership practices in colleges should not be bureaucratic in nature. A leader would rather look over like an eagle's eye from the top. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

In the same development, one of the FGI2 participants replied that:

Leadership in colleges is different from other sectors as leadership in colleges have its own peculiar nature. Leadership in colleges differ from others as it focusses on skills training. In colleges, 80 percent of the activities need hard skills. Accordingly, leaders need to have these skills to lead the colleges. In some instances, it has similar characteristic features to business leadership. (FGI2 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

By the same token, one of the FGI3 participants discussed that:

On one hand, leadership in colleges is different from other sectors as it is trying to change the skills of trainees and behaviour of the people. It should also be participatory to achieve the objectives of colleges effectively. On the other hand, leadership in colleges have similarities to the education sector. If there is no leader with a vision, development is untenable. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

The researcher now wants to sum up the main points concerning the FGI participants' perception about leadership practices in the sample colleges. Thus, the FGI participants perceived that leadership practices in colleges were both different and similar to other sectors. Although there were similarities among different disciplines, as it had a pervasive nature across the board, leadership in colleges had a peculiar nature as colleges were dominantly concerned with hands-on hard skills.

Still the other participants of the study explained their perception about the same question raised by the research. O1 affirmed that:

Leadership in colleges is both different from and similar to other sectors' leadership. On one hand, leadership in colleges is different from other sectors because leaders in colleges need to emphasise change, transformation, and economic growth and development. Leaders in colleges needed to support SME. Leaders are expected to support technology creativity, innovation, and transfer, which are very important to colleges to compete with the global market. On the other hand, leadership in colleges is similar to other sectors' leadership. This is because any organisation needs leadership as its skills are pervasive in nature. (Interview 4 conducted from 9:00 AM to 10:00 AM on 14 August 2020)

Similarly, O2 revealed that the type of leadership applied could differ from organisation to organisation. Leadership in colleges was different from the sub-city leadership style. In the latter case, leadership was greatly influenced by political activities. The services provided at sub-city level were direct and for short periods, but the services provided in colleges were facilitated for long periods, usually for two to three years. Hence, the leadership styles in these two organisations mentioned could be different from each other. The interviewee also pointed out that, in some instances, leadership in colleges was similar to leadership in academic education. In addition, O3 replied that leadership in colleges was different from leadership in other sectors. This interviewee stated that:

The objective of leadership in business organisations is profit maximisation but the objective of leadership in colleges is to produce quality middle level human capital that could fit into industries' vacant positions. Special leadership styles that fit into the context have paramount importance to colleges. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

In summary, participants of the study unequivocally agreed about the crucial roles of leadership in the sample colleges. From the discussion of participants of the interview and FGIs, the researcher inferred that prime deans should be able to identify which styles of leadership could fit into the colleges' practices. Besides, most of the participants of the study

agreed with the differences of leadership in colleges with other sectors in general, and leadership in business organisation in particular. This implied again that leadership in colleges should be situation bound and progressive. In light of the discussion, leadership in the sample colleges should be able to focus on the hard skills supremacy in the field. It should also be seriously concerned with technology copying, creation, invention and innovation for solving the immediate problems of the community. In due course, leadership in colleges could be democratic, situational and transformative. Nonetheless, leadership in colleges had a few features in common with academic education and business organisations as leadership skills had a pervasive nature. According to the participants' point of view, since colleges provided the general education in addition to technical vocational education and training, leadership in colleges had a wide spectrum of manifestations, which was broad and a base for other sectors' leadership. In a nutshell, leadership in colleges could be either very different or, in some instances, similar to other sectors' leadership.

5.5.4 Role model behaviour to communicate the vision and mission of the sample colleges

This section explained the efforts made by prime deans to communicate the vision and mission of colleges. In line with this, PD1 replied that the academic and administrative staff participated in re-writing the vision of the college. The prime dean took the initiative to reformulate the vision of the college. After that, the vision was clearly known by the staff and key stakeholders of the college. In so doing, the prime dean guided the staff to accomplish activities in line with the designed vision and mission. However, this prime dean confirmed that he was not yet confident enough to have effective leadership knowledge and skills to lead the dynamic changes in the college. PD2, on his part, stated that he was a good role model for the followers. He accomplished the activities in advance before directing the followers. He emphatically explained that:

Organisational activities are managed based on the situation proactively, plan pertinent activities, organise inputs, share responsibilities with commensurate authority and direct the followers. The college benchmarks the historical relics, goodwill and contributions made so far to design the vision. The college follows the democratic leadership style. This is because participation is pivotal for effective leadership rather than controlling others. Development is concerned with changing

the thinking capacity of people. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The researcher inferred that PD1 was a successful leader. As per his explanation, leaders should not be only concerned with the work to be done but also need to consider the human capital. Colleges need visionary leaders that are able to work with followers. This makes it different from managers who are concerned with benefits of the business company.

PD2 was the most vibrant leader who exercised democratic leadership style. He was visionary and wanted to transform the followers' thinking to participate in the leadership process. He had good communication skills, knowledge and a positive attitude towards his work and followers. He was interested in contributing towards the leadership process of the college, which then could be an excellent input for the economic growth and development of the community and the nation as a whole. He was a magnificent role model for his followers though the college was filled with antagonistic views of the trainers reflected by the respective Focus Group Interview participants.

The researcher concluded that this was the major reason that College 2 was successful, ranked first in 2016 in Addis Ababa, and ranked first in 2017 and 2018 at national level. It also ranked first in 2019 in Addis Ababa. PD2 had the ability to understand followers, TVET strategy, rules and regulations before starting work. He had technical skills in planning, organising, directing, implementing, monitoring and evaluating. He had the necessary skills to assess the work environment through needs assessment.

PD3 responded that he modelled himself in playing leadership roles. He used to train the department heads before any activity started. Then he awarded the best performers through different mechanisms. The vision was communicated to the trainers through the academic commission. When the institutional plan and district area competency were prepared, training was provided to trainers about the vision of the college.

According to FGI1, as the prime deans were assigned politically in the college, they could not be role models. The prime deans did not accomplish activities in the colleges; rather, they were concerned with ad hoc activities ordered by higher officials from the political offices. A few of the participants stated that the vision was communicated, but no one assessed whether

the colleges were on the right track or not. Conversely, other participants argued that the prime deans used discussion to check whether the vision was attained or not. Still others argued that the vision was communicated through meetings but not yet evaluated. The FGI2 and FGI3 participants did not respond about whether the prime deans were role models to trainers or not.

As replied by O1, prime deans initiated and rewarded the staff to accomplish activities in line with the designed vision and mission. O2 also affirmed that prime deans communicated the vision to the academic commission members who were the department heads. Then the departmental heads informed the trainers and trainees about the vision of the college. Moreover, O3 put forward that though prime deans explained the contents of the vision to vice deans, then vice deans taught the vision to lead trainers, all the trainers did not understand the vision in the same way. Thus, the vision was communicated from supervisors to subordinates like a relay. He pointed out that:

The industry sector is assumed to take over and own the OS formulation by 2025. The OS is the base of the vision of the colleges. The TVET council is established to develop regulation and structure to facilitate how the TVET system can link with the industry and then to transfer the OS formulation to the industries smoothly. Nonetheless, the plan is not yet realised. This is one of the major challenges with OS development and implementation, which has a shadow on the vision of the colleges and impacts on PDs leadership. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The researcher deduced from the explanations of the interviewees that although the prime deans believed that they communicated the vision of the colleges by using different mechanisms, the majority of the participants of the study in the FGIs were indifferent to support the views of prime deans and officials. The FGI participants indicated that prime deans did not check and evaluate whether the vision of colleges was attained or not. The interviewees could not assure the presence of participation to develop the vision of colleges. Therefore, according to the majority of the participants of FGIs, prime deans were not good role models for the trainers in the sample colleges.

5.5.5 Perception of PDs about their leadership knowledge, attitude and skills

This section was concerned with exploring the perception of leaders about their leadership knowledge, attitude and skills. Accordingly, PD1 explained his perception about the knowledge, attitude and skills of leadership by self-evaluation. He revealed that:

My leadership is open to accept and implement new ideas with a holistic approach. I supervise the cooperative training to support the industries. My leadership contributes to the overhaul change of the college in terms of development of infrastructure, software and hardware or innovation in terms of technology. The leadership is committed, loyal and has integrity to the work. I am happy to leave the position at any time if there is a better leader. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

According to this prime dean, the gap in his leadership was the inability to check the sustainability issues in the college. He also explained that he has faced problems to balance the demand and supply of the labour market in the immediate environment of his college.

The second interviewee also expressed the perception about knowledge, attitude and skills of leadership through self-evaluation. Accordingly, strengths were the usage of time for work; starting work early in the morning at 7:30 AM and leaving the office late afternoon after the staff. The interviewee believed that:

I contributed a lot to design different projects. A case in point is the East Africa Skills for Transformation and Regional Integration Project of the World Bank. My leadership facilitates positive partnership with Addis Ababa Science and Technology University and Ambo University. Concerning the gaps of my leadership, all the reports are written by me instead of initiating the staff. I believe I have good leadership knowledge, attitude and skills to lead the college effectively. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The third interviewee replied that his knowledge, attitude and skills of leadership were at an optimal scale. To this interviewee, followers had a positive attitude towards his leadership.

He believed that his leadership played a crucial role to use resources efficiently. This in turn contributed to creativity, innovation and sustainability. If the workforce used technology and other resources efficiently, changes could be well managed and achievements sustained. The ICT infrastructure of college was good in preventing COVID-19. The prime dean developed the e-learning platform to facilitate the online education and training.

The FGI participants discussed the leadership knowledge, attitude and skills of prime deans. FGI1 participants were loath to discuss this question in the beginning. Later, one of the participants in the group commented that *“the prime dean has good knowledge and skills in human power handling. The college has good relationship with universities and key stakeholders”*. Another participant suggested that *“the prime dean facilitates the activities through participatory leadership style.”* Yet another participant affirmed that *“the prime dean applies a mixed type of leadership style.”* Still another participant of the group pointed out *“the prime dean employs a pseudo-democratic type of leadership.”* (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The researcher traced that there were debates about the leadership knowledge, attitude and skills of the prime dean. However, the group confirmed that the prime dean had good skills to communicate with external stakeholders. Bearing this in mind, the prime dean had a weakness when it came to responding to the questions of department heads in a timely and satisfactory manner. In addition, the majority of the participants agreed on the need to conduct research to identify gaps in the leadership of the prime deans.

On the same question, FGI2 participants explained that the prime dean’s leadership skills, knowledge and attitude were minimal as he was assigned politically. He did not facilitate trainings to uplift the skills of department heads and trainers. The FGI3 participants did not respond to this question. To the other hand, O1 confirmed that the prime dean was qualified in TVET leadership. According to this interviewee, there was a fair leadership process. Similarly, O2 replied that the leadership knowledge, attitude and skills of PD3 had gradually improved. This interviewee affirmed that PD3 had the relevant qualifications and experiences. O3 further responded that:

Prime deans have relevant qualification and experiences for the operation of the colleges. They are drawn from the TVET sector itself, have leadership skills and

positive attitude towards TVET. The prime deans are positioned after passing different 'filtration' process. They grow professionally step by step. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The researcher understood from the interview that O3's perception of the prime deans' leadership was positive though their effectiveness differed from individual to individual. He further pointed out that:

The trainers' negative feeling about deanship is researched. The Addis Ababa TVET Agency conducted a study to check the satisfaction level of customers, including trainers, towards prime deans' leadership. The study indicated the situation and problems in the colleges. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

He finally put forward one of the impartial criteria used to select prime deans in the colleges. He underscored that whoever came from one of the 42 occupations in the colleges could be a prime dean. But anyone could not master all of the 42 occupations. Hence, any prime dean should grow up professionally from trainer to department head. Then, she or he could grow from department head to prime dean position. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

From this section, the researcher concluded that the perception of participants towards the leadership knowledge, skills and attitudes of prime deans were varied. The prime deans perceived that they had adequate knowledge, skills and attitudes to lead the colleges. They also perceived that they followed democratic leadership in most cases. However, there was a variation of perceptions about the leadership styles employed. One of the three prime deans underscored that there was no need to follow a certain formula to exercise leadership. Rather, prime deans could apply multiple styles of leadership depending on the situation. The perception of most trainers towards the same question was different from that of the prime deans. The FGI participants' perceptions contradicted those of the prime deans and officials. The trainers strongly argued that as prime deans were assigned politically, the leadership process in the colleges was influenced by the intervention of higher officials. A few of the trainers pointed out that the leadership style of prime deans was not democratic/participatory, rather it was pseudo-democratic. The officials had a positive attitude towards the leadership

knowledge, skills and attitudes of prime deans. To this end, the perception of prime deans was similar to that of officials, whereas the perception of the FGI participants contradicted both prime deans and officials.

5.5.6 Influencing factors of prime deans' leadership practices

In this section, the study participants identified and discussed influencing factors of prime deans' leadership practices in the sample colleges. PD1 did not respond to the question regarding the factors influencing his leadership, whereas PD2 revealed that there were factors that influenced him to follow the democratic leadership style. He underlined that his leadership style was descended from his family background. He emphatically expressed that he was from a democratic family in which ethical principles were respected. He added that:

My family members speak freely and I exercise power in an autonomous way. Children respect parents. Children brought up in a comfortable family situation. Thus, the family influences my leadership style positively. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

On the other hand, PD2 pointed out that those unplanned activities from higher offices had a negative impact on prime deans' leadership style and effectiveness. The interviewee also shared what was done in the work life by narrating the story as:

In work life situation, people talk what they do not do. "He sighs and states most people are liars." What they talk and what they do are quite different in Ethiopian leadership process in general and in the polytechnic colleges in particular. This is the real challenge for the practices of effective leadership in the polytechnic colleges. People need to be committed, transparent and should show their promise in practice. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

This interviewee further cited a practical case faced in a higher-level meeting of the MoE by stating that:

The vice minister sitting beside me is forwarding an idea, which is totally wrong. People in the meeting are nodding their head for agreement with the speech of the

vice minister. At that time, I raise my hand to refuse the idea, which is unusual in our context. Majorities of participants of the meeting are putting their hand on their head to express their shock. Nonetheless, I insist to justify my view for the question raised by the minister. I clearly elaborate the refusal. The vice minister accepts the wrong speech and appreciates my stand at that very point. People are surprised with the situation. In such a way, the deep cultural antiquities created problems on openness, transparency, participation and accountability. Accordingly, democratic leadership functionalities impaired in the colleges. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

PD2 continued, explaining that, in most cases, culture influenced the leadership style of leaders in Africa. Regarding this, he elaborated that:

David Lamb, an American writer, writes “Patience has better recognition than knowledge and wisdom in Africa”. This is primarily because patience is substantial to lead normal life than knowledge, skills and wisdom in Africa. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The researcher remarked that elaboration of the interview was associated with the proverb of Ethiopian people. A few of the proverbs in Ethiopian culture degraded the freedom to participate in democratic leadership. For example, ‘*Speaking is Silver, but silence is Gold*’. This proverb did not appreciate participation; rather it was an obstacle to democratic leadership. According to PD2, though there were challenges, he consistently followed the democratic leadership style. In the end, he became successful.

PD3 responded that his leadership was influenced positively by the facilitation of team/group work to achieve the objectives of the college. He believed that change in the college could not be realised by individual efforts only. Accordingly, he tried to create teams. He applied participatory leadership style. There were six vice deans for three campuses under this college. Each dean had his/her team in the respective campus. He tried to establish an academic institution model. Previously, minimal efforts were made to advance the academic activities. He tried to balance the two. He also pointed out that academic activities should be led by an academic commission and administrative activities should be led by a management

committee. He tried to establish ad hoc committees and other committees to get the structure ready to establish an academic institution. This interviewee affirmed that:

Government bureaucracy negatively influences the procurement and financial utilisation process in the sample polytechnic colleges. To the contrary, external factors within the environment play crucial roles to smoothly undertake institutional activities. Regarding this, the polytechnic colleges need to work in partnership with the key stakeholders such as industries, TVET affiliate organisations and universities for fruitful results. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

The FGI participants were also requested to reply about the same question raised with the PDs. Accordingly, FGI1 participants pointed out the factors that positively influenced the leadership of PD1. For instance, the presence of professional human capital helped the college to excel in comparison to other colleges. One of the leadership gaps cultivated by the Addis Ababa TVET Agency was that:

It creates a ground to talk much in doing little. This is the negative influence on PD1. The agency does not monitor and evaluate the college to undertake activities in the right way. The work culture in the college is changed and the PD magnified little successes. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI1 participants further added that the art of leadership emanating from nature should take the lion's share to influence others rather than leadership as a science. Hence, they perceived that the prime dean's leadership needed little intervention from the outside. The prime dean should be autonomous. The FGI2 participants pointed out those leaders were influenced negatively by political power. The FGI3 participants responded in the same way to this question.

Similarly, sample officials were requested to reply to the same question. O1 did not mention any factor that influenced the leadership of the prime dean either positively or negatively. According to O2, a few factors that influenced the leadership process of the PD were:

The unplanned activities ordered by higher officials. In addition, there is inadequacy of finance to run the activities. Moreover, the purchase rule and process are the bottlenecks for the implementation of activities in the college. It is impossible to purchase other than bidding. Direct purchase is impossible though the management decides in minutes. The auditors write qualified opinions about the direct purchase even if we try to make it flexible in this way. (Interview 5 conducted from 9:00 AM to 10:00 AM on 15 August 2020)

The researcher learned that there was disagreement between the higher officials and prime deans about the flexibility of the purchase rule. Though the higher officials confirmed that it was flexible, this was not supported by PDs and FGIs. Purchasing could be conducted two times in a year. If colleges could not get materials in the September purchase period, they could not purchase in December. This was one of the bottlenecks of the colleges that influenced the leadership practices negatively.

O3 replied that one of the factors positively influencing the leadership practices of prime deans was the recent good attitudinal change towards TVET. This was because the sector contributed to solve the situational problems. A case in point was that the colleges exerted concerted efforts to combat the COVID-19 pandemic. In addition, the TVET graduates were relatively better than the university graduates in accessing jobs. This increased the PD's reputation. O3 also discussed the factors that negatively influenced the leadership of PDs as follows:

One of the factors is the existing awareness problems associated with industry supervisors. The industry supervisors feel that trainers and trainees are not better than industry supervisors in terms of skills. One of the other gaps is that the community does not recognise the PDs. There is little reputation from the community. This is the serious problem to the sector previously. However, the new legislation will address the problem and PDs will be motivated and benefitted through different modalities. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

Thus, for this section the researcher concluded that the participants of the study had diversified views about factors that influenced the leadership practices of PDs. The PDs themselves felt that higher officials influenced leadership practices in the colleges. There

were interventions and unplanned and ad hoc activities from higher officials that pressured PDs' leadership. In addition, purchasing was one of the bottlenecks for effective leadership of PDs. The FGI participants also supported the views of PDs. The colleges were not autonomous academic institutions in terms of leadership. O1 and O2 also concurred. Nonetheless, O3 took a different stand to the above statements. He believed that rules and regulations were very flexible to the operation of the colleges. However, he pointed out that there were individual differences to use the rules and regulations accordingly. According to this official, the colleges were free from any pressure from higher offices. Finally, he agreed with the poor awareness of stakeholders towards the colleges, which was the negative factor that influenced leadership practices.

5.5.7 Prime deans' leadership skills to wisely use the scarce resources

This section discussed the leadership skills of PDs to use wisely the scarce resources of the colleges. Although technical skills were important to manage resources, one could not lead an organisation without human and conceptual skills. Indeed, it was true that PDs had gaps in technical skills as far as the colleges' situation was dynamic. PDs were better with human and conceptual skills. PDs had a good attitude and positive working relationships with incumbents of the sample colleges. They also had the basic technical, human and conceptual skills to moderately use the resources of the colleges to change into outputs and then to outcome. Nonetheless, PD1 was confidently critical, saying that "*colleges do not yet use resources efficiently*". In addition, PD2 elaborated that the most important skills in leadership were communication skills. Regarding this, he explained that:

People act as if they understood issues not to be considered as unprofessional during face-to-face discussion. So, I try to check and recheck whether all the team members are on the same track or not before implementation process started. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The researcher understood that PD2 emphasised the creation of positive communication among the staff. Of course, he had good experience working with people. For instance, he was not only ordering the line professionals in charge of the position of the purchasing activities but also communicated the how part of the purchasing process. He triangulated the purchasing process using different mechanisms. He believed that the purchasing process

should be transparent and honest. There were three different groups undertaking the purchasing process in this college. These were the Vender Committee, Purchase Committee and Technic Committee. According to this PD, the above process needed technical skills and knowledge. Accordingly, he stated that:

I employ leadership skills in the purchase process. I exercise my conceptual skills in assessing the general environment. I use resources efficiently in employing the three core skills of leadership, which are human, technical and conceptual skills. Of course, polytechnic colleges do not use resources efficiently and effectively because of the gaps of purchase and finance policies. The purchase policy is not friendly to the colleges' operation. Pressure came from the government bodies such as the Social Affairs Bureau, Micro Enterprise Development Bureau, Culture and Tourism Bureau, City Administration Office, and Addis Ababa TVET Agency to train youngsters at short notice with no plan. On such occasions, the colleges borrow resources from cluster members and likeminded organisations to use resources efficiently. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The researcher traced the crucial points raised by this interviewee with regard to the application of leadership skills to employ scarce resources. Hence, the views of PD2 corroborated with the statement written on the gate of a steel factory in Bishoftu that stated, *“Resources are scarce, but creativity is unlimited.”* The purchasing process of sample colleges should depict this quotation.

Moreover, PD3 responded that the holistic leadership approach was applied, which was associated with conceptual skills. Accordingly, all parts of the college were considered in the leadership process. The communication/human and technical/managerial skills were used. This was corroborated with the Gestalt Theory that stated, *“The whole is greater than the sum of its parts”*. Concerning the special contribution of leadership, organisational structure was established to create conducive working conditions to attain the pre-planned objectives. In doing so, the academic institutional model was built. In other words, it showed that PD3 accepted that *“the sample colleges were not autonomous”*.

The FGI1 participants debated on the leadership skills of PD1. The participants argued and expressed different views to the same question. On one hand, a few of the participants of the

group replied negatively that PD1 had not positive attitude to reply for trainers' questions. So, PD1 lacked leadership skills. On the other hand, a few of the participants confirmed that the successes were registered in the previous three years due to the leadership skills of PD1. A few of the participants of the group confirmed PD1 had good human and conceptual skills. As a result, there were good relationships between the college and key stakeholders. In addition, there were outstanding trainees and trainers who were praised and awarded by the prime minister of Ethiopia last year. The infrastructure was well established in the compound of the college. The examples included a 1.8 km asphalt road to link the college with the main road, new buildings had been constructed for different purposes, the compound was fenced, and workshops were constructed. Moreover, internet services were available to the college community, the green TVET was created, and the college supported the SME and orphan children in different ways. These all showed PD1 had good leadership skills. (FGI1 conducted from 9:00 AM to 10:00 AM on 7 September 2020)

However, the FGI2 members responded that PD2 did not have a positive attitude and leadership skills to implement activities of the college. The college did not efficiently use the resources. For instance, the inventory made in the previous 15 days assured that, "*we were playing on our nation and ourselves*". It had been none of PD2's business to efficiently use resources. According to these participants, PD2 devoted more time to side issues like political assignments from the higher-level government offices. The researcher wanted to make a remark at this juncture that the discussion of FGI2 sharply contradicted what had been explained by PD2 above. The FGI3 participants did not respond to this question. This could be related to the PD's short experience in the current position.

It was important to note that what was discussed by PD2 was contradicted by the FGI2 participants. The prime dean answered as if he had good leadership skills to efficiently use the resources to change into immediate outputs. However, the FGI2 participants had an opposite view of his leadership skills. Hence, something went wrong in this college! The researcher felt that there had been task and relationship conflicts between trainers and the PD.

In the same way, sample officials were asked to reply to the same question raised for the PDs and FGI participants. Accordingly, O1 replied that since resources were scarce, PDs used them efficiently. Though there had been a tremendous increase in the number of trainees in the college, the prime dean had used the resources wisely. Mobilisation was done through

radio, TV, newspapers and brochures to increase the number of students. O2 also affirmed that PD3 employed the teamwork principle to accomplish activities. The dean applied the conceptual skills to facilitate the working process through resources by looking at an overview. O3 did not reply directly to this question. Rather, he pointed out that:

There is manual to use resources in order to change into outputs. If the training is demanding resources, the use of resources is also situational and flexible. If PDs face unplanned training such as short-term training from the government, they can decide by the management committee of the colleges to purchase necessary resources.
(Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

This implied that O3 agreed with the presence of unplanned activities, which could pressure the PDs' performances. Decisions about the resources needed to facilitate the short-term training in the respective sample colleges were taken on an ad hoc basis.

In conclusion, the researcher understood that PDs of the sample colleges believed that their leadership skills contributed a lot to the efficient use of the scarce resources. On the other hand, most of the FGI participants were unhappy with the leadership skills of PDs to efficiently use the resources. A few of the FGI participants perceived that there was a waste of resources in the sample colleges. Regarding the perception of the officials to the same question, O1 affirmed that PD1 efficiently used resources to accomplish the activities of the college. However, O2 and O3 were not direct enough to respond to the same question.

5.5.8 Participation of trainers in leadership practices

This section addressed the efforts made by PDs to initiate trainers/followers to actively participate in the leadership practices of sample colleges. The status of participation of trainers in the leadership practices in the sample colleges was found to be similar. This was confirmed by the respective PD in the sample colleges. For instance, PD1 revealed that:

Trainers participate in leading the departments and team works. The PDs can not decide on selecting trainers for the next level of long-term training and education. However, PDs facilitate the short-term training in collaboration with the key

stakeholders of the college. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

PD2 also explained that:

What is communicated from the higher offices is shared to the trainers. Trainers are also supported in person during the training process. The departmental heads participate in the leadership practices together with the leadership team of the college. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

PD3 further stated that:

Formal structure establishes in the form of department council and academic commission provides opportunities for trainers to participate in the leadership process of the polytechnic college. Those trainers who are departmental heads directly participate in the department council, academic council and management committee. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

Taking into consideration the responses of PDs, the FGI participants were asked to respond to the same question. This was primarily because of the need to triangulate the status of participation of trainers in the leadership practices in the sample colleges. Accordingly, FGI1 explained that they participated in many ways for the effective attainment of objectives of the college though they were reluctant to confirm that they participated in the leadership practices. In their debate on the issue under discussion, a few of them noted that they were invited through letters to participate in the leadership process. For example, trainers facilitated industry extension activities. The trainers also participated in the activities of preventing COVID-19. Moreover, the trainers renovated 53 old buses for the “Sheger Bread Shop”. Furthermore, the trainers supported farmers in the suburban areas of Addis Ababa. This was to reduce food insecurity during the COVID-19 pandemic. FGI2 also explained that trainers participated in coordinating and leading departments. They also participated in the academic commission and administrative/management committee. By doing so, they contributed to the attainment of the objectives of the college.

Nonetheless, the trainers were not empowered well to the expected level. This implied that leadership was concentrated at the top level. One of the FGI2 participants argued that trainers were not actively participating in the leadership process. One of the FGI3 participants also explained that:

The influence of leaders on their followers' participation in leadership process is not commendable. This is exemplified by the Israeli's culture as 'shepherds are the lead to their sheep by walking in front of the herd', and hence if PDs try in such a way, leadership practices can be adaptable and inviting the trainers. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

Similarly, the interviewed officials put forward their views towards the prime deans' leadership efforts to initiate trainers' participation. O1 disclosed that *"the PD rewarded the trainers to upscale the leadership knowledge, attitude and skills. This was one of the support activities done by the PD in the college (Interview 4 conducted from 9:00 AM to 10:00 AM on 14 August 2020)*. O2 also replied that *"the PD supported the department heads and empowered them to develop their motivation towards leadership"* (Interview 5 conducted from 9:00 AM to 10:00 AM on 15 August 2020). O3 further revealed that *"the PDs facilitated gap filling skills through their need assessment. However, this depended on the capacity and skills of the deans"* (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020).

In the meantime, the researcher tried to triangulate the views of PDs, FGIs and officials about the issue under discussion. Ob1 attested that minutes and proceedings assured the participation of trainers in leadership practices, though trainers in the FGIs were unaware of this. According to these participants, leadership practice was not democratic, rather it was pseudo-democratic. Ob2 also indicated that minutes and proceedings about the participation of trainers in leadership practices were highly controversial. There was heated debate between leaders and followers/trainers. PDs affirmed that there was ample room for the participation of trainers in the leadership process, whereas trainers argued that they participated in non-leadership activities. Regarding this, PD2 explained that leadership practices were democratic, but the FGI2 participants strongly argued that the prime dean did not plan time for discussion. According to this group, the PD was driven by politicians. Ob3

further affirmed that minutes and proceedings were available that could show participation of trainers in leadership practices.

To sum up, PDs and officials confirmed trainers participated in department related leadership activities. The PDs also revealed that their leadership styles created a conducive situation to initiate trainers to participate in the leadership practices in the sample colleges. Nonetheless, the FGI participants' responses to the question that referred to trainers' participation in leadership activities and the facilitation of support to promote the leadership skills of trainers were found to be different from each other. FGI1 and FGI2 participants explained that they actively participated in many activities other than leadership activities. FGI3 participants did not respond to this question. The officers revealed that prime deans showed their concerted efforts to motivate, support and empower trainers to be involved in leadership activities though there had been individual differences among prime deans.

5.5.9 Leadership contribution to professional development and promotion of trainers

In this section, the study explored the prime deans' contribution to the professional development and promotion of trainers/followers in the sample colleges. In agreement with this, PD1 disclosed that Addis Ababa TVET Agency together with the Federal TVET Agency developed the criteria of selection and quota system to provide scholarship for trainers. PD2 affirmed that:

There are clear criteria for the trainers' career development, which are dispatched from higher offices. Colleges apply these criteria for the professional development of trainers. A few of the criteria for trainers' career development are: how many trainees sit for certification of competency by the support of trainer and the success registered, the participation of trainers in the industry extension programme specifically supports to SME, technology copying and transfer, and change registered due to support. The other criterion is number of graduates joined the world of work by the support of the trainer. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Similarly, PD3 responded to the question in the same way. The rest of the participants of the study also affirmed the views of the PDs.

The researcher deduced that the decision-making power of PDs to the professional development and promotion of trainers/followers in the respective college was found to be restricted by the criteria formulated by higher officials. Thus, the merit-based career development was not yet practised transparently at college level.

5.6 LEADERSHIP PRACTICES' IMPACT ON COLLEGES

5.6.1 Introduction

The third sub-research question: “How do these leadership practices impact on the activities of polytechnic colleges of Addis Ababa?” was addressed as one of the themes of the study in this section. There were 14 interview questions with interrelated subthemes and the analysis follows below.

The subthemes addressed here were deduced from the data gathered from the structured interview and Focus Group Interviews of the study participants and observations of sample colleges. The researcher analysed the data in relation to the major theme that discussed the impact of leadership practices on the activities of sample polytechnic colleges. In accordance with this, the leadership styles of PDs; contribution of leadership of PDs to quality training and education; perception of PDs about the effectiveness of their leadership to positive changes of the colleges; leadership contribution to reward and motivate trainers; leadership influence on trainers and trainees; leadership effectiveness to raise the awareness level of stakeholders, leadership effectiveness to mobilise stakeholders, leadership effectiveness to run the college-industry linkage fruitfully, leadership effectiveness to produce skilled graduates, leadership effectiveness to create employment for graduates, and leadership effectiveness to contribute to the socio-economic growth and development of the city were analysed respectively. Finally, major impacts registered and gaps of leadership in the sample colleges were discussed.

5.6.2 Leadership style of prime deans in the sample colleges

The participants of the study elucidated their views regarding the leadership styles of prime deans in the sample colleges. The purpose of this section of the study was to identify the most

appropriate leadership style exercised in the sample colleges. Thus, it was the core part of the study to come up with the perception of the study participants that contributed to develop the situation bound leadership style to the sample colleges. In light of this issue, PD1 stated that:

In most cases, democratic/participatory leadership style is applied rather than the authoritative leadership style or other styles. In a few cases, situational leadership style is exercised. There are gaps in employing strategic leadership style in this college. Indeed, appropriate leadership style should be used as per the situation in order to use human and non-human resources to attain the objectives of the college. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

However, PD2 revealed that the college did not follow any specific leadership style. Instead, what should be emphasised at this point is that leadership style should be applied in accordance with the situation. According to PD2, PDs should be able to employ different leadership styles interchangeably and in an integrated manner according to different followers. Nonetheless, the interviewee's perception could be summarised as the democratic/participatory leadership style was preferred in most cases. The reason was that participants could discuss issues freely in detail and finally reach consensus, which helped to facilitate the smooth implementation of activities. In rare cases, the laissez-faire leadership style could be used if the staff had skills and capabilities. Sometimes, the autocratic leadership style could be applied to correct the wrongdoers. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Similarly, PD3 felt that trainers could get the chance to participate if the leadership practices considered the freedom of self-expression. Accordingly, this interviewee expressed the perception:

As followers can not have ample knowledge, attitude and skills in all aspects of the work activities, democratic/participatory leadership style is better than other styles. This is because it is possible to get diversified views and contributions of participants. This was associated with the saying that 'two heads are better than one'. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

Taking into consideration the perception of the three PDs towards the need to practise the appropriate leadership style in the sample colleges, the researcher now sums up this section. All three PDs agreed that they applied the democratic/participatory leadership style. However, PD1 and PD2 also showed preferences to employ the situational leadership style which would be feasible for different contexts.

The same question was asked of trainers who were grouped into three FGIs. The views of the FGI participants are explicated in the ensuing section. In accordance with the question, FGI1 discussed that the PD tried to motivate the academic and non-academic staff to participate in the activities of the college. This group also confirmed that PD1 had a positive initiative to facilitate the work through the trainers' and trainees' participation. However, further efforts were needed to assure the active participation of staff. The FGI2 participants pointed out nothing about the leadership style of PD2. The FGI3 participants also did not discuss about the leadership style of PD3. O1, O2 and O3 also did not point out any leadership style that was exercised by the PDs.

To this end, the researcher has summarised the responses of the participants of the study. Thus, although PDs replied that they mostly practised the democratic/participatory leadership style to enhance the active participation of trainers to facilitate activities of the sample colleges, most of the FGI participants and officials did not support the response of the PDs. Nonetheless, most of the participants of the study agreed about the necessity of the democratic/participatory leadership style to facilitate the activities of the sample colleges. This leadership style could provide room for better collaboration, teamwork, partnership and synergy among the stakeholders of the sample colleges. Change and transformation were possible only if open, transparent and participatory systems were in place within the respective colleges. Still, the other point that needed further scrutiny was that TVET delivery in colleges had a multi-disciplinary nature and was dynamic and wider in scope, which needed partnership and participation among the key stakeholders. These all called for consistent participatory/democratic, transformational and situational leadership styles.

5.6.3 Contributions of leadership to improve the quality of training

The participants of the study were asked to share their views about the contributions of leadership to improve the quality of training and education in the sample colleges. In the light

of this, PD1 revealed that leadership had a special role in quality training and education improvements in the sample college. However, the quality of training and education was subjective as there were no objective measurements. To solve this problem, the college was prepared to apply the international standard organisation quality management system to measure the quality of training objectively. According to this interviewee, quality is relative and stated that:

I can explain the impact level quality changes in terms of training and education in my college from two perspectives. One is the positive impact level changes and the other is the negative impact level changes. For example, in the former case the use of Facebook to back up the training process and the new technologies created through the new modality could be cited. The other is the negative impact level change. In this case, the college does not use a few of the technologies appropriately. An example is the video conference room in the college which is idle so far. (Interview 1 conducted from 9:00 AM to 10:00 AM on 3 August 2020)

At this point, it is important to note the paradox that although the college was expected to create new technologies, it could not even use the technology received from other technology innovators, which was one of the sources of negative attitude from the key stakeholders. In principle, leadership was not a choice; rather it was mandatory for the success of the college. Leadership was irreplaceable to realise the vision of the college. The major change registered so far due to the contributions of leadership in the college was the restructuring of mobilisation activities to work with key stakeholders. According to PD2, one of the contributions of leadership was:

Re-structuring dissociated the confusions created among implementers to conduct training and education, industry extension and research and community services activities in the college. Thus, trainers, non-academic staff and PDs were expected to contribute to these three core activities accordingly. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

PD3 further affirmed that leadership knowledge and skills were crucial for change in the college. Departmental heads were empowered partially. This had been the change registered

so far. Apart from this, as the college passed through many confusions and turnover of PDs, it could not be confirmed that impacts were registered.

There were also discussions among the members of FGIs to explore whether leadership contributed to the quality of training and education of the colleges or not. In accordance with this, FGI1 discussed that there was a need to develop a democratic leadership style for its expected positive impact. The trainers were technical, hence the PDs needed to involve trainers in the leadership practices. There was a need to create education opportunities for trainers. However, there was no PhD scholarship opportunity arranged for the “A level” trainers. The FGI2 and FGI3 participants did not respond to this question. Considering the official interviewees: O1, O2 and O3 did not explain the changes registered at impact level that were contributed by the PDs’ leadership practices.

By and large, the researcher understood that one of the serious issues indicated in this subtheme was that a few technologies available in the colleges were either donated or purchased. In addition, the FGI participants underlined that technologies copied by trainees with the support of trainers were wrongly stored due to ineffective leadership in the colleges. This was also supported by the observations conducted in the sample colleges (Ob1, Ob2 and Ob3 conducted from 3-5 August 2020). Nonetheless, the main intention of establishing the TeCAT department in the respective college was to transfer technologies to the SMEs and industries. In fact, the SMEs and industries were assumed to be the destination points and recipients of technologies to produce in larger quantity and quality for the advantage of economies of scale for the sellers and end users/customers. In addition to the conference hall technologies mentioned by PD1, there were also other idle technologies in that college, which showed the underutilisation of technological resources due to the gaps in skills and knowledge of human resources. In turn, this was mainly associated with ineffective leadership practices in the sample colleges. Of course, most of the idle technologies were accumulated in the storehouses, workshops and laboratories.

Therefore, although the contribution of leadership to enhance quality training and education was unquestionable in principle, its practical effects to do so were blurred in the sample colleges. In this regard, it was not difficult to understand the negative impacts of the political master-driven leadership practices in the sample colleges. That was why the progressive development of sample colleges stopped.

5.6.4 Perceptions of study participants about effectiveness of leadership to create positive changes

The question associated with this subtheme was purposely included in the structured interviews of PDs and officials. The principal reason was that the majority of the leadership activities were predominantly associated with the mentioned group of interviewees as affirmed by the Focus Group Interviews (FGI1, FGI2 and FGI3 held from 7-9 September 2020). Hence, the data analysis of this section focused on the interviews conducted with PDs and officials.

In corroboration with this, PD1 affirmed that the potential of leadership to bring about positive changes in the college was undeniable. However, most of the changes registered so far were at achievement level or immediate output level. PD2 also explained that leadership was crucial for the change in the sample college. Accordingly, departmental heads were partially empowered. This has been the change indicated so far. PD3 further confirmed that leadership could play pivotal roles in bringing about change in the college. The major change registered so far due to effective leadership practices was the development of an organisational chart to mobilise key stakeholders.

Similarly, officials were interviewed to respond to the same question asked of the PDs. O1 and O2 did not reply to the question, whereas O3 explained, stating that:

The intake capacity of the colleges increased due to effective leadership of PDs. In line with the increments of the numbers of trainees, the colleges were expanded in terms of building, new machines purchased and series capacity building training activities. Besides, 350 engineers were injected to activate the colleges. This was done to update the TVET system with the concepts of science and technology. The engineers' status was found to be good, as checked through monitoring and evaluation of Addis Ababa TVET Agency. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

This official hoped that engineers could enhance the quality of training and education in the sample colleges, then they could contribute to the city's economic growth and development. In addition, the pass rate in COC was progressing well. It was 70 percent for the regular

graduates and 90 percent for the short-term graduates. All these were changes registered due to the contributions of leadership in the sample colleges.

The observations conducted in the sample colleges showed that there were no differences in the perception of interviewees about contributions of leadership to result in positive changes in the sample colleges except the views of the third official which were different from the others (Ob1, Ob2 and Ob3 conducted from 3-5 August 2020).

To this end, the researcher wanted to underline that most of the interview participants' responses to the contribution of leadership to enhance the quality of training and education in the sample colleges were found to be blurred. The PDs affirmed that there were no significant changes in the quality of training and education that was contributed by leadership practices. The changes were at the immediate output level that did not indicate outcome or impact. In addition, O1 and O2 did not reply to the question. The third official was not confident enough to indicate the changes in the quality of training and education registered by the contribution of leadership. The evidence was his statement, which was stated as:

It is hoped that the newly recruited engineers injected into the TVET system could enhance the quality of training and education in the colleges, and then they could contribute to the city's economic growth and development, which are the manifestations of the impact. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

This showed that changes were either at the infant stage or non-existent. Moreover, the emphasis given by the higher officials were the unplanned short-term trainings; that was why the pass rate of that group in COC was 90 percent. Therefore, it was true that FGI participants underscored in the other section that leadership in the sample colleges were influenced much by political intervention.

5.6.5 Leadership contributions to reward and motivate trainers

This section tried to check whether or not leadership practices in the sample colleges rewarded and motivated the trainers. Accordingly, PD1 revealed that:

The line government offices rewarded the good performing trainers who copied or created and transferred technologies. For instance, a trainer was rewarded a house as he stood first in the competition of technology week. The trainer was also prized Birr 10,000.00 and got certificate of recognition. On top of that, education opportunities were arranged as scholarship for winner trainers in Ethiopian universities. (Interview 1 conducted from 9:00 AM to 10: 00 AM on 3 August 2020)

The same question was asked of PD2. The interviewee reported that a committee was established to follow and reward the good performers but was not satisfactory. Technology innovation was so difficult although most people considered it as an easy task. It should start from value chain analysis. Technology innovation should solve the current problems in the real-life situation. The Ministry of Technology and Innovation was mandated to motivate the innovators. Indeed, the ministry recognised those who performed better. Nonetheless, the process of rewarding was complex and bureaucratic. The interviewee cited a real example as follows:

A man invented a technology that could harvest, crush and sieve. ‘Teff’ was the winner in an occasion of competition in the technology week. It was announced that the technology was the one to be rewarded. After it was decided, the man was informed to find a government partner institution through which the money channelled. The man was sent to our college to take the prize. Nonetheless, the college could not reward him as the finance system of the government did not allow. The man went away without taking the reward. This was because of the long bureaucratic process which was an obstacle to creativity and innovation. This demotivated innovators. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

In this college, there were no standardised reward and motivation packages cascaded from the strategy. However, there were a few criteria adopted to reward trainers who copied/invented technology. Those were: technology should be documented; innovation should be started from the value chain, which focused on the national problems; there should be clear drawings to show the technology application process, and technology should be tested for its functionality.

Similarly, PD3 replied that there were no clear reward packages to motivate trainers apart from the career development for academic rank. The trainers were expected to develop technology and contribute to the technology extension programme for their career development. The reward and motivation packages were not as well established to motivate trainers as expected.

The three observations (Ob1, Ob2 and Ob3) showed differences about motivation and reward packages employed in the sample colleges. For instance, Ob1 verified that there were partial motivation and reward packages for trainers who contributed innovation in the college. However, Ob2 attested that there were no standardised motivation and reward packages in the college. Ob3 further acknowledged the absence of motivation and reward packages in the college for trainers who contributed innovation.

In summary, the reward and motivation packages were not well established. There were differences in views among the prime deans about using standardised criteria to evaluate the technological outputs of trainers. Though there has been a technology week every year for competition for trainers and trainees, the procedure used to reward and motivate winners was found to be bureaucratic, unsustainable and unrealistic. The situation led to repercussions in the colleges, which demotivated the trainers to be involved in technology invention and innovation. The FGI participants in the other questions argued on the issue. Thus, leadership contribution to reward and motivate trainers was found to be negligible. Nonetheless, the minimal intrinsic motivation techniques exercised were found to be better than extrinsic motivation techniques for long-lasting participation and contribution.

5.6.6 Leadership influences on the perception of trainers towards objectives

The intention of this section was to explain the influences of leadership on the perception of trainers towards objectives of the sample colleges. The question was mainly addressed to PDs and officials. Their responses were analysed accordingly. PD1 revealed that the leadership practices facilitated and supported the trainers to perceive the objectives of the college first and keep on the same track. PD2 did not reply to this question. PD3 explained that leadership exercised in the college tried to influence trainers to understand and contribute to the objectives of the college.

The same issue was considered as the discussion point with the officials. O1 affirmed that PD1 employed free communication and democratic leadership style to motivate trainers to participate in attaining the objectives of the college. O2 disclosed that there had been misunderstandings among trainers and PDs in the college previously. The relationships were improving due to the efforts made by PD2, thus, the trainers were motivated to run the training process smoothly. O3 confirmed that PDs employed communication skills to influence trainers. Some of the strategies were establishing and applying department councils and student councils in the sample colleges.

In brief, PDs and officials confirmed that PDs applied open communication and democratic leadership style as instruments to influence the perception of trainers for their respective active participation, which was believed to contribute towards effective leadership in the sample colleges. Nonetheless, the trainers in the FGIs argued that participation was nominal. The leadership practices in the sample colleges were greatly influenced by the intervention of external factors, specifically higher officials of Addis Ababa City TVET Agency.

5.6.7 Leadership effectiveness in the sample colleges

In this section, the study looked at different issues that were associated with leadership effectiveness in the sample colleges. It was undeniable that leadership was crucial to efficiently accomplish activities and effectively attain objectives. Thus, efficiency and effectiveness were the typical yardsticks of effective leadership in any organisation, including the sample colleges. The participants of the study also unambiguously confirmed that leadership could play pivotal roles in the success of the sample colleges. Hence, the forthcoming section tried to check whether or not there was effective leadership to raise the awareness level of stakeholders, mobilise stakeholders, run the college-industry linkage productively, produce skilled graduates, create employment for graduates and contribute to the socio-economic growth and development of the city.

Firstly, PD1 pinpointed that line incumbents in the college tried to inform and mobilise key stakeholders through social media and communication such as Facebook, Telegram and other internet links. It was further discussed that contributions were made by the leader and followers to strengthen the college-industry linkages. The leadership effectively facilitated meetings to take corrective measures on undisciplined trainers and trainees during

cooperative training. The Parent Teacher Trainees Association was established, and an office was opened in the college to support the linkage. This interviewee stated that:

PD supported the industry in supervision, monitoring and evaluation platform. This platform was very crucial for the system improvement. In so doing, this college supported 12 orphans and facilitated community support and promoted fruits of the linkage through media communication. Training was conducted for 200 industry trainers to further strengthen the college-industry linkage. Teams were established to evaluate the trainers, trainees, industry trainers' gaps and took corrective measures. (Interview 1 conducted from 9:00 AM to 10: 00 AM on 3 August 2020)

This interviewee further highlighted that the platform helped the college to improve the college-industry linkage, which was one of the manifestations of effective leadership practices in the college. The discipline gaps of trainees were solved, and graduates were linked to the world of work. Finally, it was strongly noted by the interviewee that there was a mismatch between the demand of industries and the supply of graduates from the college.

Secondly, PD2 revealed the effectiveness of leadership in the college about awareness raising activities, mobilisation endeavours and college-industry linkage activities. It was affirmed that leadership activities were accomplished in concrete ways. The interviewee cited examples from both abroad and inland experiences. The interviewee summarised leadership effectiveness by stating that:

In my experience, awareness about TVET needs paradigm shift. There is a need to have clear policies, rules and regulations in the polytechnic college. My college face so many difficulties although I have made concerted efforts in scaling up the awareness level of stakeholders. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Next, the interviewee moved slightly from the seat and continued to point out the experiences of other countries. This interviewee was one of the people who had visited of few countries (e.g. Britain, South Korea, China and Tanzania) to draw lessons from them. PD2 pointed out that:

In South Korea, there were clear policy, rules and regulations about how to work with the polytechnic colleges. The Ministry of Social Affairs led the Polytechnic colleges. The municipality arranged work and signed Memorandum of Understanding (MOU) with Polytechnic colleges. example, if the ship company needed 6,000 solderers, the municipality signed MOU with Polytechnic colleges to avail after passing the COC. The level system in South Korea was from 1 to 9 but ours was from 1 to 5. The Government of South Korea exempted 2% tax from the annual profit in place of the cooperative training facilitated by the industry. In so doing, the industry benefited millions of dollars. The same was true in Tanzania. The government compensated the industries to some extent. However, this was not practiced in Ethiopia. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Accordingly, the sample colleges should follow the win-win approach like others. The cooperative training was entangled with so many problems in Addis Ababa. It could be inferred that facilitation of cooperative training should not be left for the sample colleges only. After the colleges failed to inform the key stakeholders about the necessity of cooperative training, negative attitudes were developed. A case in point was an industry owner in Addis Ababa, who explained the view in one of the panel discussions:

There are 300 workers in the owner's Garment Industry. If trainees from the 30 government polytechnic colleges of Addis Ababa are allowed for cooperative training, the 300 workers would train for free without production. That means the production process stopped. Then, the industry owner shrugged the shoulder and spoke. No one could accept. The same is true to me that no one wants to waste 10 minutes in facilitating the cooperative training for polytechnic colleges' trainees. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Finally, PD2 stated that “*colleges could not solve this problem. It needed long lasting and collaborative efforts*”. It was also revealed that the better experiences were exercised in the model enterprises through the facilitation of the college. A few of the enterprises provided pocket money for the trainees. The colleges in turn recognised the enterprises' contribution and certified them. In rare cases, the trainees got a job while they went out for cooperative training.

In the third sample college, PD3 stated that awareness-raising activities were carried out in different forms such as arranging discussion meetings, distributing flyers and brochures, using social media etc. For instance, the college communicated with 160 industries to enhance their awareness. The college tried to promote cooperative training and private-public partnership. The college leaders discussed a way to balance the industries' interest to contribute to cooperative training. The college had also worked with six NGOs. However, leadership was not yet effective in this college.

The sample officials were asked the same question. The officials explained their views in the ensuing section. In accordance with this, O1 explicated that training was formulated with 70/30 practical/theory threshold. There was a scarcity of resources to mobilise the college-industry linkage. Since there was no code of conduct, it was difficult to run the activities as planned. Even though there was a shortage of resources, the college tried its best to ensure a fruitful college-industry linkage in building better cooperative training, which was crucial in skilling trainees. This college and industries were working with a mutual benefit base. The college supported SMEs and industries through training to smoothly facilitate cooperative training.

O2 explained that there were 42 partner organisations that worked with the college. The mobilisation director's position was open for a long time. This caused a negative impact on the mobilisation section. The restructuring of the sub-city TVET department affected the work process. This was totally wrong. This interviewee commented that it would have been better to strengthen the sub-city level TVET office rather than dismantling the office and separating it into a mobilisation office and other structures. He further confirmed that PD3 tried to create smooth relationships with industries through the facilitation of different meetings and discussions. However, there were gaps in this regard. Most industries were unhappy to facilitate the cooperative training due to many reasons.

The last interviewee, O3, revealed that mobilisation was mandatory for the sample colleges. There were mobilisation directorates in the sample colleges that were established after the TVET offices at sub-city level were destructured and included in the college structure. A few of the colleges tried to motivate the industries through certification and recognition. The industry owners were not as resistant as most of the college staff had expected. The gap was the colleges did not invite and inform the industry owners. The success depends upon the

strengths of the PDs. Regarding the support from the higher officials in terms of rules and regulations to the PDs, there was no policy that allowed the dean to employ his/her strategy as needed. The view of this interviewee contradicted the views of the PDs and other officials.

In addition to the interviews, the observations were made by the researcher. Hence, the observations of all three sample colleges showed that documents that indicated college-industry linkage for cooperative training were available but not practised well. This was because of the lack of an enforcing law/body. Regarding the feedback system in the college-industry linkage, Ob1 stated that the establishment of the PTTA was taken as a good lesson to share the feedback among key stakeholders. There were consultative meetings between industries and the college. Thus, there were feedback systems from industry, local government and community about the quality and contribution of the college. Ob2 also noted that feedback was well communicated to industry, local government and community about the quality and contribution of the college to the social and economic growth and development. Besides, industries and other stakeholders were recognised through certification. However, Ob3 verified that there was partial feedback from industry, community and the labour market about the quality and contribution of the college to the social and economic growth and development process. Nevertheless, there was enough feedback from the Addis Ababa standing committee, local government such as Federal TVET Agency, Addis Ababa TVET Agency and sub-city level stakeholders.

To this end, the research analysis showed what those PDs confirmed, that this was one of the serious issues that need to be considered in the sample colleges to mobilise the industry towards better and more fruitful cooperative training. The gaps in leadership policy had a negative influence and resulted in ineffective cooperative training in the industries. There was a need to have a leadership policy that could go with industrialisation by privatisation. This means that privatisation needed to respond to the existence of effective cooperative training. Otherwise, working on awareness raising and mobilising industries without effective leadership supported by appropriate leadership policy would be a futile exercise for the PDs' leadership effectiveness. Cooperative training was found to be the backbone of quality training and education in the sample colleges. This would have been realised through a series of awareness raising and mobilisation activities that could be facilitated by the effective leadership of PDs. It was believed that college-industry linkage could be realised for the effectiveness of the sample colleges. If college-industry linkage could not be realised, the

70/30 threshold of training and education with practice/concept would not be practiced. If the 70 percent of the training and education in the colleges was not achieved, no one expected the skilled graduate to fit into the industries' middle level human power needs. Bearing all these in mind, there was a need to have a clear policy that could guide the college-industry linkage to produce skilled graduates to immediately join the labour market. If it was so, the youth unemployment rate would decrease.

5.6.7.1 Leadership effectiveness to produce skilled graduates and create employment

The participants of the study replied to the question about leadership effectiveness to produce skilled graduates and create employment opportunities. Accordingly, the researcher was keen to analyse the responses in a coherent and logical way, as is shown in the following section.

Regarding leadership effectiveness to produce skilled graduates to fit into the industries/labour market, PD1 revealed that there were mismatches between the demand of industries for graduates and the supply from colleges. The college was unable to produce skilled graduates to fit the needs of industries. Specifically, it was not successful in producing skilled ICT, Automotive Technology and Surveying Technology graduates. In this regard, the college took measures to revise the plan and not to enrol trainees in these disciplines.

Similarly, PD2 responded to the same question, explaining that there was an office in the college that supervised the link between graduates and industries. For instance, the college had a plan to link 80% of the graduates to the labour market in 2018. In due course, 489 (95%) from 515 graduates were linked to the labour market in that year. Besides, 619 (64.8%) from 955 graduates were linked in 2019. The interviewee also affirmed that leadership played a crucial role in fitting graduates' skills into industries' middle-level human capital needs and a job. This was done through facilitation of training based on the market demand signal and tracer study. The college facilitated the training for regular, extension and short-term training programmes' trainees. The enrolment of new trainees in the respective department was based on the market demand. In this respect, the positive roles of leadership to produce skilled graduates and link them to the labour market were good.

As replied by PD3, the college conducted a series of internal monitoring and evaluation activities to produce skilled graduates. In addition, the college showed a concerted effort in upscaling communication with industries as they had a direct role in enhancing the skills of graduates. The interviewee further pointed out that the role of leadership to link graduates with the labour market was crucial. In so doing, the college tried to guide the quality of training based on labour market study information. The quality of training was also measured in COC. This college tried to link 70-80 percent of the regular graduates to the labour market. However, the college lacked many things.

The same question was given to the FGI participants. Accordingly, FGI1 commented that leadership effectiveness to prepare graduates to contribute to the social and economic growth and development of the community was not significant except for a few graduates. One of the participants estimated that 49 % to 50 % of the graduates of the college have got jobs. An exception was that 90 % of the graduates in Garment Technology were employed. However, the monthly payments of the graduates were not satisfactory. It was better for the graduates to start their own businesses rather than getting employment on a monthly payment basis. Another participant explained that:

In ICT, majority of the graduates were on work. They were better in skills than university graduates. The graduates were relatively better than BA level graduates of academic universities. There were better opportunities to get job at middle and lower level than other levels. The woreda could not avail 80 % of the matching fund after graduates saved 20 %. As a result, ICT graduates could not establish group business. This is the big gap of the TVET system, including this college. (FGI1 conducted from 9:00 AM to 12:00 AM on 5 August 2020)

The participants of FGI2 and FGI3 did not respond to this question. After the FGIs, officials were asked the same question. The responses are organised in the upcoming section. In light of the question, O1 revealed that the college tried to produce skilled graduates to fit into industries' situation. For instance, a few graduates of level III and IV were employed in the ICT Park during cooperative training. According to this interviewee, 60% to 70 % of the graduates were employed. He added that PD contributed to facilitate cooperative training in skilling graduates. Similarly, O2 confirmed that:

PD3 tries to contribute to create good relationships of the college with industries that facilitated to improve the skills of graduates. The college traces the graduates' whereabouts in conducting a tracer study. The college follows collaborative approach to trace the graduates. One of the serious problems to produce skilled graduates to fit into the industries is that there is a huge gap between the technology used in industries and technologies used in the college to train trainees. Most of the machines used in the colleges are obsolete. This is the serious agenda that need to be solved by the cooperative training. The college studies District Area Competency [DAC] with the support of a development donor to fill the gaps. (Interview 5 conducted from 9:00 AM to 12:00 AM on 15 August 2020)

In response to the same question, O3 confirmed that the quality of furniture and other products was improved as technologies were transferred from colleges to the SMEs due to PDs' effective leadership. This was the change registered in regard to the contribution of leadership in the sample colleges to the socio-economic growth and development of the city. According to Ob1, Ob2 and Ob3, documents about the employment/unemployment rate of graduates were available in the sample colleges. But effective leadership measures were not taken accordingly.

To conclude this section, the views of participants of the study towards the question raised above were categorised into two. On one hand, PDs and officials revealed that leadership contributed to produce skilled graduates who would be able to secure jobs better than university graduates. On the other hand, FGI participants opposed the views of PDs and officials by saying that leadership did not contribute to produce skilled graduates as expected. Thus, employment rate for most of the graduates from different disciplines was not much more than 50 % except for Garment Technology Graduates. The other point raised by PD1 was opposed by one of the participants of FGI1. The college was not successful in ICT but the trainer in FGI1 stated the reverse in stating that ICT graduates were better than BA level university graduates. The only problem facing the department was that the responsible line government office could not arrange a loan in the form of a matching fund. Regarding the leadership contribution to socio-economic growth and development of the community, O3 explained that colleges contributed to improve the quality of furniture in the SMEs through technology transfer, whereas most of the FGI participants were indifferent to respond to the issue. A few of the FGI participants argued that the contribution of leadership to the socio-

economic growth and development of the economy was negligible. The sample colleges could not produce skilled graduates to fit into the industries' demand. As a result, there were many unemployed graduates in the study area.

5.6.7.2 Major impacts due to effective leadership of sample colleges

This section was concerned with impacts registered due to leadership effectiveness at the sample colleges. PD1 pointed out that a few of the achievements registered so far were due to effective leadership. Those were: significant numbers of trainers were upgraded from level "C" to level "B"; team spirit was created through the concerted efforts of effective leadership; PTTA was established; trainees' enrolment rate increased from year to year; the technology creation, invention and innovation process followed a new modality that was different from other colleges, which could be considered a good lesson to others at national level. For instance, if someone was interested in inventing/innovating technology, the proposal should be presented and evaluated by professionals from Addis Ababa Science and Technology University. This was a good lesson exercised by the college and a good way to use the scarce resources efficiently. In this regard, the college was working in collaboration with two higher education universities namely, Addis Ababa Science and Technology University, and Adama Science and Technology University.

The other achievements were that the college constructed water cleaning and filtering technology with Adama Science and Technology University; and the college linked more than 300 graduates to the world of work by lobbying the Techno Company. The important point at this juncture was that the college refused and stopped technology copying for the sake of career development and promotion. This was considered as a major shift in this college. The reason was that the scarce resources of the government should be used wisely. This could be replicated to other colleges.

The response from PD2 affirmed that the college trained 4,494 unemployed youth in the short-term training programme in 2019. This was the contribution of leadership to the socio-economic growth and development of the city. One of the positive roles of leadership was that it facilitated communications with employers to employ jobless youth. The college channelled numerous graduates from regular, extension and short-term training programmes into the labour market. The operation of leadership in the college was not free from

shortcomings. A case in point was the gap in cooperative training to assure quality training. In support of this, PD3 explained that:

As there are turnover of PDs in the college, there are not any impact registered. Rather, achievements are made in terms of number of qualified middle-level human capital to the labour market. A case in point is 1,300 students graduated in 2019 and 80% were linked with labour market. (Interview 3 conducted from 9:00 AM to 10:00 AM on 5 August 2020)

Nonetheless, the achievements pointed out above were not only the contribution of effective leadership but also were the contributions from others in the sample colleges. The other achievements were the support given to SMEs and efforts made to prevent COVID–19. Still the other contribution made was the establishment of the “Sheger bread shop” by “old city buses”.

The FGI participants of the study also discussed the issue. In this respect, FGI1 explained that there was a need to develop a democratic/participative leadership style in order to have an impact in the college. Since the trainers were technical, PDs needed to facilitate the participation of trainers in the leadership practices. One of the methods to contribute to the impact level changes in the college was suggested as creating education opportunities for trainers to attend PhD programmes. FGI2 and FGI3 participants did not respond to this question.

Still the other interviewees drawn from the officials explained the contribution of the effective leadership on impacts of the sample colleges. For instance, O1 revealed that effective leadership contributed to a few of the changes happening at impact level in the college. This interviewee listed the impacts as physical buildings in place, green TVET created, classes standardised, workshops established, technology incubation centre established, machineries provided for 11 departments, good leadership and governance in place, good communication created between college and stakeholders, and PTTA established in the college. The number of trainees increased by 200%.

In response to the same question, O2 explained technology copying was realised as per plan. The other impact of effective leadership was the improvements of the training process due to

workshops were well equipped with machines. O3 further confirmed that the quality of furniture and other products were partially improved as technologies were transferred from colleges to SME. This was the change registered at impact level with regard to the contribution of effective leadership to socio-economic growth and development of the city.

However, many of the achievements pointed out by the participants of the study were not impact level changes. Rather, the majority of the achievements registered were at immediate output level. The sample colleges' leadership could sustain the achievements registered so far in order to attain the outcome level changes or impact level changes. Then, effective leadership could contribute to the socio-economic growth and development of the city through graduates' active participation in the economy.

5.7 ADDITIVE EFFECTS OF TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES

5.7.1 Introduction

In this section, the study looked into the additive effects of transformational and transactional leadership styles to upscale innovation in the sample colleges in Addis Ababa City Administration. There were nine subthemes under the major theme addressed by 5.7 above. The subthemes were: leadership styles practised to initiate creativity, invention and innovation in the sample colleges; similarities and differences between the transformational and transactional leadership styles; factors of transformational leadership style; factors of transactional leadership style; integrating transformational and transactional leadership styles to initiate creativity, invention and innovation; motivation and reward packages used by PDs in line with these two styles; promoting team spirit; initiating individual efforts; and additive effects of the two leadership styles on sustainability in the sample colleges of Addis Ababa City Administration. The following sections analyse the data gathered from the participants of the study in line with the subthemes.

5.7.2 Leadership styles practised in colleges to initiate creativity, invention and innovation

The principal objective of this subsection was to assess the leadership styles practised in the sample colleges to initiate creativity, invention and innovation. In addition, the researcher planned to check whether the sample colleges were acquainted with the contemporary

leadership styles, namely transformational and transactional leadership styles, and their additive effects to boost creativity, invention and innovation in the respective sample college. Moreover, the researcher wanted to identify the most appropriate leadership styles or combination of different leadership styles to scale up creativity, invention and innovation of technologies in the sample colleges. Effective leadership style(s) guided by institutional situational factors could play pivotal roles in initiating creativity, invention and innovation. The data analysis follows below.

In response to the questions raised, PD1 revealed that his college widely used transformational leadership styles to motivate trainers to participate in creativity, invention and innovation of technology. The college preferred to apply the transformational leadership style as there was variety in everyday work life. Accordingly, it was found better to use these leadership styles in combination when the need arose. The industry extension programme of the college facilitated technology creation, invention and innovation.

On the contrary, PD2 explained that there was no best leadership style that could work for better results. There was a need to integrate different styles of leadership to create and invent/innovate technologies. The college used the new technology such as the immersed conference technology room and Virtual Desktop Infrastructure rooms to upscale innovation. In addition, the college opened new technology disciplines such as power generation, distribution and transmission, which was the foundation to innovate advanced technologies. PD2 pointed out that the college had a plan to copy 30 technologies, but 43 technologies were copied and distributed to SMEs. Similarly, PD3 responded that the college did not use any type of leadership style in particular. However, it was affirmed that leadership could create friendly working conditions to enhance creativity and innovation of technologies. The innovation incubation centre was established to facilitate creativity, invention and innovation.

The same question was asked of the FGI participants in the study. FGI1 affirmed that the transactional leadership style was exercised in the college. The participants discussed that it would have been better to establish a change-oriented leadership style that could be exercised within a two year term of office as was indicated in the TVET strategy. The group also discussed that transformational leadership could be realised if the leader applied servant leadership style. They further added that it is better to follow the transformational leadership

style to serve followers and customers well. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI2 participants pointed out that the real situation at grassroots level should be considered to transform the college by applying the transformational leadership style. This group supported the application of these two leadership styles in an integrated way. They also discussed that leaders could be able to employ the transactional leadership style to motivate trainers. Both transformational and transactional leadership styles could be applied in an integrated way. The leadership style tested before could never be applied forever. It should be changed upon situations at hand. (FGI2 conducted from 9:00 AM to 12:00 AM on 9 September 2020)

The other issue discussed by this group was the wrong evaluation technique that employed the “Competent” and “Not Competent” measurement scale to check whether trainees were competitive to fit into the world of work or not. Although trainers reported that the assessment technique should be changed, no one considered this and it still continues to date. Regarding this, the group questioned “*What was transformation if things were at a standstill position as mentioned?*” However, the FGI3 participants perceived that they had gaps in knowledge to understand the concepts of transactional and transformational leadership styles. They also did not also mention any leadership style applied by PD2 to initiate creativity, invention and innovation.

The interviewees of sample officials were also requested to comment on the same question. O1 explained that there were disagreements in the college, though leadership activities needed collaboration among PDs and employees. This interviewee underscored that:

The PDs should motivate and empower trainers in applying democratic leadership style, which could allow followers to participate actively in creativity, invention and innovation. (Interview 4 conducted from 9:00 AM to 10:00 AM on 14 August 2020)

In agreement with O1, O2 stated that the democratic leadership style was crucial to facilitate participation of trainers in creativity, invention and innovation. This interviewee also pointed out that the authoritative leadership style was also exercised in a few instances. A case in point was that trainers were forced to develop technologies for their career development.

However, the authoritative leadership style was not accepted by the college community. Furthermore, O3 explained that the overall policy guided creativity, invention and innovation in the sample colleges. The national growth and transformation plan pointed out that creativity, invention and innovation were not the focus areas of colleges before 2025. The trainees were rather expected to copy technologies up to the mentioned year. The Addis Ababa TVET Agency prepared to establish an incubation and technology centre in the respective college. To support the above statement, O3 explained that:

As per the GTP of the nation, the sample colleges should plan to conduct creativity, invention and innovation in the upcoming periods. Creativity needs freedom and transparency to facilitate inputs for the innovators. Experiences showed that considering creativity as a criterion for professional career development did not facilitate invention and innovation. Therefore, creativity, invention and innovation depend on the degree of positive communication and good relationships between leaders and followers. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The observations conducted in each sample college also evidenced that the availability of innovations due to the practices of effective leadership was non-existent. In addition, Ob1, Ob2 and Ob3 showed that most of the copied technologies were wrongly stored and not transferred to SMEs and industries.

This implied that leadership styles practised to initiate creativity, invention and innovation in the sample colleges were not clearly known. It was safe to say that officers were not in agreement with the statement “creativity could be used as criteria for professional career development”. This was in line with the PDs’ and trainers’ view. At this point, the researcher wanted to note that the concept of dynamism that states *in today’s environment, only one thing remains constant: that is change*. Hence, even if a few of the participants of the study thought that the democratic leadership style was applied to initiate creativity, invention and innovation, PDs and officials were at standstill. Therefore, professional freedom, participation, teamwork, transparency, accountability and leadership support were important to initiate creativity, invention and innovation.

5.7.3 Similarities and differences of transformational and transactional leadership styles

In this section, the study tried to explore whether the participants of the study differentiated the similarities, differences and integration of the two leadership styles in the sample colleges. PD1 did not reply about the similarities, differences and integration of the two leadership styles practised in his college. On the other hand, PD2 affirmed that both leadership styles were used to attain the intended objectives of the organisation. Regarding the differences, the interviewee explained that:

Transformational leadership focused on sharing vision of leaders to the followers, whereas transactional leadership focusses on reward and punishments to attain objectives. The latter focussed on supervision and control. The effect of reward and punishment in transactional leadership style is short-lived. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

On the contrary, PD3 responded that he had no clear understanding about the similarities and differences of these leadership styles. The same questions were given to the trainers in the respective FGIs. Accordingly, one of the FGI participants argued that:

Leaders who employed transformational leadership style focused on individual promotion, whereas those leaders who could lead change-oriented activities should have intellectual influence over other followers. There were no promotions for the departmental heads to upper positions through the ladder. Transactional leadership was also important and needed to be implemented. Indeed, transformational leadership was better than transactional leadership. This was primarily because if the nation develops, individuals and groups could also develop. Hence, visionary leadership was of paramount importance to the sample colleges. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

The FGI2 participants did not respond to the questions. Two of the FGI3 participants of the study revealed that it was better to employ both leadership styles in an integrated way. These participants proposed that the “*transactional leadership style should be applied first to motivate trainers and then transformational leadership style could be applied next*”.

Next, officials interviewed were asked to explain their views about the same questions raised for the others. O1 explained that the transformational leadership style focused on change but knew nothing about the transactional leadership style. According to the same interviewee, PD1 tried to exercise the transformational leadership style. Transformational leadership was of paramount importance to the TVET sector, whereas transactional leadership focussed on the “give and take principle”. O2 had little knowledge about the two leadership styles. However, the interviewee assumed that transactional leadership was practised years ago but has shifted towards transformational leadership style. O3 explained that the sample colleges practised the vision-based transformational leadership style.

In brief, the researcher inferred that participants of the study had no clear understanding about the similarities, differences and integration of the two styles to initiate creativity, invention and innovation in the sample colleges. The participants of the study were also not clear with whether the transformational leadership style or transactional leadership style or the integration of these leadership styles was practised in the sample colleges or not. The interviewees confirmed that the transformational leadership style was exercised in the sample colleges, whereas FGI participants partially agreed with this view. The groups also underscored that transactional leadership was crucial in addition to the transformational leadership style. According to the same participants, transactional leadership enabled the PDs to reward and motivate followers. Therefore, integrating the transformational leadership style with the transactional leadership style was of paramount importance in the sample colleges.

5.7.4 Factors of transformational and transactional leadership styles

The study tried to check which factors of the two leadership styles were exercised in the sample colleges. PD1 revealed that idealised influence was practised most from the transformational leadership style. Effective leadership influenced followers ideally. The democratic leadership style was also employed in addition to the transformational leadership style in this college. Laissez-faire was applied in the case of the transactional leadership style. This was primarily to provide autonomy to the followers. Regarding this, PD2 stated that:

Transformational leadership factors influenced workers positively to achieve results. The transformational leaders were the role models for their followers. From the other factors, inspirational motivation worked a lot in this college. To me, democratic

leadership is preferred rather than laissez-faire approach. I motivated followers to participate in the decision making process. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The emphasis point here was that transformational leadership was confused with democratic leadership style by the above interviewees. PD3 did not confirm whether transformational leadership factors were applied or not. Rather, teamwork and team spirit were highlighted. According to this interviewee, the situation-bound leadership style was employed rather than the two leadership styles with their factors.

When looking at the data collected from the FGIs about the same questions, although FGI1 and FGI2 participants did not respond to the questions, one of the FGI3 participants explained that:

Motivating trainers with idealised influence can have better advantage compared to other factors of transformational leadership style. The reason is professionals agreed with the supremacy of idea for creativity, invention, innovation, change and transformation. (FGI3 conducted from 9:00 AM to 12:00 AM on 8 September 2020)

Though the FGI3 participants were not clear with the concepts of factors of transactional leadership styles, they commented that leaders could apply each factor under the mentioned style as depending on the situation. O1 and O2 did not respond to the questions, whereas O3 revealed that:

PDs applied all the factors of transformational leadership style. The sample colleges mostly employed 'the mind set programme' adopted from South Korea. They also applied 'the mind set programme' of the psychology specialist named Dr. Mihret Debebe in Ethiopia. The PDs were not only using the factors of transformational leadership style, but also they were using the goal-set reward and motivation factors of transactional leadership style. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

This interviewee also affirmed that PDs had corridors for the most successful trainers to employ the laissez-faire approach, which was one of the factors of the transactional

leadership style. Finally, it was underscored that PDs applied both leadership styles interchangeably. Nevertheless, the lion's share was taken by the transformational leadership style; it was estimated that PDs employed 75% of transformational leadership style in the leadership practices of the sample colleges.

In short, the researcher maintained that most of the participants were not confident enough to respond whether the factors of transformational and transactional leadership styles were applied or not in the sample colleges. On one hand, PD1 and PD2 affirmed that they employed idealised influence and inspirational motivation, respectively. PD3 did not respond to this question. O3 revealed that PDs exercised all the factors mentioned under the transformational leadership style, and goal-set reward and motivation factors of the transactional leadership style. On the other hand, the FGI participants appreciated the factors of transformational and transactional leadership styles. Nonetheless, the groups strongly commented that PDs did not employ these leadership styles. The crucial point here was that PDs and officials affirmed that the sample colleges employed democratic and transformational leadership styles, though the FGI participants contradicted this view.

5.7.5 Integrating transformational and transactional leadership styles

In this section, the study tried to check whether or not these leadership styles were integrated in the sample colleges. PD1 revealed that integrating transformational and transactional leadership styles were crucial to initiate innovation. The TVET strategy indicated that "A" level trainers guided "B" level trainers and "B" level trainers guided "C" level trainers to promote trainers to the next level of career development. This showed that transactional leadership was exercised in the college. PD2 also explained the combined effects of the two leadership styles. Human beings in nature need reward and motivation. Thus, integrating the two leadership styles could create synergy and effectiveness. This interviewee agreed with integrating both leadership styles to initiate creativity, invention, innovation, change and transformation in the sample colleges. PD3 further suggested sample colleges could use both leadership styles interchangeably to initiate innovation, depending upon the situation at hand. This interviewee underscored that sample colleges did not practice these leadership styles in integrated ways.

The same question was raised with the FGI participants of the study. In line with this, FGI1 pointed out that the usual leadership style could not bring the expected change, hence transformational leadership could have a significant contribution to creativity, invention and innovation. There were a few rewards, appreciation and recognition for those who copied technology in the college. There were provisions of certificates, bond, house and medals for those who were better than others in technology copying that was part of innovation. A trainee and trainer were rewarded at national level from the furniture making department in 2019.

Similarly, FGI2 reached consensus after discussing that the college had to consider the real situation at grassroots level to transform itself in applying the transformational leadership style. Parallel to this, PDs should employ the transactional leadership style to motivate trainers to contribute to creativity, invention and innovation. The discussants agreed to apply transformational and transactional leadership styles in an integrated way. They also commented that leadership styles tested before should never be applied forever. The competent and not competent assessment methods were practised in the name of applying a transformational plan. These participants showed disagreement with PDs and officials about the implementation of the transformational leadership style in the sample colleges. How did PDs apply the transformational leadership style with no transformation/change in the college? *It was a paradox.* Lastly, they underlined that transformational leadership style existed in concept but not in practice. (FGI2 conducted from 9:00 AM to 12:00 AM on 9 September 2020)

In response to the question raised above, FGI3 participants affirmed that if the transactional leadership style was applied first, the transformational leadership style could be applied next to initiate trainers into creativity, invention, innovation and sustainable transformation. Both leadership styles were the two faces of the same coin. These participants agreed to apply these leadership styles in an integrated manner in order to use the advantages of both.

The sample officials also replied to the same question. O1 highlighted that mindset positively influenced transformation. Thus, sample colleges had to work on mindset change. Otherwise, if colleges continued to focus on transactions with the application of transactional leadership style, people might always expect the reward. O2 did not respond to this question. O3 confirmed PDs' applied transformational leadership style in most cases. Those PDs who

employed the transformational leadership style had ample space to involve trainers in creativity, invention and innovation in their respective college. In this respect, O3 explained that,

The innovators are even used their own money to innovate and win the competition in the technology week. To me, this indicates that ample resources are not available for trainers who are interested in conducting creativity, invention and innovation.
(Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The observations conducted in the sample colleges showed that relationships between additive effects of the two leadership styles and innovation were not yet seen clearly. In the case of Ob2, there were serious gaps in checking the relationships between practices of innovation with additive effects of the two leadership styles. Ob3 agreed there was the absence of a checking mechanism, whether the practices of innovation were related to additive effects of the two leadership styles or not. All the observations in the three sample colleges verified similar perspectives about initiating innovation. Hence, a symposium and technology week was arranged once per annum across the board. Nonetheless, there was no technology innovated to solve problems of the community. The colleges did not have adequate reward packages to motivate the innovators; the management systems of the colleges were bureaucratic.

Concluding this section, the researcher inferred the concept of dynamism that accounts only one thing remains constant that is the word change itself did not work in the sample colleges. Hence, even if the PDs thought that they applied democratic and transformation leadership styles, they were at a standstill with repeating the word transformation on their lips. This depicted the case of transformational leadership without transformation in the work modalities of the sample colleges. Anybody else from a position was singing the word transformation but nothing was changed in the sample colleges' leadership process. Rather, there was ineffective leadership with insignificant outputs and outcomes in terms of creativity, invention and innovation. Therefore, the sample colleges were not contributing significant innovative impacts in terms of effective additive effects of the two leadership styles to SMEs and industries.

5.7.6 Packages of motivation and reward used in line with these leadership styles

In this section, the study planned to assess the packages of motivation and reward practised in the sample colleges. PD1 did not respond to the question. PD2 revealed a few ways to promote creativity, invention and innovation. The motivation and reward packages contained incentives such as providing prize in monetary form and arranging an inland scholarship programme for better performers. However, one of the gaps in the packages of motivation and reward of the sample colleges was that, apart from minimal practices, there was no sustainability. This interviewee pointed out that:

The sample colleges were not led by principles drawn from leadership policy and in a planned manner, rather they were led by circulars or ad hoc letters written haphazardly, which had negative impact on sustainability. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

The aforementioned point was the biggest challenge so far. The interviewee also cited an example to indicate the importance of establishing a formal system in an organisation by stating that:

President Trump was a controversial and insane president of United States of America, but the country had a well-established system with strong national and foreign policies which helped the nation to lead the world to date. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

Looking at the working modality of the college, there was no clear and well-established system that could sustain the changes registered so far. For example, PD2 explained that:

Two years back, I was a candidate to participate in a PhD abroad scholarship programme arranged by the Addis Ababa public Bureau. I was one of the 19 competitors. From the 19 candidates, two people remained in scoring good marks, including myself. Finally, it was found out that the scholarship was prepared for an individual in secret. The man was a liar that he informed the selection committee 'he scored excellent in his MA thesis' but finally found he scored 'Good'. Then, the

scholarship was cancelled since that man could not pass. This is one of the serious problems which exhibited injustice and unfairness among professionals within our sector. This happened because of the absence of clear and ample leadership policies and formal working modalities in the polytechnic colleges. This is the common practice of the sample polytechnic colleges. This has a negative impact on sustainability. (Interview 2 conducted from 9:00 AM to 10:00 AM on 4 August 2020)

PD3 revealed that packages of motivation and reward were closed. Nothing was done in this regard. The government did not allow polytechnic colleges to use the financial budget to motivate trainers. Trainers tried to get involved in copying technology for the sake of career development in terms of professional rank.

FGI1 argued that the traditional way of working could not motivate creativity, invention and innovation. Hence, there was a need to develop new ways of leadership to promote creativity, invention and innovation. Leadership could motivate creativity, invention and innovation. The trainers who copied technology won bonds, medals, or a house at national level. FGI2 disclosed that trainers and department heads discussed the needs of SMEs in advance and then tried to copy, create and invent technologies. Previously, there were rewards to innovators but this had now diminished. Accordingly, this college needed to have clear motivation and reward packages to upscale technology creation, invention and innovation like experienced countries such as Germany, Korea and East Asian countries such as Indonesia, Malaysia and the Philippines. Most of the time, technologies copied in the college were not transferred to the SMEs. The technology creativity, invention and innovation were nominally led by the PDs for the sake of show during supervision. The trainers were involved in technology creativity, invention and innovation for the sake of career development. Technology innovation should be free from such problems. In some instances, technology was transferred to the SMEs without the permission and recognition of the trainers who copied it. This demotivated the trainers who contributed to technological innovation.

The FGI3 participants underlined that there were no motivation and reward packages employed to initiate trainers to get involved in creativity, invention and innovation. The other obstacle was that the purchase system of the TVET sector did not allow trainers to access materials for their innovation. They further added that the technology creativity, invention and innovation processes were nominal. The trainers were working to satisfy their hand-to-

mouth consumption rather than being engaged in technology creativity, invention and innovation. Still, the other FGI3 participant explained that trainers tried to participate in creativity, invention and innovation even if there were no adequate reward and motivation packages.

The same question was given to the sample officials. In response to the question, O1 explained that efforts were made to motivate trainers in the college. O2 confirmed that there were different modalities of reward packages. Some of these were provision of inland scholarship, recognition through certification, and money. O3 explained that creativity, invention and innovation are crucial instruments for the development of a city. So, colleges would have to focus on innovation and motivate the inventors/innovators. This interviewee underscored that “*any nation in the globe could not grow and develop by copying only*”. In this regard, polytechnic colleges have to motivate creativity, invention and innovation. PDs tried to support by means of inputs and motivated inventors/innovators. PDs also recognised the inventors through certification. PDs further promoted inventors through mass media and social media. Inventors were prized at the national level. Nonetheless, O3 underlined that,

There are no formal reward and motivation packages for trainers in the sample polytechnic colleges. Indeed, creativity, invention and innovation are the yardsticks to measure the efficiency and effectiveness of leadership styles of PDs. (Interview 6 conducted from 9:00 AM to 10:00 AM on 7 August 2020)

The observations conducted also supported the responses of interviewees and FGI participants. Copied technologies were haphazardly stored in the sample colleges. This showed that there was a missing link between the sample colleges and SMEs. The motivation and reward packages were not similarly established across the sample colleges. There were no firm and dependable formal packages.

Finally, the researcher concluded that the packages of motivation and reward to initiate creativity, invention and innovation were not found to be established formally. There were no formally established criteria used by the sample colleges’ leadership. There was no uniformity in rewarding trainers who contributed to creativity, invention and innovation. The participants of the study strongly noted that copied technologies were not transferred to SMEs. Many of the copied technologies were stored in the stores of the sample polytechnic

colleges. There were contradictions among the views of the research participants with regard to using resources for innovations. On one hand, the FGI participants argued the resources were inadequate to conduct creativity, invention and innovation in the sample polytechnic colleges. On the other hand, the participants of the study agreed that many of the technologies were copied and stored, which showed there was no wise use of resources. Although there were few rewards and promotions made to those who contributed to technology copying, the practices were not formal, systematic and uniform across the sample colleges. Hence, technological innovation was at its infant stage and staggering for its sustainability. All these depicted that there was no integration of transformational and transactional leadership styles that employed formal packages of reward and motivation to initiate creativity, invention and innovation in the sample polytechnic colleges.

5.7.7 Effects of transformational and transactional leadership styles to promote team spirit

The other subtheme under the fourth major theme was addressed in this section. In the light of this subtheme, PD1 did not confirm whether or not transformational and transactional leadership styles were employed to promote teamwork and team spirit. However, the interviewee elaborated that the business process re-engineering structure tried to empower departments to work in teams. Accordingly, leadership in the college tried to support teamwork and team spirit in the college for better results. PD2 responded that the leadership tried to empower departmental heads to work in teams and develop team spirit. PD3 acknowledged that most followers lacked knowledge of leadership in the polytechnic college. Specifically, departmental heads lacked the knowledge of leadership. These were the central problems of the polytechnic college, which had a negative influence on teamwork and team spirit. Thus, the polytechnic college planned to focus on empowering departmental heads to facilitate teamwork and cultivate team spirit.

In addition, the same question was raised with the FGI participants. In accordance with this question, FGI1 confirmed that there were no ways to promote teamwork and team spirit in the college. However, there were efforts made to motivate individuals to create technology. The leadership practices did not allow the trainers to work in teams. The rule and regulation stated that “C” level trainers should copy one technology and “B” level trainers should copy two technologies and “A” level trainers should copy three technologies to be promoted to the

next level of career development. The FGI2 and FGI3 participants disclosed that nothing had been done so far to motivate team spirit in the sample polytechnic colleges. In a few instances, the PDs discouraged trainers from being engaged in teamwork. The main reason was that assessing team members were not suitable. One of the FGI3 participants pointed out that there was university-college linkage to initiate technology creativity, invention and innovation. Nevertheless, leadership in the college did not motivate trainers to work in teams. The university-college linkage was nominal. Apart from creation of structure it had done nothing so far.

Furthermore, the sample officials were interviewed to put forward their views about the same question. O1 explained that trainers in the college worked in teams. The academic commission and committees were examples of exercising teamwork. The interviewee pointed out that PD1 assigned the vice-deans to lead different teams or committees. In this regard, vice-deans motivated teams in the college. O2 also replied that a team that copied technology was rewarded in team. However, O3 explained that the vision of the sample polytechnic colleges could not be attained without the synergy of trainers at departmental and organisational levels. This interviewee pointed out that the Addis Ababa City TVET Agency assessed whether trainers and deans were integrated well or not. The research output showed that *“there were dysfunctional conflict rather than creating team spirit/synergy.”*

In a nutshell, the interview participants’ response about the effects of transformational and transactional leadership styles to promote team spirit seemed a paradox. The reason was that PDs confirmed in the other discussions that they practiced participative/democratic leadership style. To revisit the response, PD1 revealed that participatory/democratic leadership and transformational leadership were employed. PD2 affirmed that the democratic leadership style and the situational leadership style were exercised most. PD3 agreed with the other PDs. If so, it was expected that teamwork and team spirit would have been the manifestations of the participative/democratic leadership practices in the sample polytechnic colleges.

On the contrary, the FGI1 participants discussed how teamwork was not appreciated for technology innovation activities. PDs affirmed that they tried to empower departmental heads in light of the rules and regulations of the BPR structure. O1 agreed with the views of PDs. O2 pointed out there were improvements in participation in comparison to the previous time. That showed the problem still existed in the sample polytechnic colleges. O3 explained that

teamwork and team spirit were mandatory for the sample polytechnic colleges. This was primarily because the nature of activities of the colleges needed participation, partnership, transparency and accountability. The view of this official was in line with the principle. Nonetheless, the leadership practices experienced at the sample polytechnic colleges' level could not reflect the views of PDs and officials. Most of the FGI participants commented that leadership practices of polytechnic colleges were the bottlenecks for teamwork, team spirit and technology creation, invention and innovation.

5.7.8 Effects of transformational and transactional leadership to initiate individual efforts

This subtheme focussed on the effects of transformational and transactional leadership to initiate individual efforts. In line with this, PD1 affirmed that leadership practices in the college tried to initiate individual efforts to copy technology by using social media such as Telegram and Facebook. PD2 replied that the college initiated individual efforts by facilitating an inland scholarship programme for better performers. Although PD3 agreed with leadership's pivotal roles to enhance creativity and innovation, the college did not show any concerted effort to initiate individuals. The sample polytechnic colleges would initiate individual efforts to creativity and innovation, while the incubation centre and students' creativity centre would start operating in the near future.

The same question was put to the FGI participants. FGI1 did not respond to this question, but this group affirmed in the other question that emphasis was given to individuals. FGI2 replied that leadership practices in the college did not initiate individual trainers for innovation. On the contrary, FGI3 revealed that there were no efforts made to initiate individuals to get involved in technology creativity, invention and innovation. If any, the technologies were not so valuable to the community. Recently, a structure was created to facilitate technology and research. Nonetheless, the leadership of the polytechnic college did not yet play its role. In addition, the question was posed to the sample officials. O1 did not respond to this question, whereas O2 affirmed that PD3 motivated individuals to copy technology. However, the responses of PD3 and FGI3 were contradicted with the response of O2. They stated that there were no efforts made to initiate individual creativity, invention and innovation. O3 confirmed that trainers copied technology.

The observations conducted also affirmed the FGI participants' view discussed above. The leadership practices in the sample colleges did not motivate individual inventors/innovators. The leadership styles could not depict either transformational style or transactional leadership style.

To this end, the researcher traced the gist of information from the participants of the study about initiating individuals through the instrumentalities of transformational and transactional leadership styles. Even though small efforts made to initiate individuals to create, invent and innovate technologies, the efforts were not associated with the application of transformational and transactional leadership styles. The study participants agreed that the sample colleges were not actively involved in technology creation, invention and innovation. This was primarily because sample colleges were involved in technology copying as planned in the growth and transformation plan 2 (GTPII).

5.7.9 Additive effects of transformational and transactional leadership styles to use resources

This subtheme was concerned with exploring the additive effects of transformational and transactional leadership styles to use resources in the sample colleges. Managing resources efficiently was expected to be one of the subsets of the effective leadership practices to attain the pre-set objectives of the sample polytechnic colleges. In accordance with this, PD1 affirmed that additive effects of transformational and transactional leadership styles were important to use all resources wisely, though not implemented in the sample colleges. The additive effect could help to create contextual technologies that would be an input to extend sustainability. Nonetheless, the PD's leadership style was inclined towards the democratic leadership style and in a few instances towards the transformational leadership style. This interviewee pointed out that the transactional leadership style was not applied in the sample polytechnic college. The additive effects of the two leadership styles on creativity, invention, innovation and sustainability were not tested in this polytechnic college. PD2 revealed that the second polytechnic college did many things to change the attitude of employees. According to this interviewee, leadership know-how and skills of transformational and transactional leadership styles were very important. This interviewee also commented that though the additive effects of the two leadership styles were important, this polytechnic

college did not employ them to initiate creativity, invention, innovation and sustainability. PD3 did not respond to this question.

The question asked for the PDs was also given to FGIs. Thus, FGI1 participants discussed that there were not many technologies created that could be transferred to SMEs. This was due to less emphasis being given to the additive effects of the leadership styles indicated above. The participants in this group agreed that additive effects of transformational and transactional leadership styles were crucial to initiate creativity, invention, innovation and sustainability. But additive effects of the two leadership styles were not exercised in the sample polytechnic colleges. For instance, in the furniture making department, there were many technologies copied. However, the majority of the technologies were not transferred to the SMEs that reflected the misuse of resources due to leadership gaps. Accordingly, this polytechnic college need to change the working modality to be demand driven. One of the challenges faced by the furniture department was that SMEs needed to work on production items that were in the market rather than promoting the new items copied in the polytechnic college. The SMEs did not have any interest in accepting new technologies from sample polytechnic colleges due to the fear that customers might not need the new product. If the technology was not needed by the community, it could not be accepted by the SMEs. Hence, sustainability was untenable due to the loose link between the college and SMEs.

In addition, FGI1 participants agreed that the technologies of garment production were copied based on the demand of the SMEs. However, the SMEs did not sustain them. One of the participants of FGI1 commented that,

Technologies need group efforts. Creativity needs multidimensional perspectives of professionals. Hence, creativity, invention and innovation should be progressive. ‘Mr. X should create a technology principle’ is not working in the world’. (FGI1 conducted from 9:00 AM to 12:00 AM on 7 September 2020)

In the ICT department, 17 technologies were created, invented and innovated. However, this participant from the group did not list the names of the technologies created. According to the participants of this FGI, the COVID-19 situation urged the trainers to create technology. Besides, PDs forced trainers to create technology for career development, which was fallacious. Nonetheless, creativity, invention and innovation needed ‘natural gifts’. It should

be based on research. One of the participants of the group commented that, “*creativity should be progressive. Hence, progressive leadership was very important for the college*”.

Moreover, FGI2 appreciated the additive effects of transformational and transactional leadership styles to initiate creativity, invention and innovation. The group participants commented that leadership styles employed by the PD were nominal and orchestrated for show. Furthermore, the FGI3 participants explained that there were technologies stored in the TeCAT display room. Nonetheless, they were not worthwhile and it was not realistic to transfer them to the SMEs and community. Most of the technologies were copied for the sake of fulfilling performance evaluation and career development. Most technologies copied were disassembled and thrown away as valueless.

The sample officials were also asked the same question. In line with this, O1 responded that transformational leadership was better than transactional leadership. If sample colleges worked strongly on mindset change, they could be successful rather than employing the additive effects of transformational and transactional leadership styles to initiate creativity, invention and innovation. In addition, O2 explained that the application of transactional leadership alone could not sustain the efforts made so far with regard to creativity, invention and innovation. Hence, it would have been better if technology innovation was done by the additive effects of transformational and transactional leadership styles. O3 also affirmed that integration of these two leadership styles were of paramount importance to initiate creativity, invention and innovation.

The observations also verified the partial availability of resources and less standardised and facilitated workshops to initiate innovation in the colleges. This was primarily because the two leadership styles were not practised in the sample colleges. This implied that college workshops were not conducive for trainers to actively participate in innovation. Moreover, the three observations witnessed that there were no adequate resources such as materials, finances, human collaboration, information/technology and time for trainers to conduct innovation though there were budgets earmarked for the sample polytechnic colleges. Although there were an adequate numbers of trainers, they were overwhelmed by routine and ad hoc activities. Also, there were accountability problems to manage and use material resources. It was understood that this was one of the serious gaps that manifested in the

colleges that confused the trainers, which needed to be filled by adequate leadership skills of PDs that could allow for the development of clear rules and regulations.

To summarise this section, the participants unequivocally agreed with the need to apply transformational and transactional leadership styles in an integrated way. The additive effects could have a positive contribution, using resources for creativity, invention, innovation and sustainability. Although the participants of the study agreed with the necessity of the combined effects of the two leadership styles, they commented that these leadership styles were not presently practised so far in the sample polytechnic colleges. A few of the participants forwarded their views in stating that as creativity, invention and innovation should be responsive to changes and dynamism, blended progressive leadership styles would fit into the sample colleges.

5.8 MITIGATING LEADERSHIP CHALLENGES IN COLLEGES

5.8.1 Introduction

This section addressed the overall major problems/challenges of leadership practices registered in the sample colleges and the proposed mitigating mechanisms proposed by the participants of the study, respectively.

5.8.2 Major challenges of leadership practices in the sample colleges

The participants discussed the major problems/challenges that faced the leadership practices in the sample colleges. The following sections address the views of PDs, FGI participants and officials respectively.

In accordance with the sections indicated above, PD1 pointed out that a few challenges/problems faced the college. The interviewee declared that there was no accountability system established to penalise wrongdoers and/or weak performers in the college. Those PDs who did not contribute to colleges continued without any measures taken against them. The multi-stakeholder approach was not applied to undertake activities of the TVET to achieve the expected results. PD2 also disclosed that one of the main challenges facing the leadership practices in the college was the inability to change the thinking of people in the workplace. The interviewee stated that, “*workers are divided into different groups in ethnicity*”. PD2 exerted efforts to harmonise the disintegrated teams but there was

no improvement. The other challenge was that the TVET purchase system was the one which the polytechnic college has not been able to change to date. PD3 further replied that there were three major problems facing the college. Those were “*structural problems, implementation problems and leadership gaps*” at lower levels of the college.

Similarly, the FGI participants discussed the challenges/problems of the sample colleges. Accordingly, FGI1 discussed how teamwork and team spirit were not appreciated in the college. Creativity/innovation was linked with the career development of trainers without providing resources. Leadership policy did not support trainers to get involved in creativity, invention and innovation. A conflict of interests was blooming, and dictatorship was seen. There were problems associated with the policy at college level. The extension programme did not serve the staff equally. There were people who used more resources than others. There were a few Ethiopians who lived like others in well-to-do countries. This was unfair and unjust. There was a system problem at national level that could not be changed. PDs should be able to understand the behaviour of people. Leadership should not be associated only with benefit. The leadership practice was not expert centred. Decisions were not made by professionals. The FGI2 participants also revealed that there were decision making problems. The participation of trainers in financial and management issues were negligible. Trainers were involved only in academic affairs. People were not responsible for and accountable to their jurisdiction. The FGI3 participants further discussed that the right PDs were not positioned to contribute to the overall development of the followers and the college as a whole. Hence, nothing was expected from this type of leadership.

The sample officials were asked to respond to the same question. In this regard, O1 explained that the major challenges facing the PDs were the restructuring of the polytechnic college and the institute which created obstacles for the smooth working conditions. COVID-19 created problems in the facilitation of the training process. The purchase process was delayed. O2 also explained that the main challenges were inadequacy of training resources, which were the bottlenecks of the training process. Teamwork and team spirit were not facilitated much by the PDs. O3 further disclosed that contextualised working conditions were not available for some of the activities. For example, the procurement process was the challenge for the sample colleges’ leadership practices. There were no clear rules and regulations that could support the PDs to solve challenges/problems. There were activities dispatched from key stakeholders of the sample colleges to be undertaken without plan. For example, the

government needed an immediate response to construct beds for COVID-19 patients. This challenged the sample colleges.

To this end, this section seemed unsupported with the growth and transformation plan (GTP) of Ethiopia, which was the source of the TVET sector. The GTP was prepared as if polytechnic colleges could contribute a lot to the growth and transformation of the community and the nation. This was possible through the active participation of stakeholders in the college. Nonetheless, the decisions of PDs were overriding trainers' decisions. Besides, the FGI2 participants commented that the PDs were not responsible for and accountable to their administration. This was the major problem for the sample polytechnic colleges. Even though the PDs confirmed that they employed a democratic leadership style, situational leadership style and transformational leadership style in a few instances, leadership practices of sample colleges were not accepted by FGI participants. A case in point was that most decisions were not participatory.

5.8.3 Suggested mitigating mechanisms proposed by participants of the study

The participants suggested mitigating mechanisms for problems/challenges of leadership practices in the sample polytechnic colleges; these are addressed in the following sections. PD1 forwarded the measures to be taken to solve the problems. Some of the proposed solutions from the interviewees were: conducting meetings to discuss issues in order to bring about results/changes, strengthening the public-private partnership, working with industries by employing different strategies, and developing the mindset to work effectively in the TVET context. PD2 pointed out that the college could not find any solution for the problems/challenges faced so far. PD3 did not respond to this question. FGI1 underlined that staff should be benefitted equally. The other proposed solution was that professionals or trainers should be empowered to decide issues. Still another solution was that there should be a clear policy, rules and regulations that could govern the colleges for better achievements and then to contribute to the local socio-economic development. The FGI2 participants suggested the mitigating mechanism as filling the skill gaps of trainers. The other mechanism could be enhancing the participation of trainers in the leadership process, especially in the financial and management process. FGI3 proposed that colleges should have their own leadership policy to solve problems. The other solution proposed was that colleges should be

led by professionals from the same sector. Still another solution suggested that the management principle the right person at the right position should be exercised in the colleges. There should be short-term leadership training for trainers and leaders to update their knowledge, skills and attitude.

Regarding the proposed solutions, O1 did not respond to this question. O2 proposed that team leadership was important to mitigate the problems indicated and to create efficient and effective graduates that could contribute and satisfy the middle-level human capital needs of the industry. A leadership position needed to be merit based if the colleges were expected to contribute what was written in their “vision and mission”. O3 suggested that an open and transparent system should be in place to solve the challenges. This could help the PDs to solve unforeseen challenges. This interviewee commented that the sector was “*the mother of all sectors.*” If leadership policy had been devised for the sample polytechnic colleges, it could significantly contribute to the city’s growth and development. If the working strategy was clear, the sector could solve the problems not only at the city level but also at national level. Finally, the interviewee stated that the current research should be able to contribute to the improvement of leadership in the sample colleges in particular, and leadership in the TVET sector in general. The study was crucial and could contribute to the policy makers and could fill the gaps in leadership in the sample polytechnic colleges.

5.9 CONCLUSION

The leadership practices of sample colleges were greatly influenced by the absence of leadership policy. The other issue that was strongly noted by most of the participants of the FGIs was that leadership positions were not filled with the right professionals. Hence, the golden management principle which was stated as the right man in the right position was violated. In a nutshell, the problems related to the absence of a clear leadership policy, less emphasis being given to organisational structure to be filled by the right incumbents, absence of good reward and motivation packages, and skill gaps of graduates to fill industries with middle-level human capital were the major challenges of the sample colleges. With regard to mitigating mechanisms, PDs did not propose significant solutions, whereas the FGI participants confidently put forward mitigating mechanisms such as formulating relevant and appropriate leadership policy, developing reward and motivation packages, and facilitating short-term leadership development training schemes for both trainers and leaders.

CHAPTER SIX

DISCUSSION OF MAJOR FINDINGS

6.1 INTRODUCTION

This chapter discusses the major findings of the study in light of the principal objective of the study, which was “To explore the state of leadership practices in selected TVET colleges of Addis Ababa, Ethiopia”. The discussion is also based on the research questions developed in Chapter One under section 1.4; conceptual and theoretical frameworks addressed in Chapter Two; the review of the related literature discussed in Chapter Three; research methods and designs reported in Chapter Four; and data analysis, findings and interpretations made in Chapter Five. While the findings were presented in Chapter Five, this chapter focuses on the discussion by singling out the major findings. Most importantly, the chapter accounts for the contribution of the study in the form of the suggested leadership theory.

6.2 DISCUSSION OF MAJOR FINDINGS

The major findings of the study are discussed in a fashion that reflect the pattern of sub-research questions and themes which appeared in the analysis process.

6.2.1 Policy support to leadership practices of sample polytechnic colleges

This section discusses a major finding of the study that emphasised policy support to leadership practices of the sample polytechnic colleges in Addis Ababa. Leadership policy is the springboard for all successful implementation of programmatic activities of the sample polytechnic colleges to bring about expected outcomes. The research found that there were big gaps in policy support to leadership practices. There was no leadership policy in the sample colleges during the time of this research. In addition, the available strategy was not changed to provide adequate directive guidelines to practise leadership (see Chapter Five, section 5.4 and subsection 5.4.2).

On the contrary, reviews of the related literature about global experiences have shown strong interconnectedness between policy and leadership effectiveness in Germany, Australia and Malaysia. The success of the German dual TVET system, Australian and Malaysian TVET systems were due to support by the respective policy of the nations (OECD, 2009; 2010). In a

nutshell, the lessons drawn from Chapter Three from sections 3.5.1 to 3.5.6 confirmed leadership practices in TVET were participatory among key stakeholders of the sector in those countries.

Effective leadership was found to be one of the success factors for the existence of quality training and education to produce skilled graduates that could fit into industries in particular, and the labour market in general. In so doing, the youth unemployment rate reduced. Besides, economic growth and sustainable development were realised. For instance, the leadership of the dual TVET system was participatory and facilitated by both private and public sectors. It was supervised by both chambers and school supervision bodies (Federal Vocational Education and Training Institute of Germany [BiBB] (2005). In addition, leadership has been the subject of public policy concern, strategy groups, plans and documents, ministerial debate in parliament and statutory legislation in the UK (CEDEFOP, 2011). This showed that emphasis was given to leadership in TVET by the policies of the respective countries, which contributed to the effectiveness of TVET training and education to reduce the unemployment rate and enhance economic growth and development.

As already pointed out above, the study found there were no policy supports given to the leadership practices of the sample polytechnic colleges of Addis Ababa. This was evidenced by data from both interview and FGI participants of the study who agreed that leadership policy was not available in the sample polytechnic colleges. The available strategy and the new TVET policy introduced in November 2020 were not changed into actionable directives and guidelines (see Chapter Five, 5.4.2 for detail). This was supported by FGI1 participants who stated that though there was strategy, it was not practised well. In brief, leadership policy was inadequate, less realistic and less emphasis was vested upon it. Nonetheless, participants of the study validated the necessity of the leadership policy to support leadership practices in the sample colleges. One of the FGI3 participants also stressed that the sample colleges need to have a leadership policy that would be able to guide the leadership development process. The observations conducted also supported this finding.

The leadership policy in the colleges was not good. Due to its inadequacy, there had been wide gaps in implementing the activities of colleges. For instance, the absence of module preparation guidelines was one of the serious issues that exacerbated the quality of training in the colleges. This was primarily because the leadership activities were mostly guided by

campaigns on an ad hoc basis through circular letters. Thus, it is safe to infer that there was no policy that guided the polytechnic colleges' leadership efficiently and effectively.

The other finding of the study associated with this subtheme was that the prime deans were not assigned by merit-based approach. In this respect, the FGI participants stated that prime deans should be recruited from trainers in the college. The important point to be emphasised here is that there were controversies about the source of power/authority to prime deans. The PDs and officials affirmed that the sources of power for the PDs were merit-based competition and legitimate power. However, this was contradicted by the views of the FGI participants who pointed out that the sources of power were politically assigned.

With regard to the contribution of leadership to the attainment of the vision of sample colleges, it was found that the interviewees and the FGI participants agreed with the instrumentalities of the leadership to realise the vision of the colleges. Nonetheless, autonomous leadership was not established, and vision formulation was not participatory at college level. It was centralised at city and national levels. Both were dependent upon the top-level management, which were obstacles to the effectiveness of leadership to attain the vision and mission of the sample polytechnic colleges. The observations also affirmed the perceptions of the participants of the study with regard to the necessity of the leadership to realise the vision of the sample polytechnic colleges through the active participations of trainers.

Contrary to this finding, the literature evidenced that participation is a central issue to the practice of leadership in the sample polytechnic colleges (BiBB, 2005; Mulder, 2017). Stakeholders have significant contributions in the successes of colleges. The leadership of the dual TVET system is participatory and the vision is shared among key stakeholders. Indeed, leadership is facilitated by both private and public sectors. In addition, leadership in the UK TVET system has been the agenda for stakeholders such as the public, strategy groups, plans and documents, ministerial debate in parliament and statutory legislation. Besides, policymakers, practitioners and researchers acknowledge the collaborative leadership style (CEDEFOP, 2011).

One of the serious gaps found by this study was there were no leadership policies and regulations that govern the college-industry linkage to facilitate cooperative training.

However, it was needed to strengthen the synergy between the colleges and industries/companies through the public-private partnership model. The review of the related literature indicated that the leadership approach in Germany is such that those companies are governed by training regulations and vocational schools are guided by the framework curricula. The legal regulation documents and timetable structures guide the vocational education and training at the two learning locations (Mulder, 2017:695).

Regarding the policy environment impact on effective leadership of sample colleges, the study found that the external, intermediate and internal environment could impact leadership practices of sample colleges either positively or negatively. External and intermediate environments negatively influenced the college leadership, as has already been indicated by the views of the PDs and the FGIs participants. The academic freedom of the sample polytechnic colleges was violated. The PDs' decision-making power was crippled by the unnecessary intervention of higher officials. Nonetheless, there were also positive influences from the external environment. Specifically, the higher offices planned to earmark government budget to run the sample polytechnic colleges. The internal environment also had a positive influence by exerting efforts through trainees, trainers and administrative staff to improve the quality of training and education in the respective sample polytechnic colleges.

Looking at the policy environmental impact on leadership from the perspective of the review of the related literature, it was not different from the aforementioned discussions of the lessons learned from Germany, Australia and Malaysia. Although leadership in TVET is autonomous in these countries, it was not true in the sample polytechnic colleges of Addis Ababa.

6.2.2 Rationale of leadership practices in the sample colleges

It was found that leadership was one of the crucial role players to contribute to attain objectives of the sample polytechnic colleges. Most participants affirmed that an effective leadership practice was important to improve the quality of training and education. This inferred that business-as-usual leaders have no place in the dynamic sample polytechnic colleges. In other words, there was the need for change-oriented leaders in the dynamic TVET sector, including the sample polytechnic colleges. Accordingly, if there was no

leadership, there was no planning, organising, implementing, staffing, decision making, directing, controlling and reporting.

The first finding was supported by the review of the related literature in Chapter Three, sections 3.2 and 3.5. For instance, effective leadership in TVET is concerned with managing change (Ciulla & Lewin, 2009; UNESCO, 2018b). Khatajabor et al. (2012) also describe the importance of leadership in the polytechnic colleges. The authors underscore that leadership in TVET is of paramount importance to enhance the quality of training and education. This is because preparing people to be self-reliant will not be possible without effective leadership. They further explain that effective leadership has become a dominant theme in organisations, including the polytechnic colleges. So, effective leaders were needed to sustain innovation in the sample polytechnic colleges.

Robbins and Judge (2013) further state that the importance of effective leadership for any type of organisation's efficiency and effectiveness is indisputable. In light of this, Newstrom (2015) substantiates the importance of leadership by stating that without leadership, an organisation would be only a confusion of people and machines, just as an orchestra without a conductor. This infers that sample colleges required effective leadership to develop their precious assets to the fullest. Manning and Curtis (2009) affirm that effective leadership is important not only in government but also in other areas of life. Lopez (2014) generalises that leadership has been central to human interaction since the dawn of society. It is historic, current and timeless. Thus, as per the first finding of this section, and in accordance with the review of the related literature highlighted above, the PDs were responsible for applying the vibrant and effective leadership to respond to the ever-changing situations at grassroots level.

The second finding under the auspices of the rationale of leadership in the sample colleges was explicated as it was important to produce skilled graduates to fulfil the middle-level human power needs of the industries and enterprises. So, practising effective leadership was found undebatable among the study participants. Nonetheless, primarily due to technology and hard skills disciplines, leadership in the sample polytechnic colleges was found to be predominantly different from other sectors. The finding is corroborated with the literature that explains that the need to implement effective leadership in the changing TVET is in order to initiate creativity, invention and innovation to solve problems (Palmer, 2009). In addition, the importance of leadership to the TVET system is crucial to undertake changes/reforms

effectively (Boateng, 2012). In a few instances, it might be similar to other sectors due to the leadership's pervasive nature across different disciplines (see Chapter Five, section 5.4.2).

The third finding under this section was about the PDs being good role models in the sample polytechnic colleges. The majority of the FGI participants were indifferent to supporting the views of the PDs and officials, though the PDs perceived that they communicated the vision in different ways. The FGI participants indicated that the PDs did not check and evaluate whether the vision was attained or not. Officials and PDs could also not assure the participation of trainers to develop the vision. The majority of the FGI participants affirmed that the PDs were not good role models for trainers. This finding was also supported by the PDs in elucidating that there were no contractual agreements signed by the PDs and line government offices. If a contractual agreement had been signed, it would have been better to use it as a baseline to monitor and evaluate the effectiveness of leadership to model behaviour to trainers.

The review of the related literature supported the third finding in this section in clarifying that leaders could design and use different models to create a conducive work environment in the respective polytechnic colleges. This in turn is an input to effective implementation to achieve the objectives (MoE, 2013a). In this respect, the document advises that the leaders could employ various models to their leadership styles in accordance with the situation at hand and the follower type. Effective leadership is characterised by building teams that motivate, raise and sustain performance over time. This model is associated with the charismatic and transformational leadership that emphasises intrinsic motivation and follower development (Dvir et al., 2002; Hacker & Roberts, 2004; Manning & Curtis, 2009; Northouse, 2016; Robbins & Judge, 2013).

In addition, the role modelling behaviours expected from PDs are associated with the leader-participation/leader member exchange [LPM/LMX] model and the full range of leadership [FRL] model (Northouse, 2016). The central intents of these models are that leader behaviour should be adjusted to reflect the task structure and intrinsic motivation respectively. Thus, PDs could employ these models to cultivate their model behaviours to facilitate effective leadership as expected in the sample colleges (See Chapter Two and Chapter Three, section 3.2.4.2 and 3.2.4.3).

Furthermore, the role model behaviours of leaders could also be related to the quality of leadership. A few of the characteristic features of these behaviours are role models who portray good character, can create and articulate a clear vision for an organisation, provide empowerment to followers to meet higher standards, can gather trust from the followers to build integrity, and give meaning to organisational life (Osman & Kamis, 2019). These characteristic features are associated with transformational leadership that emphasises intrinsic motivation and followers' development (Northouse, 2016). Quality in leadership is associated with the effectiveness of leaders to influence their followers to achieve organisational goals (Northouse, 2016; Sallis, 2005). Other scholars point out that some of the leadership qualities are vision, ability, enthusiasm, stability, concern for others, self-confidence, persistence, vitality, charisma and integrity.

Quality leadership is the characteristic features of transformative and authentic leaders that are showing ethical actions in serving their followers to achieve an organisational goal (Manning & Curtis, 2009; Northouse, 2016). Accordingly, the PDs were expected to apply quality leadership that could help them to efficiently undertake activities in their respective colleges. This in turn should be in line with the vested upon position as per contractual agreements signed. Thus, the review of the related literature affirmed that quality leadership is primarily concerned with facilitating the participation of the followers and key stakeholders. Besides, effective PDs with quality leadership were those who motivate, inspire and reward their followers and tune all actions of participants towards the vision of the colleges. The active participation processes also assure innovation and sustainability. This is because, while the followers and stakeholders of polytechnic colleges own actions, they could support creativity, invention, innovation and sustainability.

The fourth finding under this section was variation in perception of participants towards leadership knowledge, skills and attitudes of deans. PDs perceived they had adequate knowledge, skills and attitudes to lead the sample colleges. Besides, they applied participatory/democratic leadership style in most cases. However, there were differences in perception about the application of other leadership styles. For instance, one of the three PDs highlighted that there was no need to apply a specific leadership style. Rather, the PDs could exercise different styles of leadership according to the situation.

Nonetheless, most trainers' perceptions contradicted the PDs' perceptions about leadership knowledge, skills and attitudes. They argued that leadership was influenced by the intervention of the higher officials. This was due to PDs' political assignment. A few trainers pointed out that the leadership style of PDs was not democratic, rather it was pseudo-democratic. Looking at the perception of officials, they had a positive attitude towards leadership knowledge, skills and attitudes of PDs. In short, the perception of PDs about leadership knowledge, skills and attitudes was similar to that of officials, whereas the perception of FGI participants contradicted both PDs and officials.

The review of the related literature pointed out that effective leadership depends on the skills and styles of leaders to control followers through power/authority (Bass & Riggio, 2006; KMU, 2017; Lunenberg & Ornstein, 2000; Northouse, 2016; Robbins & Judge, 2013). In addition, the qualities of leadership could be also measured in terms of skills of leaders (CEDEFOP, 2011; Crossman & Cameron, 2014; Manning & Curtis, 2009; Northouse, 2016; Sallis, 2005). The other finding was associated with the factor influencing the PDs' leadership practices in the sample colleges. Leadership practices depicted the leadership styles of the PDs. It was found that all participants except O3 felt that the higher officials influenced the leadership practices in sample colleges. There were interventions and unplanned and ad hoc activities from the higher officials that pressured the PDs' leadership. The family background also influenced leadership practices of the PDs. The purchasing process was one of the bottlenecks for effective leadership of the PDs. The poor awareness level of stakeholders about the sample colleges was the other factor that influenced their leadership practices.

The review of the related literature affirmed that leadership styles are dependent upon the nature of the organisational activities, leader, follower, situational factors and the environment to which the leader belongs (Lambert, 1995; Manning & Curtis, 2009). These authors also indicate that leadership style is in a continuum with two different extremes that are boss-centred and subordinate-centred leadership. The continuum depicts classical leadership theorists and modern leadership theorists respectively (Lunenberg & Ornstein, 2000; Manning & Curtis, 2009; Northouse, 2016). The standard leadership style assists a leader in getting the best out of the people who follow him/her. Effective leadership style depends on the context. Hence, matching the right leader to a particular situation is most important (Glanz, 2002:14).

Therefore, most of the participants of the research agreed on the need to apply effective leadership that could blend participation, pro-change, reform, vision focus and situation-bound leadership in the sample polytechnic colleges. This type of leadership could initiate prime deans for proactive actions. Accordingly, situational, democratic, transactional and transformational leadership styles were the ones that should be emphasised by prime deans. The blended leadership could also consider the dynamic nature of TVET. Thus, blended progressive leadership could be applied, which is in line with the findings of the study, conceptual framework developed in Chapter Two and review of the related literature discussed in Chapter Three.

6.2.3 Impact of leadership practices in the sample polytechnic colleges

The discussion of the major findings in this section tries to compare and contrast, identify communalities and point out similarities and differences of the impact of leadership practices in the sample colleges with the review of the related literature.

It was found that participants of the study unequivocally agreed effective leadership practices have positive impacts on sample colleges' outcomes in principle (Chapter Five, section 5.4.5). This finding was corroborated with a review of the related literature. A case in point was one of the experiential lessons of leadership in TVET drawn from Australia (CEDEFOP, 2011; Crossman & Cameron, 2014). The experiences of this country underlined the need to acquire core leadership competencies by TVET leaders. Some of the leadership competencies are the ability to communicate a vision, build successful teams and inspire staff to make a commitment to change. Besides, interpersonal skills, risk-taking and decision-making skills are competencies expected from leaders. These core elements of leadership competencies were contributing factors to supersede the Australian TVET system.

The other experience considered as a benchmark for this study was the Malaysian TVET leadership. Ibrahim and Ahmad (2017) explain that the leaders of TVET in Malaysia have encouraged creativity, innovation and actions. Regarding this, Northouse (2013) points out that leaders are change agents in any organisations. This author underscores that charismatic and transformational leaders are effective role models to make an impact within the organisations. Duignan (2006) further explains that leadership is crucial for leaders' success. Change/impact is the result of consecutive organisational efficiency and effectiveness.

Specifically, distributive/shared leadership considers the effectiveness of change management teams, which focus on the impacts of leadership on organisations. This leadership type also influences the effectiveness of members within a team. It further allows members' active participation to achieve the organisational goal and sustainable changes (Pearce et al., 2007).

Nonetheless, this could not be ascertained by the leadership practices of the sample colleges. The leadership could not assure contribution to the socio-economic growth and development of Addis Ababa. The PDs' leadership practices did not assure sustainable change and transformation of the colleges. It could not be checked whether the contribution of leadership to the city's economic growth and development was at outcome/impact level or not.

Most of the achievements registered in the sample colleges were found at input and output levels. For instance, the sample colleges produced large numbers of graduates. However, the unemployment rate of graduates was increasing. So, the idle blue collar workers joined the unemployment rate that put a strain on the labour market. This was associated with Kissi and Ansah's (2013) statement that mere expansion of TVET does not solve the unemployment rate. It implies that TVET does not create jobs on its own, but it is beneficial if it is responsive to the real economic context and labour market. Thus, practices in the sample colleges were unusual and quite different from other countries' good lessons such as Germany, Australia, Malaysia and Ghana (see 3.5.1, 3.5.4, 3.5.5 and 3.5.6).

The exception was one of the impacts of leadership practices noted in the sample colleges with regard to COVID-19 pandemic prevention. Many trainers participated in constructing different technological outputs to fight against COVID-19. The sample colleges also employed online technologies to facilitate trainings.

6.2.4 Integrating transformational and transactional leadership styles to upscale innovation

The study found that integrating transformational and transactional leadership styles to initiate creativity, invention and innovation was accepted in principle by the research participants. Nonetheless, these leadership styles were not practised in the sample colleges. It was also discovered that there were knowledge gaps regarding these two leadership styles. Furthermore, it was noted that the transformational leadership style should be augmented

with the transactional leadership style. The participants of the study pointed out that the transactional leadership style should be implemented first before the transformational leadership style for better changes and transformation. Thus, the additive effects of these leadership styles were understood to facilitate creativity, invention and innovation, though not practised in the sample colleges. Indeed, these were assumed as the main responsibilities of the PDs in the sample colleges.

The findings of the research are in line with the review of the related literature discussed in Chapter Three, sections 3.2.1 and 3.2.2. These leadership styles could facilitate creativity, invention and innovations. For instance, FTVETI (2017) explains that transformational leadership in augmentation with transactional leadership is one of the key steering factors to change and development in Polytechnic colleges, which have facilitative roles in change and economic development. Robbins and Judge (2013) also underscore that transactional and transformational leadership styles could complement each other. The latter builds on the former style, which produces levels of follower effort and performance beyond what transformational leadership alone, can do. Dvir et al. (2002) and Northouse (2016) further support the view in stating that transformational leaders exhibit charismatic behaviours, arouse inspirational motivation, provide intellectual stimulation, and treat followers with individualised consideration. These behaviours transform their followers to reach their full potential and generate the highest levels of performances to be creative, inventive and innovative. In addition to transformational and transactional leadership styles, leaders need to exercise entrepreneurial leadership which focuses on creativity, invention and innovation (MoE, 2013a). Regarding this, Haughey (2015) states that leadership allows working together to create new ideas and innovate technologies. UNESCO (2019) also explains that the integration of the mentioned leadership styles could make substantial changes in the way TVET is organised, planned and practised to make it more responsive and relevant to the current issues in society, the economy and the environment.

The study found that reward and motivation packages were not well established in the sample colleges. The FGI participants indicated that the leadership contribution to reward and motivate trainers was negligible. The three observations also attested that the motivation and reward packages employed in the sample colleges were minimal, with differences among the college PDs. Nonetheless, they underscored that intrinsic motivation techniques were better than extrinsic motivation techniques for long-lasting participation and contribution of

trainers. There were differences in views among the PDs about using standardised criteria to evaluate the technological outputs of trainers. Although there has been technology week every year as a competition for trainers and trainees, the procedure used to reward and motivate winners was found to be bureaucratic, unsustainable and unrealistic. The situation led to repercussions in the colleges, which demotivated the trainers from being involved in technology creation, invention and innovation. This was the evidence that transformational leadership was not combined with transactional leadership to reward and motivate trainers in the sample colleges.

The above finding was not in line with the review of the related literature in Chapter Three, section 3.2.2. For instance, Khatajabor et al. (2012:3) state transformational leadership improves commitments and capacities of organisational members as it positively impacts on follower development and performance through the motivational efforts of the leader. MoE (2013b) supports this in stating that TVET leaders are expected to reward and motivate followers to participate in the decision making process, creativity, invention and innovation. Hacker and Roberts (2004:3) further describe that the transformational leadership style is required to motivate individuals, groups and teams to bring about transformation.

The finding about the additive effects of transformational and transactional leadership on team building was not similar across all participants of the study. Regarding this, the PDs and officials perceived that the democratic and transformational leadership styles were undertaken to initiate team building and teamwork in the sample colleges. However, most of the FGI participants commented that leadership practices of the sample colleges were the bottlenecks for teamwork, team spirit and technology creation, invention and innovation (Chapter Five, section 5.7.7).

Thus, the above finding did not match the review of the related literature. This is primarily because the leader is expected to build team spirit and upscale the skills of staff. Democratic and transformational leadership styles represent practices that promote cooperation, collaboration and commitment of subordinates to attain common goals (MoE, 2013b). Hacker and Roberts (2004:3) also agree that the transformational leadership style is needed to motivate groups and teams to bring about transformation. These styles are associated with the additive effects of the two leadership styles, namely, the transformational and transactional leadership styles (Chapter Three, section 3.2.2).

The finding about the additive effects of transformational and transactional leadership styles to initiate individual effort for transformation confirmed that even though there was little effort to create and invent technologies, it was successful. The effort made was not associated with the application of the additive effects of transformational and transactional leadership styles. The participants agreed that the sample colleges were not actively involved in technology creation, invention and innovation (Chapter Five, section 5.7.8). Nonetheless, a review of the related literature attested that leaders are expected to initiate followers' individual development to actively participate in creativity, invention and innovation (MoE, 2013a). Hacker and Roberts (2004:3) also agree that transformational leadership style is needed to motivate individuals to bring about transformation (Bass, 1990; Dvir et al., 2002; Manning & Curtis, 2009) (Chapter Three, section 3.2.2).

The finding with regard to the additive effects of transformational and transactional leadership styles on using resources was direct. It was found that the combined effect of these leadership styles was essential for the PDs to initiate trainers to use resources for creativity, invention, innovation and sustainability. The observations also verified the partial availability of resources and less standardised and facilitated workshops to initiate innovation in the colleges. Although the participants agreed that the combined effects of the two leadership styles were necessary, they commented that these leadership styles were not yet practised in the sample colleges (Chapter Five, section 5.7.9).

The review of the related literature in Chapter Three, section 3.2.3 stated that leaders are advised to design and use different modern models of leadership for creating a conducive work environment for the effective implementation and achievement of pre-set objectives of organisations. One of the core strategies is establishing clear and purposeful leadership in line with the environmental situations of organisations (MoE, 2013b:14). This statement is directly associated with how leaders should facilitate resources for better efficiency and effectiveness of organisations. In accordance with this, it is unthinkable to expect change in the sample colleges without effective leadership models. As was already discussed in the previous discussion of results, effective leadership plays a crucial role in colleges' reform. Thus, practising contemporary leadership styles such as transformational, transactional, democratic, situational, and innovative is very important. The additive effects of transformational and transactional leadership styles are within the realm of contemporary leadership styles to use resources to initiate creativity, invention and innovation in the sample

colleges. Therefore, the PDs need to apply the integrated leadership styles mentioned to allow trainers to use their scarce resources wisely in order to satisfy the dynamic TVET in the sample colleges.

6.2.5 Challenges and proposed mitigating mechanisms of leadership practices

The following two subsections address core challenges and proposed solutions in the sample polytechnic colleges. The subsections have been organised to emphasise the major challenges as well as mitigating mechanisms.

6.2.5.1 Challenges of leadership practices in the sample colleges

The research found many challenges that restricted the sample colleges in Addis Ababa. In one way or another, many of the challenges have been discussed in the previous sections. In this section, core challenges of leadership practices are briefly explained below for the sake of emphasis only.

Firstly, there was no adequate TVET policy to guide leadership practices in the desired direction. The TVET strategy available was not interpreted into adequate workable guidelines, rules and regulations to support leadership practices. Most of the activities were accomplished through the guidance of ad hoc circular letters, which reduced the confidence level of the PDs to successfully carry out leadership roles autonomously. This finding contradicted the lessons learned from global experiences. Specifically, it was not in line with lessons drawn from Germany, Australia, Malaysia and Ghana (Chapter Three, section 3.5).

Secondly, it was found that any organisation with more than two people needs leadership to attain the pre-set objectives. It was not an exception for the sample colleges. Nonetheless, the participants of the study underscored that leadership in the sample colleges should be different from other sectors; although a few similarities were expected as leadership is pervasive in nature across different disciplines. Accordingly, appropriate, context bound, responsive and progressive leadership was not in place in the sample colleges.

Thirdly, leadership practices were unable to bring about positive impacts in the sample colleges. The FGI participants underscored major challenges associated with the impacts

expected from leadership practices in the sample colleges. In this respect, it was found that the leadership positions were not filled with the right professionals appointed through a merit-based approach. In fact, the golden leadership principle stated as ‘the right human power in at the right position’ was violated.

Fourthly, the PDs did not have sufficient knowledge, attitude and skills of contemporary leadership styles such as transformational leadership, transactional leadership, additive effects of these leadership styles, innovative leadership, blended leadership and progressive leadership styles. Besides, transformational and transactional leadership factors were not known by most of the participants. Nonetheless, the additive effects of these leadership styles would have been better instruments to initiate team spirit, individual efforts, creativity, invention, innovation, partnership and synergy, change and transformation, and sustainability in sample colleges. However, there was no effective leadership that initiated creativity, invention and innovation in the sample colleges. The litmus test that indicated the case was that college trainers were predominantly involved in technology copying rather than actively participating in creativity, invention and innovation. As a result, college graduates were not skilled to fit into the middle human capital needs of industries. This was in turn a major cause of the increase in the rate of graduate unemployment in the labour market. Thus, the positive impacts expected from the practices of effective leadership in the sample colleges were minimal.

Fifthly, leadership practices in the sample colleges were not open for the active participation of followers. This led to the nonexistence of motivation and reward packages for the followers. The PDs could not efficiently use the scarce resources available. Besides, the PDs could not act upon the dynamic situation through proactive leadership to facilitate creativity, invention and innovation. Nonetheless, the PDs felt that they facilitated democratic/participatory, transformational and situational leadership styles. The officials also supported the views of the PDS. If the mentioned leadership styles had been practised, the FGI discussants would not have contradicted this statement. Therefore, the practices supported the perception of the FGI participants.

6.2.5.2 Proposed mitigating mechanisms for challenges in the sample colleges

This subsection organises the participants' suggested solutions to curb challenges in the sample colleges. The participants, namely, PDs, trainers and officials, suggested some possible mitigating mechanisms. Firstly, the participants suggested that a relevant, appropriate and feasible leadership policy should be formulated with the active participation of stakeholders and partners. The TVET policy should be synergised and directed with privatisation and industrialisation policies of the nation. There should be a flexible purchasing policy to secure essential inputs for the implementation of programmatic activities in the sample colleges. Privatisation and industrialisation policies should consist of a memorandum of understanding to address the issues of cooperative training of the TVET programme of the sample colleges. There should be guidelines to develop relevant and appropriate training modules in the respective sample colleges. All this could help to cultivate effective leadership practices in the sample colleges.

Secondly, developing clear reward and motivation packages was the other solution put forward by the participants. They strengthened their suggestion by stating that there should be a separate transparent reward and motivation package document in the sample colleges. Thirdly, would be facilitating short-term leadership development training schemes that focussed on contemporary leadership styles to upscale and refresh leaders and trainers who serve as departmental heads. The refresher training could focus on contemporary leadership styles such as situational leadership, visionary leadership, ethical leadership, transactional leadership, transformational leadership and innovative/entrepreneurial leadership.

Fourthly, merit-based third degree education chances should be arranged for the PDs and trainers. The PhD programme to be attended should be relevant and in line with leadership of sample polytechnic colleges and the TVET sector.

6.3. PROPOSED LEADERSHIP THEORY

Data analysis, findings and interpretations in Chapter Five and the discussions of major findings in this chapter have helped to propose a leadership theory that could be practised in the sample polytechnic colleges of Addis Ababa. As a result, a blended dynamic leadership theory was developed based on the views, perceptions, skills, actions and experiences of participants of the study. The proposed leadership theory was developed based on the data

analysis and findings grounded from the leadership practices of PDs, interviews and discussions made with participants of the study and observations conducted in the sample polytechnic colleges. PDs did not employ the additive effects of transformational and transactional leadership theories. In addition, they did not apply other contemporary leadership theories such as authentic leadership, adoptive leadership, ethical leadership, entrepreneurial leadership, innovative leadership and visionary leadership. At this juncture, it is important to note that the leadership theories mentioned are interdependent to each other although each leadership theory revolves around its core thought stated by the respective pioneer (s).

The sampled polytechnic colleges envisioned to produce innovative, skilful and competent graduates to fit into the dynamic labour market needs. Nonetheless, the dynamic changes in the labour market impacted on both the internal and external environment of the colleges. There were mismatches between what were written in the vision and the reality at college level. This everchanging dynamism of situations in the environment of the colleges required the application of dynamic, situational, blended and multifaceted leadership theory. Indeed, it is safe to write here that there is no single panacea for every leadership problem at the sample PTCs. Change and its communication process governs what type of leadership theories could be blended in the light of dynamism of activities and the need of the clients/customers to specified services and products of the colleges. Thus, vigorous need assessment on types of contemporary leadership theories to be blended has paramount importance to bring about impacts in the colleges.

The practices identified by research participants were that colleges were responsible for equipping trainees with relevant skills. In addition, creativity, invention and innovation were core activities to be undertaken by trainers and trainees to copy technologies, design and develop projects, and upscale technologies in line with instant changes in the sampled colleges' environment. Moreover, colleges were expected to create and transfer situational and responsive technologies to SMEs that could cope up with the temporariness and dynamic changes. Furthermore, PDs were expected to make meaningful contribution to the college-industry linkage and cooperative training effectiveness. PDs were responsible for conducting series public awareness raising activities and promotion about the significance of TVET and its graduates to the socio-economic growth and development of the city and the nation. PDs were also accountable to be active role players in establishing and strengthening partnership,

synergy and networking through effective communication. Technological competitions were possible if colleges could play their pivotal roles enshrined in the TVET policy and strategy of Ethiopia.

In short, all the aforementioned activities were planned to be realised through the leadership roles of PDs in the sample colleges. Thus, the roles of PDs could be feasible if they were equipped with blended dynamic leadership theory. Therefore, the researcher developed the blended dynamic leadership theory framework in considering the practices of the sampled PTCs in Addis Ababa (see Figure 6.1).

Figure 6.1 shows the framework of the newly established leadership theory

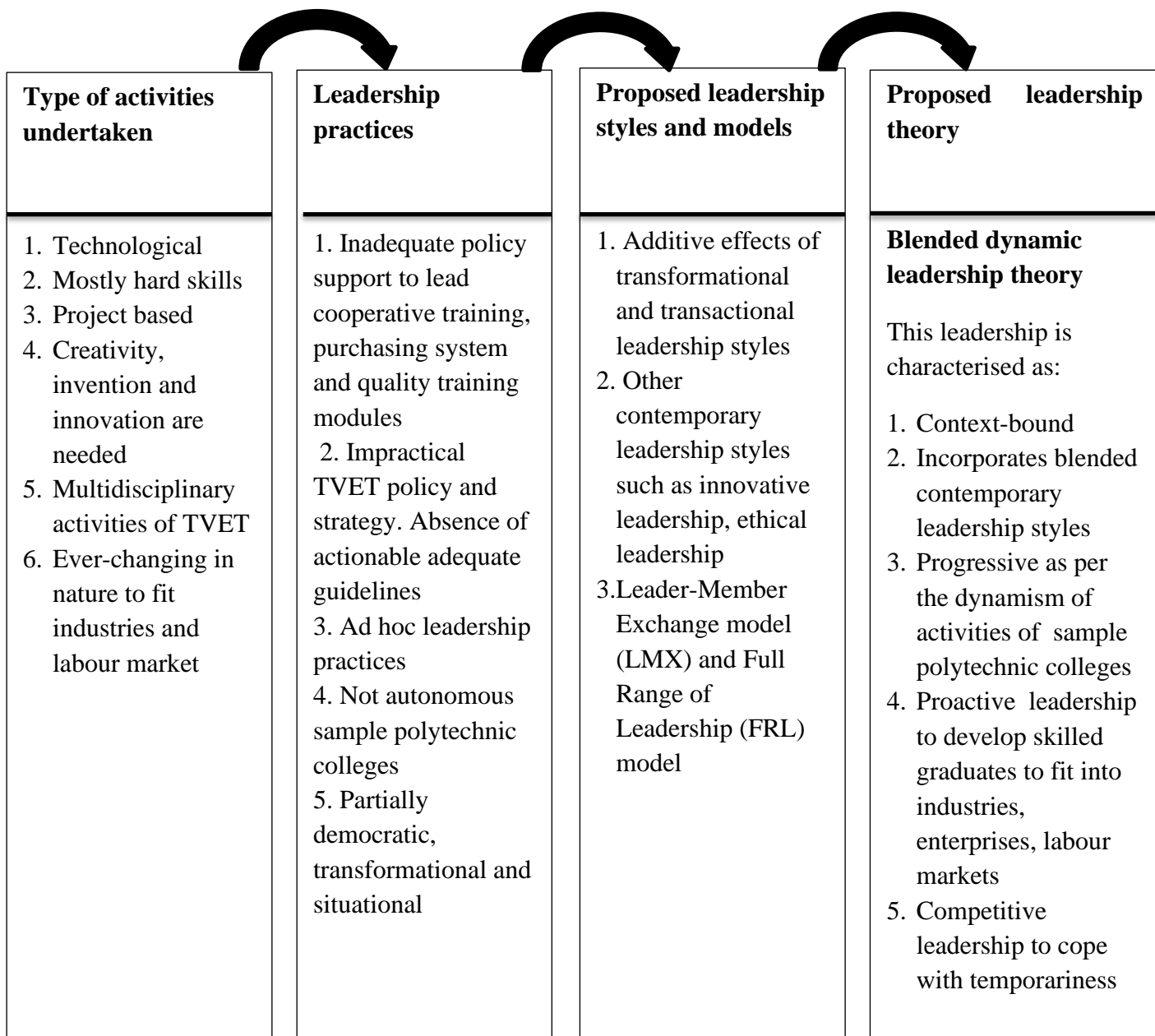


Figure 6.1: Blended Dynamic Leadership Theory Framework

Figure 6.1 compares and contrasts the typical activities undertaken in the sample colleges as indicated in the first column, the current leadership practices in the sample colleges as pointed out in the second column, the proposed leadership styles and models to be applied in the sample colleges as shown in the third column and the newly proposed leadership theory for the sample colleges as displayed in the fourth column.

The newly proposed leadership theory was developed according to the flexible and ever-changing activities that should be undertaken in the sample colleges. Most of the activities that should be carried out in the sample colleges were related to hard skills, and were technological and project based. Besides, activities should be associated with creativity, invention and innovation. Moreover, TVET has a multidisciplinary nature that comprises general education plus technology and science. Hence, the sample colleges should pass through continuous reforms with improvements in terms of services and products to be provided and technology to be transferred. The technologies created could be as per the demand of enterprises, industries and labour markets.

Nonetheless, the second column of the framework shows gaps in leadership practices in the sample colleges. There was inadequate policy support to lead cooperative training, purchasing system and quality training modules development. In addition, the TVET policy and strategy were not practised. Moreover, there were no actionable leadership guidelines communicated from higher offices to support leadership at college level. Furthermore, leadership practices at the sample colleges were partially context-bound, democratic and transformational. Ad hoc leadership was exercised through ad hoc letters from the TVET Agency of the city, which showed sample polytechnic colleges as not being autonomous. All the evidences lead to the conclusion that colleges need leadership improvements to satisfy their mandates, expected roles and contributions to produce innovative, skilled and competent graduates to fit into the middle-level human power needs of enterprises, industries and the labour market.

Therefore, the continuous reform and diversified activities in the sample colleges need more than a single leadership style at a time. Thus, blended dynamic leadership theory is the most appropriate one in the progressive dynamic situation of sample colleges. This is because this

leadership theory fully considers the ever-changing context, progressive change and allows leaders to act proactively. The other important feature of the newly proposed leadership theory is that it advises the PDs to apply more than two leadership styles in a continuum progressively. Accordingly, it considers the context-based contemporary leadership styles that could mix transactional, transformational, authentic and ethical leadership styles.

6.4 CONCLUSION

The aim of Chapter Six was to discuss the major findings of the research by comparing and contrasting them with the review of the related literature done in Chapter Three. In addition, it was to check whether or not findings of the study were within theoretical and conceptual framework lenses devised in Chapter Two. Thus, the discussion of results showed that major findings were in line with the reviewed related literature. In due course, the research questions raised by the problem as stated in Chapter One were addressed. Accordingly, the need to have TVET policy to guide TVET leadership was crucial. This was confirmed by the review of related literature which indicated the importance of effective leadership in organisations in general, and lessons drawn from global experiences with specific reference to Germany, Australia, Malaysia and Ghana in particular. This was approved and unequivocally agreed by participants of the study. Leadership was required for sample colleges, just like other organisations, as TVET was not an exception. The important point that differentiates TVET leadership from other types of leadership in other sectors was that it should be effective to cultivate hard skills and facilitate technology creativity, invention and innovation. In accordance with this, the sample polytechnic colleges needed contemporary leadership styles that could help the PDs to use resources wisely to enhance the participation of trainers in technology creation, invention and innovation. This in turn was due to the fact that the sample colleges were expected to speed up economic growth, development and sustainability in Addis Ababa. The discussion verified that leadership in the sample polytechnic colleges should focus on technology and hard skills. A leadership position should be filled with relevant and appropriate incumbents who won against merit-based competition. The criteria of competition should be transparently indicated in the TVET leadership strategy guideline that should be developed in light of the TVET leadership policy. Consequently, the blended dynamic leadership was proposed to lead the dynamic sample polytechnic colleges in Addis Ababa.

CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter is a summary of the major findings, conclusions and recommendations in light of the aim of the study, which was to explore the state of leadership practices in selected TVET colleges of Addis Ababa, Ethiopia. This chapter is organised into three main parts, namely summary of major findings, conclusions and recommendations. The researcher conducted the study to contribute to TVET leadership for quality training and education in selected polytechnic colleges in this context. The study makes a theoretical and practical contribution. The researcher was also motivated to investigate the nature of support of leadership practices in the sample colleges. The other motive was to identify differences and similarities in TVET leadership with other sectors' leadership. Still another motive was to study the rationale of leadership in the sample polytechnic colleges. Moreover, it was to describe the impact of leadership. Furthermore, the researcher was keen to assess the additive effects of transformational and transactional leadership theories. In due course, the researcher planned to examine PDs' leadership knowledge, skills and attitudes.

In order to answer the research questions focusing on the TVET leadership policy and rationale, the review of the related literature was undertaken in Chapter Three (section 3.2 subsections 3.2.1, 3.2.2, 3.2.3 as well as section 3.5). The research questions were also addressed through empirical investigation in Chapter Five. In so doing, the research was guided by the constructivist paradigm (see Chapter Four, section 4.2). The study followed the qualitative approach and employed grounded theory design (see section 4.4). The purposive sampling technique was employed to select 26 participants from three sample polytechnic colleges (see subsection 4.5.1). Data were collected through one-to-one interviews; Focus Group Interviews and observations (see subsection 4.5.2.2). To analyse data collected through different instruments, constant comparative data analysis was followed where the researcher was continuously engaged in collecting data, while continuously coding and categorising similar codes together into themes until saturation was reached (see subsection

4.5.2). In Chapter Six, the major findings were discussed in a narrative form (see Chapter Six, section 6.2) and an attempt was made to discuss them.

7.2 SUMMARY OF THE MAJOR FINDINGS

The summary of the major findings is organised in a way which depicts the five research questions developed in Chapter One. The researcher arranged the major findings according to the major themes which ultimately emerged.

7.2.1 Leadership policy

The responses of the participants of the study about the first research question have been organised based on the analysis and interpretation of the study in Chapter Five. The first research question was, “What are the views of leaders about the leadership policies in the polytechnic colleges of Addis Ababa?” The leadership policy support was a springboard for all successful implementation of programmatic activities of the sample colleges to bring about expected outcomes. However, the research found that there were big gaps in policy support to practise leadership effectively in the sample colleges. There was no leadership policy in the sample colleges during the time of this research. In addition, the available strategy and new TVET policy introduced in November 2020 were not changed into actionable directives and guidelines. Nonetheless, the participants of the study validated the necessity of a leadership policy to support leadership practices. There were no leadership policies and regulations which governed college-industry linkage to facilitate cooperative training in industries and enterprises. The study found that the external, intermediate and internal environment could impact on leadership practices of the sample colleges either positively or negatively. Accordingly, the political intervention negatively influenced leadership practices of PDs in the sample colleges. In addition, an unfriendly purchase policy, poor awareness of stakeholders about TVET and family background were also influential factors not to practise effective leadership in the sample colleges.

The leadership practices in the sample colleges were not good. There had been wide gaps in practising activities of colleges. The absence of a module preparation guideline was one of the serious issues that exacerbated the quality of training in the sample colleges. This was primarily because leadership activities were mostly guided by campaigns and ad hoc circular letters. There were controversies about the source of authority to PDs. They were not

positioned by a merit-based approach. Although criteria were established to select PDs, there was no transparency in implementation. The TVET strategy evidenced that PDs should be recruited based on 50/50 threshold of qualification/experiences and head-hunting assignments.

PDs were not role models for trainers to realise the vision of the sample colleges. Besides, the leadership practices were not autonomous. The academic freedom of the sample colleges was violated. PDs' decision-making power was crippled with interventions of higher officials from higher offices. Vision formulation was not participatory. These were obstacles to the effectiveness of leadership to attain the vision of the sample colleges.

7.2.2 Rationale of leadership

The second research question was, "Why are the leadership practices required in selected polytechnic colleges in Addis Ababa?" It was found that leadership was one of the crucial role players that contributed to attaining objectives. Effective leadership practices were important to improve the quality of training and education. The business-as-usual leader did not have any place in the dynamic polytechnic colleges. Change-oriented leaders were needed. Planning, organising, implementing, staffing, decision making, directing, controlling and reporting the sample colleges' activities would not have been possible without leadership. Effective leadership was important to produce the skilled graduates to fulfil the middle level human power needs of industries, enterprises and labour markets. So, practising effective leadership in the sample colleges was not debatable among the participants. Nonetheless, leadership in the sample colleges was predominantly different from other sectors due to the emphasis given to technology creativity, invention, innovation and hard skills.

Concerning the behaviour expected from PDs, the leader-participation/leader member exchange (LPM/LMX) leadership model and full range of leadership (FRL) model were important to initiate participation of trainers in implementing leadership activities. The role behaviours of leaders were also related to quality of leadership. Quality leadership could be characterised by being the role model who could portray good character, create and articulate a clear vision for an organisation, provide empowerment to the trainers to meet higher

standards, gather trust from the followers to build integrity and give meaning to the organisational life.

The study found that the perception of PDs about their leadership knowledge, skills and attitudes was positive. Officials also supported the perception of PDs but contradicted the trainers. Besides, PDs assumed that the democratic leadership style was applied, though this was not supported by the views of the trainers.

7.2.3 The impact of leadership

The third research question was, “How do these leadership practices impact selected polytechnic colleges of Addis Ababa?” It was found that the participants unequivocally agreed in principle that effective leadership practices have a positive impact on the colleges’ outcome. Nonetheless, this could not be ascertained practically. The leadership practices could not indicate the evidence about the contributions to the socio-economic growth and development of Addis Ababa. The achievements of leadership practices were at immediate output level. The practices did not guarantee the existence of sustainable change and transformation in the sample colleges. There were a significant number of unemployed graduates, which was confirmed by a tracer study of the sample colleges. As a result, idle blue collar workers were produced due to the absence of relevant skills that equipped graduates. The increase in unemployment rate put a strain on the city’s economy.

The only impact of leadership practices noted in the sample colleges was the effort of PDs and trainers to prevent the COVID-19 pandemic. Many trainers participated in constructing technological outputs to fight against COVID-19. The sample colleges also employed online technologies to facilitate trainings, though quality was compromised.

7.2.4 Integrating transformational and transactional leadership styles to upscale innovation

The fourth research question was, “How transformational and transactional leadership styles could be combined to upscale innovation in polytechnic colleges of Addis Ababa?” The findings of the study showed that additive effects of the two leadership styles were substantial to the presence of creativity, invention and innovation, reward and motivation packages, team building, individual efforts, and wise use of scarce resources.

Integrating transformational and transactional leadership styles to initiate creativity, invention and innovation was accepted in principle by the research participants. Nonetheless, these leadership styles were not practised in the sample colleges. There were knowledge gaps regarding the additive effects of these two leadership styles.

Reward and motivation packages for trainers were not established well in the sample colleges. Leadership's contribution to reward and motivate trainers was found to be negligible. Motivation and reward packages employed in the sample colleges were minimal, with differences among the colleges. Nonetheless, intrinsic motivation techniques were better than extrinsic motivation techniques for the long-lasting participation and contribution of the trainers. There were differences in the views of PDs about employing standardised criteria across colleges to evaluate the trainers' creativity and innovation. Although each year there has been a technology week open for the trainers' competition, the procedure to reward and motivate winners was found to be bureaucratic, unsustainable and unrealistic. The situation led to repercussions in the colleges, which demotivated the trainers.

The additive effects of transformational and transactional leadership styles on team building were not seen in the sample colleges. PDs and officials perceived that democratic and transformational leadership styles were undertaken partially to initiate team building and teamwork. However, most of the FGI participants commented that leadership practices of sample colleges were bottlenecks for teamwork, team spirit and technology creation, invention and innovation. In addition, additive effects of transformational and transactional leadership styles to initiate individual efforts for transformation attested that there was little effort to create and invent technologies. The individual efforts made were not associated with the additive effects of transformational and transactional leadership styles. There were no relevant technologies created, invented and innovated. Moreover, the importance of additive effects of transformational and transactional leadership styles to use scarce resources was very high. The combined effect of these leadership styles was essential for PDs to initiate trainers to use resources to initiate creativity, invention, innovation and sustainability. Resources were partially available, and workshops were less standardised and facilitated to initiate innovation. The participants commented that these leadership styles were not yet practised, although they were necessary.

Furthermore, it was unthinkable to expect change without effective leadership models. They could play crucial roles for colleges' reform. Thus, implementing contemporary leadership styles such as transformational, transactional, democratic, situational, innovative styles are very important. The additive effects of transformational and transactional leadership styles were within the realm of contemporary leadership styles to use resources to initiate creativity, invention and innovation in the sample colleges. Therefore, PDs need to apply the integrated leadership styles mentioned to allow trainers to use the scarce resources wisely in order to satisfy the dynamic TVET.

7.2.5 Challenges and proposed mitigating mechanisms of leadership practices

This subsection of the study discusses the major challenges faced and the proposed mitigating mechanisms of leadership practices in the sample polytechnic colleges.

7.2.5.1 Challenges

The fifth research question was, "How can leadership problems be mitigated in the polytechnic colleges of Addis Ababa?" The responses indicated that there was no adequate TVET policy to guide leadership practices in the desired direction. The TVET strategy available was not interpreted into adequate workable guidelines, rules and regulations to support leadership practices. Most of the activities were accomplished through the guidance of the ad hoc circular letters, which reduced the confidence level of PDs to successfully carry out leadership roles autonomously.

Regarding the rationale of leadership in the sample colleges, organisations need leadership to attain pre-set objectives; and the sample colleges were not exception. Accordingly, it was not an exception for the sample colleges. Nonetheless, leadership in sample colleges should be different from other sectors although a few similarities were expected as it was pervasive in nature across different disciplines. However, appropriate, context bound, responsive and progressive leadership was not in place in the sample colleges.

The leadership practices were unable to bring about positive impacts in the sample colleges. This was primarily because leadership positions in colleges were not filled with the right professionals appointed on a merit-based approach. Thus, the golden leadership principle that read as 'the right human power in the right position' was violated. PDs did not have the

necessary knowledge, skills and attitude of the contemporary leadership styles such as transformational leadership, transactional leadership, the additive effects of these leadership styles, innovative/entrepreneurial leadership, blended leadership and progressive leadership styles. The transformational and transactional leadership factors were not known by most of the participants of the study.

The sample college graduates were not skilled to fit into the middle human capital needs of industries and labour market. This resulted in the high unemployment rate. Thus, the positive impacts expected from the practices of effective leadership in the sample colleges were minimal. The leadership practices in the sample colleges were not open for the active participation of the trainers. This led to the lack of motivation and reward packages. PDs could not efficiently use the scarce resources. They could not act upon a dynamic situation through proactive leadership to facilitate creativity, invention and innovation.

7.2.5.2 Participants' proposals to mitigate TVET leadership challenges

The participants of the study proposed that a relevant, appropriate and feasible leadership policy should be formulated with the active participation of key stakeholders and development partners. The TVET policy should be synergised and directed with the privatisation and industrialisation policies of the nation. There should be a flexible purchasing policy to secure essential inputs for the implementation of programmatic activities in the sample colleges. Privatisation and industrialisation policies should consist of the memorandum of understanding to address the issues of cooperative training of the TVET programme of the sample colleges.

Developing clear reward and motivation packages were suggested as mitigating mechanisms. Facilitating the short-term leadership development training schemes that focussed on contemporary leadership styles to upscale and refresh the knowledge, practice and attitude of leaders and trainers was very important. The merit-based third degree education opportunities should also be arranged for the PDs and the trainers. The PhD programme should be relevant and in line with the leadership of the sample polytechnic colleges and TVET sector.

7.3 CONCLUSION

The aim of this study was to explore the state of leadership practices in selected polytechnic colleges of Addis Ababa, Ethiopia. Research questions developed in Chapter One were fully answered by the successive chapters from Chapter Two to Chapter Six. The theoretical and conceptual frameworks developed in Chapter Two served their purpose as lenses to guide the research. Theoretical concepts and leadership practices were discussed in the review of the related literature in Chapter Three to answer the research questions from the theoretical perspectives. The research methods addressed the how of the research efficiently and effectively. Accordingly, the research methods helped the researcher to answer the research questions by feeding the relevant and important data and information. The empirical information analysed and presented in Chapter Five explained the state of TVET leadership practices in the sample polytechnic colleges. In fact, Chapter Five depicted the mirror images of the leadership practices in the sample colleges. The verbatim answers of the research participants clearly showed what type of TVET leadership was practised. Chapter Six discussed the commonalities and differences of the major findings of the research with review of the related literature.

Thus, based on the above basic remarks that depict the whole research process of the thesis chapters, the researcher concluded that the leadership practices in the sampled PTCs of Addis Ababa had gaps to serve its purpose due to inadequate leadership policy support. The colleges need leadership improvements to satisfy their mandates, expected roles and contributions to produce innovative, skilled and competent graduates to fit into the middle-level human power needs of enterprises, industries and the labour market. The need to have effective leadership was further to improve the qualities of training and outcomes in terms of competency to fit into the everchanging technologies in the SMEs and industries, which were the expected absorbers of graduates. The PDs leadership practices were not in alignment with the dynamic changes exhibited in the sampled colleges. PDs did not apply the blended contemporary leadership theories. There were no as such strong leadership practices that were proactive and responsive to the needs of the key clients and customers. Leadership practices were not actively led to create synergy, partnership and networking with other like minded organisations. As a result, significant numbers of the graduates were unemployed and unproductive. The PTCs' leadership share of contribution to the socio-economic growth and development of the City were found blurred.

Finally, based on the conclusion, categorised recommendations and policy implications were organised in the next subsection of this chapter. The subsection was written in the light of the duty bearers' responsibilities to structure the whole picture of the study to make it clear for the reader. The researcher found out that the study could contribute to the improvements of leadership practice in the sample polytechnic colleges.

7.4 RECOMMENDATIONS AND IMPLICATIONS

The researcher has put forward recommendations and policy implications mainly those who had a stake in it. The recommendations and policy implications are based on a summary of major findings and the conclusion drawn. Accordingly, this subsection is organised into five categories: PDs, trainers, TVET Agency, key stakeholders and further research.

7.4.1 Recommendations to PDs

The researcher has developed the following recommendations based on the summary of major findings and conclusion of the study. Accordingly, PDs ought to:

- develop transparent leadership policies at college level to enhance the active participation of trainers in the practices of leadership in order to facilitate change, reform and transformation.
- practise blended dynamic leadership styles as proposed by the leadership framework in Chapter Six section 6.3 to facilitate activities that would initiate creativity, invention and innovation. Accordingly, the sample colleges should be flexible in order to adjust to abrupt changes and effects of globalisation.
- conceptualise the need to practise effective leadership in the sample colleges as its role was undebatable. However, PDs should understand that TVET leadership is different from other sectors' leadership in some ways because the programmatic activities in this sector focus on technology creativity, invention, innovation and hard skills. Leadership could play a crucial role in producing skilled graduates that could in turn contribute to the economic growth and development of Addis Ababa.
- act autonomously to decide on human and non-human resources. Full power allows PDs to exercise their leadership skills. This is because leadership skills are essential for allocating resources fairly in order to implement training and education activities efficiently that could in turn result in the effective achievement of objectives.

Henceforth, relevant changes and reforms could be facilitated for a positive impact on the respective college.

- establish college level reward and motivation packages to promote the trainers transparently. PDs must not wait for the decisions of the higher-level officials to reward and promote the trainers. Extra-ordinary contributions could be made from trainers if they are recognised and rewarded on time since it has the spillover effects of enhancing the efficiency and effectiveness of the colleges.
- analyse the external, intermediate and internal college environments to identify the appropriate leadership models and/or styles to fit into the dynamic TVET activities in the sample colleges. PDs need to conduct a need assessment before practising it.
- show role model behaviours for trainers in order to communicate and realise the vision. Besides, PDs ought to support the trainers in skilling graduates to fit into the needs of industries, enterprises and the labour market.
- facilitate college level short-term capacity-building trainings for the trainers who are positioned as sector head, departmental head and team leader. Thus, trained trainers upscale their leadership knowledge, skills and attitudes that could support PDs to attain the objectives of colleges. In accordance with this, PDs are advised to implement the blended dynamic leadership theory in general, and combined contemporary leadership styles in particular, as there is no single solution for complex challenges or problems. Specifically, the additive effects of transformational and transactional leadership styles are appropriate to initiate individuals and teams into creativity, invention and innovation.

7.4.2 Recommendations to trainers

The researcher has also made the following recommendations based on the summary of major findings and conclusion of the study. Accordingly, trainers should be able to:

- have clear knowledge about the vision and mission of the polytechnic colleges. They must be able to upgrade their leadership knowledge, skills and attitudes through active participation rather than showing disinterest for lower-level positions such as departmental and sector heads. This is one of the correct ways to promote oneself to the middle- and higher-level positions such as the vice dean and prime dean positions in the sample colleges.

- support PDs to cultivate and realise effective leadership in the colleges. They should inculcate the reason why leaders are important for the sample polytechnic colleges. Besides, they should be able to understand that TVET leadership is a field that could invite professionals from diversified disciplines. Deanship needs to exercise core leadership skills such as conceptual, human and technical apart from subject matter knowledge, hard skills, soft skills, technology, related sciences and experiences.
- consider they are parts of leadership practices of the colleges. They should not expect PDs to provide them with ready-made solutions for all the problems and challenges they face. TVET is ever-changing to respond to the current situation. Leadership practices could be effective through PDs-trainers' positive communication and concerted practical efforts made by both.
- participate in technological creativity, invention and innovation in the sample polytechnic colleges. They should be aware that colleges are the steering agents to reduce unemployment, initiate growth, development, transformation and sustainability. They also need to understand that power has already been delegated to them while they facilitate industry extension and college-industry partnership through cooperative training, even though it is challenging.

7.4.3 Recommendations to Addis Ababa City TVET Agency/Addis Ababa TVT and Technology Development Entreprises Bureau

The researcher formulated the following recommendations based on a summary of the major findings and conclusions of the study. The Addis Ababa City TVET Agency needs to:

- check whether or not available TVET policy and strategy is able to support leadership practices of the sample colleges. Then, the agency could develop adequate workable or actionable leadership directives and guidelines cascaded from the education road map development, TVET policy (November 2020) and TVET strategy. It should also revisit the rigid purchase system, which is one of the main bottlenecks in implementing effective leadership in the sample polytechnic colleges. The purchase system should be accessible to fit into the dynamic college activities.
- assess whether the external environment is conducive to the implementation of leadership to attain the expected objectives or not. In addition, the supervisors from

the TVET Agency need to measure outcomes and impacts registered so far due to effective TVET leadership practices by PDs.

- Place emphasis on the TVET leadership which is crucially important for the effective implementation of programmatic activities of the colleges. Transparent and appropriate reward and motivation packages should be in place and practised in colleges. The agency could identify and analyse the nature of leadership tasks of the sample colleges to immediately find solutions to those gaps or problems or challenges that are beyond the jurisdiction of PDs. Besides, the Agency must settle disputes of PDs and trainers about leadership positions in the colleges. PDs' positions should be filled through merit-based competition which should be directed by pre-set criteria written clearly in the college leadership guideline.
- follow the plans developed, communicated and agreed rather than ordering PDs by ad hoc letters to undertake unplanned short-term training activities. In addition, the office needs to support PDs to conduct the situational analysis through college-industry partnerships in order to have an effective cooperative training process, which is the backbone of the whole training programme of the sample colleges.
- facilitate short-term training focussing on blended contemporary leadership styles as proposed in the leadership framework in Chapter Six section 6.3. Emphasis should be given to the additive effects of transformational and transactional leadership styles and blended dynamic leadership that involve ethical leadership, servant leadership and authentic leadership.
- allow PDs and trainers to upgrade their leadership knowledge, skills and attitudes by facilitating long-term capacity building leadership training and education. PhD leadership education – both inland and abroad - should be arranged. The opportunity for getting a PhD should be guided by the pre-established criteria that should focus on performances of PDs and trainers in terms of the outcome and impact registered in their respective sample polytechnic college.

7.4.4 Policy implications

The researcher was keen to indicate the implication of the study to the policy makers. It is advised to integrate TVET leadership with national development policies such as the industrialisation policy, privatisation policy, human resource development policy, economic growth and sustainable development policy and environment protection policy. TVET should

not be implemented in an ‘island’ with no interactions with other policies and sectors. A holistic approach should be applied and the orchestrations of many stakeholders are substantial as TVET is a field but not a discipline. A memorandum of understanding should be signed while public industries are privatised in order to facilitate cooperative training smoothly in the colleges. In addition, there should be a clear link between the education roadmap development, TVET policy, TVET strategy, TVET qualification framework, leadership directives/guidelines and TVET leadership practices.

7.4.5 Recommendations for further research

TVET leadership is a newly emerging field in the Ethiopian modern training and education system. Nonetheless, the sample polytechnic colleges’ major gaps were associated with the absence of effective TVET leadership practices. Accordingly, affiliated researchers ought to:

- conduct research in this area on a wider scale. Researchers interested in TVET leadership could study in changing methods and designs of the research.
- focus on the differences and similarities of TVET leadership in polytechnic colleges compared with the leadership of other sectors.
- study the TVET leadership contributions in skilling graduates that helped them to be self-reliant, which in turn reduces the unemployment rate of blue collar workers from the TVET sector. If TVET is led effectively, it could have impressive contributions for economic growth, development and sustainability.
- carry out research on the labour market situation from the perspective of the role of contemporary leadership theories to reduce the unemployment rate in the city’s economy.

7.5 LIMITATION OF THE STUDY

This qualitative study was undertaken in three selected polytechnic colleges in Addis Ababa. Thus, it is not possible to generalise to all the polytechnic colleges and TVET colleges of Addis Ababa. The other limitation was that it was very challenging to collect data as expected on time as planned due to the outbreak of COVID-19. Accordingly, since TVET leadership was found to be a crucial pillar in the success of TVET to bring changes in the socio-economic development of the city, conducting a wider scale research in changing the methodology is of paramount importance.

REFLECTION ON THE STUDY

This study was initiated with the motivation letter which I wrote to UNISA. Currently, I have gone through as the researcher planned and promised to sons and family members. Indeed, the academic journey was full of ups and downs. It was both sweet and bitter. At this juncture, it is most appropriate for me to quote Nick Vujicic thus, “In life you have two choices: bitter or better? Choose BETTER, forget BITTER.” Accordingly, I did the same in the forthcoming paragraphs.

I reflected on the study by focussing on the noticeable milestones of the education journey. It was started by writing the motivation letter which led to my enrolment in the PhD programme in Educational Management under a thesis title, “The state of leadership practices in polytechnic colleges of Addis Ababa, Ethiopia”. After registration, I attended research support sessions facilitated by UNISA in Ethiopia before the outbreak of the COVID-19 pandemic. Regarding this, I would like to thank the University and staff for the concerted effort made to support Ethiopian PhD students, including me. One of the challenges I faced during the beginning of the academic journey was that few professors who facilitated the research support sessions were predominantly affiliated to quantitative and mixed research approaches. This impacted many students. The sessions were excellent, but the directions and comments given in the mini groups misguided students due to the traditional research approach that they clung to.

At that moment, there was confusion as to what approach and methodology should be employed to study “The state of leadership practices in the polytechnic colleges of Addis Ababa, Ethiopia”. I submitted a mixed research approach proposal to the supervisor who was assigned to advise me. My previous supervisor was not interested in advising me because my research proposal was designed to employ a mixed research approach. He boldly informed me to change the research approach otherwise he would not be my advisor. I would like to take this opportunity to thank him for his transparent decision and communication at that moment. After a long contemplation, I agreed with him and changed the mixed research approach to the qualitative research approach and resubmitted the proposal. Thereafter, my previous supervisor and I did not agree on certain aspects of my study. After spending a year in the programme, I decided to submit a request letter to change the supervisor. My request

was granted. I would like to appreciate and thank UNISA and the Addis Ababa Liaison Office to UNISA for their prompt response.

Then I got the opportunity to work with Professor Mishack T Gumbo who supervised me efficiently and effectively. I would like to appreciate and thank him deeply from my heart. He is my role model. I have done the best I could under my supervisor's guidance though there were many natural and man-made calamities that negatively impacted my progress. The turbulent conditions pressured me to suspend my study. A case in point is that I fell victim to COVID-19 in October 2020, which caused me to suspend my study. My supervisor was worried by my silence because he knew I was hard working and committed to my study; the sudden silence was concerning to him. He sent messages until he got hold of me via the Addis Ababa Liaison Office to UNISA. Another pressure was the outbreak of a civil war in the northern part of Ethiopia which was still on at the completion of my study. I am happy that I completed my PhD thesis with the help of God and a series of professional follow-ups from my sincere supervisor, Professor Gumbo. This thesis would not have been possible without his constructive comments and motivation.

I believe that the distance learning mode of delivery of education correctly fit adults who have many responsibilities. This mode is more flexible than other modes of delivery of education. I drew lessons on how to manage time, though the education journey was entangled with many turbulent situations such as cited above. Finally, I inform my sons, family members, brothers, sisters and colleagues that I am on the eve of transformation from one grand chapter to another grand chapter of my life.

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ANNEXES

Annex A: Ethical clearance letter from UNISA


UNISA university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/07/08

Dear Mr AA Yalew

Decision: Ethics Approval from
2020/07/08 to 2025/07/08

Ref: **2020/07/08/62000381/24/AM**
Name: Mr AA Yalew
Student No.: 62000381

Researcher(s): Name: Mr AA Yalew
E-mail address: 62000381@mylife.unisa.ac.za
Telephone: +251-911341373

Supervisor(s): Name: Professor, MT, Gumbo
E-mail address: gumbomt@unisa.ac.za
Telephone: 012 429 3339

Title of research:
The state of leadership practices in Technical Vocational Education and Training colleges of Addis Ababa, Ethiopia


Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/07/08 to 2025/07/08.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/07/08 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



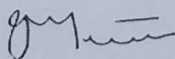
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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2025/07/08**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/07/08/62000381/24/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebata
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
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Annex B: Request letter for permission to conduct research

Date: 20 July 2020

To: Federal TVET Agency

Addis Ababa

Subject: Requesting permission letter to collect data for PhD dissertation

Dear Sir/Madam,

I am a PhD student in the University of South Africa (UNISA) College of Education (CEDU) in the department of Educational Management specializing TVET Leadership and Management. Thus, as a partial fulfillment of my PhD it is pretty much important to collect data to write my dissertation.

Therefore, with reference to the attached permission letter and ethics certificate written from UNISA, College of Education (CEDU) in the department of Educational Management, would you please write me a permission letter and allow me to collect data from Addis Ababa City Government Administration TVET Agency, Akaki-kality TVET office, Yeka TVET office, Akaki Polytechnic College, General Wingate Polytechnic College and Misrak Polytechnic College.

Sincerely,



Reg. No. 62000381

Adane Abeje Yalew

Annex C : Permission letter



College of Education

Department of Educational Leadership and Management

Request for permission to conduct research at Akaki Polytechnic College, Misrak Polytechnic College, General Wingate Polytechnic College, Akaki-Kality Sub-city and Yeka Sub-city TVET offices and Addis Ababa TVET Bureau of Addis Ababa City Government Administration.

Title of the research “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”

Date: 15 June 2020

Name of the person to whom you address the request: Mr. Getachew Negash

Department of the person: Director General, FTA (Federal TVET Agency)

Contact details of the person (tele and email address): +251-944306788 and email: get4835@gmail.com.

Dear Mr. Getachew Negash,

I, Yalew, Adane Abeje, am doing research under supervision of Professor MT Gumbo, a Postgraduate Programme Coordinator in the College of Education, towards the Doctor of Philosophy in Education specializing in Educational Leadership and Management at the University of South Africa. We are inviting you to participate in a study entitled “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”.

The aim of the study is to explore the state of leadership practices in purposely selected polytechnic/Polytechnic colleges of Addis Ababa.

Your colleges have been selected because; Firstly, the sample polytechnic colleges' relative location could represent other polytechnic colleges and Polytechnic colleges in Addis Ababa. Secondly, Akaki Polytechnic College is in the southern out-skirt of Addis Ababa City, which is found in the industry zone. This college is appropriate to depict the industry to college linkage and cooperative training. Thirdly, General Wingate Polytechnic College has ample experiences in the TVET sector hence lessons could be drawn from it. Fourthly, Misrak Polytechnic College is in the center of Addis Ababa City Government Administration.

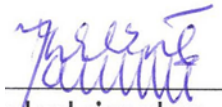
The study will entail the status of leadership practices in selected polytechnic colleges of Addis Ababa. The study is embedded in the interpretivist/constructivist paradigm, it employs qualitative approach, follows the grounded theory design and uses structured interview, FGI and observation guide to collect data. Thematic analysis and comparative analysis methods are used. The benefits of this study are: The information and knowledge gained from this study could be beneficial to the profession, Federal Technical and Vocational Education and Training Institute (FTVETI) staff for both academic and administrative, Federal TVET Agency, Ministry of Science and Higher Education and to the world of research in TVET leadership. The findings could help policymakers, researchers, institute officials and trainers /instructors to realise the practice of TVET leadership and its contribution towards the effective implementation of TVET for improving its quality. The study could forward relevant intervention strategies for effective TVET leadership implementation of practitioners in the discipline, which may contribute towards the development of the study area.

Potential risks are negligible. This research has low risk. This is because the participants of the study are adults and the issue to be raised in the study is less sensitive. Human participants involved in the research. There is no foreseeable risk of inconvenience on participants. Non-vulnerable adult participants and non-sensitive information involved. There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail participants about the research output. In so doing, the summary of draft results of the research will be distributed timely to the three polytechnic colleges, 20 FGI discussants and TVET offices for their feedback. The researcher will

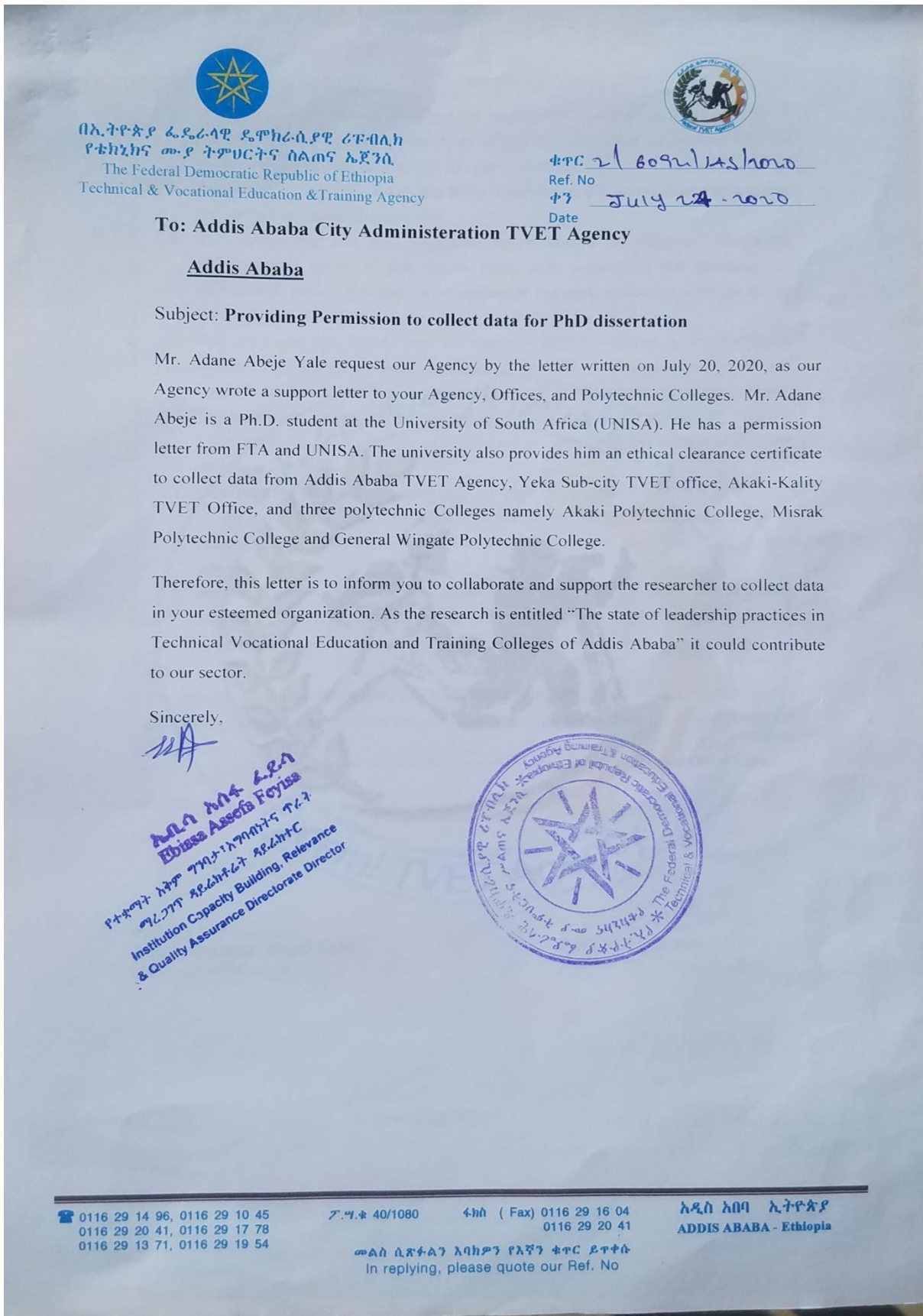
include the substantial feedback and comments that need to be accommodated as per the principles of scientific research procedure. Finally, the full research report will be placed in the library of FTVET institute in the form of hard and soft copies. The polytechnic colleges and TVET offices in different hierarchical levels could be able to access the research report from the library.

Yours sincerely



Adane Abeje Yalew

Annex D: Permission letter from Federal TVET Agency



Annex E: Structured interview guide for prime deans (PDs)



College of Education

Department of Educational Leadership and Management

Structured interview guide for prime deans to conduct the research entitled “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”

Introduction

This interview guide is used to collect qualitative data/information from key informant interviewees (KIIs) by an in-depth structured interview instrument. The data is used only for the research purpose to fulfil the requirements to the degree of Doctor of Philosophy in Education specializing Educational Leadership and Management. Thus, the purpose of this study is to explore the state of leadership practices in purposely selected polytechnic colleges of Addis Ababa. Efficiency and effectiveness of leadership practices and perception of key stakeholders about leadership performance to contribute to quality training and education to facilitate innovation in the polytechnic colleges were also addressed.

Structured interview questions

1. What are the available policies to support leadership efficiency and effectiveness in your polytechnic college? Are the leadership policies adequate and appropriate? Are they practiced/communicated into actions well? If yes, how? If not, why?
2. How do you comment on the importance of leadership policy to the positive changes of your polytechnic college?
3. What is your perception about the emphasis given to leadership policy to bring changes in your polytechnic college?
4. What policies are the bases to the sources of your authority/power to lead polytechnic college? How you assigned to the position you hold?
5. How the available policies support to realise the visions and missions of your polytechnic college?

6. How the external, intermediate and internal policy environments influence your leadership effectiveness in your polytechnic college?
7. What are the major achievements registered due to the support of leadership policy practices in your polytechnic college?
8. What were the gaps and strengths of TVET leadership policy/strategy/rule/regulation/procedure to practice your leadership effectively in your polytechnic colleges?
9. What are the major reasons to practice leadership in your polytechnic college?
10. Are leadership practices in polytechnic colleges differ from other sectors' leadership practices like business and social services? If yes, what are the key differences? If not, what are the commonalities?
11. How your leadership contributes to realise the vision and mission of polytechnic college? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it is benchmarked?
12. In what ways do you model your behaviour to communicate the vision and mission of the polytechnic college to the trainers and trainees?
13. What is your perception about your leadership knowledge and attitude to lead polytechnic college? What factors influence your leadership either positively or negatively? How family, group/team and community influence your leadership styles?
14. What types of leadership skills (human, technical and conceptual) you employ most to transform inputs to outputs/ outcomes of the polytechnic colleges? Why? What are your comments on the efficiency and effectiveness of your leadership in this regard? What are the major contributions?
15. In what ways trainers participate in leadership process to attain objectives of the college?
16. How do you facilitate trainers' professional development and promotion which are inputs to quality training and education in your polytechnic college?
17. What are your major achievements so far due to the practices of your effective leadership in your polytechnic college?
18. What are the major strengths and gaps of your leadership practices in your polytechnic college?
19. What leadership style(s) is most appropriate for the success at impact level of polytechnic college? How? Why?
20. How do you evaluate the contribution(s) of leadership for the existence of quality training and education that is in line with the vision, mission and value of your college?

21. How do you perceive the effectiveness of leadership to bring positive changes in your polytechnic college? What are the changes registered so far in the college?
22. How do you comment on your role in leadership to use resources (finance, human, material and technology) efficiently for better quality training, innovation and sustainability of changes in your polytechnic college?
23. What leadership style you employ to motivate and reward trainers to actively engage in improving quality training and education in the polytechnic college?
24. How your leadership influences the perception of trainers and trainees to work towards the effectiveness of your polytechnic college?
25. How is your leadership effective to raise the awareness level of the key stakeholders (community, industries and line government offices) to appreciate the role of your polytechnic college to the community?
26. How do you mobilise the key stakeholders to support your polytechnic college for better quality training and education to fit into its purpose?
27. How your leadership contributes to have fruitful college-industry linkage for cooperative training which is crucial to skilling trainees?
28. How do you evaluate your leadership effectiveness to produce skilled graduates to fit into the industries/labour market?
29. How do you view the interconnection between your leadership practices effectiveness and employment/unemployment rate of youth in light of your college scope?
30. How your leadership plays roles to fit graduates' skills into industries middle level human capital needs and the work? How you follow up the tracing mechanisms of graduates' employment status? How effective leadership contributes to social and economic growth and development of Addis Ababa City?
31. What are the major achievements registered so far at impact level due to the practices of your effective leadership in your polytechnic college?
32. What are the major gaps of your leadership practices at impact level in your polytechnic college?
33. What leadership style you practised to upgrade innovation in your polytechnic college?
34. What are the similarities, differences and integration of transformational and transactional leadership styles?
35. What are the factors (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) of transformational leadership style and how you apply each to inspire and motivate the trainers?

36. What are the factors (management-by-exception active, management-by-exception passive, contingent reward and laissez-faire) of transactional leadership style and how you apply each to reward the trainers?
37. How could you integrate transformational and transactional leadership styles to upscale innovation in your polytechnic college?
38. What packages of motivation and reward system you have for trainers to be involved in creativity, invention and innovation in your polytechnic college?
39. How do you promote team spirit and teamwork for the active participation of trainers in the leadership process of your polytechnic college?
40. In what ways you initiated individual efforts for creativity, invention and innovation in your polytechnic college?
41. How could the additive effects of transformational and transactional leadership styles contribute to creativity, invention, innovation and sustainability?
42. What major problems faced your leadership style to play your roles as expected in your polytechnic college?
43. How problems of leadership could be mitigated in your polytechnic college?

Translation: Annex E



የሥነ-ትምህርት ኮሌጅ (CEDU)

የትምህርት ሥራ አመራር ትምህርት ክፍል (DEdM)

ለኮሌጅ መሪ ዲኖች ቃለ-መጠይቅ (Prime deans' interview)

መግቢያ:- ይህ ጥናት ለትምህርት አመራርነትና ሥራ-አመራር ትምህርት የሦስተኛ ዲግሪ (ፒኤችዲ) መመረቂያ ጽሁፍ ማሙያ ሲሆን የጥናትና ምርምሩም ርዕስ “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA” ነው። ስለዚህ የቃለ-መጠይቁ ዓላማ ጥሬ መረጃዎችን ከመሪ ዲኖች፣ ከአሰልጣኞች እና ከዘርፉ ቢሮ ኃላፊዎች በመሰብሰብ እየተገበሩት ያለው አመራርነት ምን ያህል ውጤታማና ስኬታማ እንደሆነ በማጥናት ለቴክኒክና ሙያ ትምህርትና ስልጠና ዘርፍ አመራርነት ሊጠቅም የሚችል የአመራርነት ንድፈ-ሀሳብ ለማበልጸግ ነው። ከተሳታፊዎችም የተገኘው ጥሬ መረጃ በሚስጢር የሚያዝና ለጥናቱ ዓላማ ብቻ የሚሆን መሆኑን እየገለጽኩ በዚህ ጥናት በፍቃደኝነት በመሳተፍዎ በቅድሚያ ላቅ ያለ ምስጋና አቀርባለሁ።

ክፍት የቃለ መጠይቅ ጥያቄዎች

- ሥምዎን፣ የትምህርት ደረጃዎን፣ የኃላፊነት ደረጃዎን፣ የአገልግሎት ዘመንዎንና የመሳሰሉትን ጉዳዮች በመግለጽ ራስዎን ቢያስተዋወቁ?
1. በኮሌጃችሁ ውስጥ ያለውን የአመራርነት ውጤታማነት/ስኬታማነት (ኢፊሸንሲና ኢፊክቲቭነስ) የሚደግፉ ፖሊሲዎች አሉ? እነማን ናቸው? ያሉት የአመራርነት ፖሊሲዎች በቂ እና አግባብነት ያላቸው ናቸው? ያሉት ፖሊሲዎች በተግባር ላይ ውለዋል? አዎ ካሉ እንዴት እና በምን ሁኔታ? አልሆኑም ካሉ ምክንያቶቹ ምንድን ናቸው?
 2. የአመራርነት ፖሊሲ ለእናንተ ኮሌጅ መልካም ለውጥ ያለውን ጥቅምና አስተዋጽኦ እንዴት ያደታል? አስተያየትዎ ምንድን ነው?
 3. በኮሌጃችሁ ለውጥ ለማምጣት ለአመራርነት ፖሊሲ የተሰጠው ትኩረት በእርስዎ እይታ/አረዳድ ምን ይመስላል?
 4. ኮሌጅዎን ለመምራት የእርስዎ ኃላፊነት ምንጭ ምንድን ነው?

5. አሁን ያሉት የመሪነት ፖሊሲዎች የኮሌጁን ራዕይና ተልዕኮ ለማሳካት ምን ያህል ረድቶቻቸዋል?
6. የኮሌጁ ውጫዊ፣ ማእከላዊ እና ውስጣዊ የፖሊሲ ከባቢዎች በእርስዎ ውጤታማ/ስኬታማ አመራርነት ላይ ያላቸው አዎንታዊና አሉታዊ ተጽዕኖ ምን ይመስላል?
7. በኮሌጃችሁ እስከ አሁን ድረስ በአመራርነት ፖሊሲው ተግባራዊ ድጋፍ ምክንያት የተመዘገቡ አበይት ውጤቶች/ስኬቶች ምንድን ናቸው? ያብራሩ?
8. በኮሌጃችሁ ስኬታማ/ውጤታማ አመራርነት እንዲተገበር የአመራርነት ፖሊሲ/ስትራቴጂ/ደንብና መመሪያዎች ጠንካራ ጎኖች ወይም ክፍተቶች ምን ነበሩ? ያብራሩ?
9. በእርስዎ አመለካከት በኮሌጃችሁ ውስጥ አመራርነት መተግበር ዋና ምክንያቶች ምንድን ናቸው? ያብራሩ?
10. በእናንተ ኮሌጅ ውስጥ ያለው የአመራርነት አተገባበር ከሌሎች ዘርፎች ለምሳሌ ቢዝነስና ማህበረሰብ አገልግሎት ጋር ይለያል? አዎ ካሉ በምን ይለያል? ዋና ልዩነቶችን ቢያብራሩ? አይለይም ካሉ አንድነታቸው ምንድን ነው?
11. በእርስዎ አመለካከት የእርስዎ አመራር ለኮሌጁ ራዕይና ተልዕኮ መሣካት ምን ያህል አስተዋጽኦ አድርጓል ብለው ያምናሉ? የኮሌጁ ራዕይና ተልዕኮ እንዴትና ለምን ተቀረፁ? በኮሌጁ ራዕይና ተልዕኮ ቀረፃ ጊዜ እነማን ተሳተፉ? የኮሌጁ ራዕይና ተልዕኮ ከየት ሀገርና ተቋም/ተቋማት ልምድ ነው የተወሰደው?
12. እርስዎ የኮሌጁን ራዕይና ተልዕኮ ወደ አሰልጣኞቹ እና ሰልጣኞቹ ለማሻገር የሚጠቀሙባቸው የባህሪ ሞዴሎች ምን ይመስላሉ? እንዴት ነው የሚተገብሩት?
13. ኮሌጁን ከመምራት አኳያ እርስዎ ያለዎትን የአመራርነት ዕውቀት፣ ዝንባሌና አመለካከት እንዴት ያዩታል?
 - የእርስዎን አመራር በአዎንታዊም ሆነ አሉታዊ መልኩ ተጽዕኖ የሚያደርጉ ነገሮች ምንድን ናቸው?
 - ቤተሰብ፣ ቡድኖች እና ማህበረሰቡ በእርስዎ የአመራር ዘይቤ ላይ ያላቸው ተጽዕኖ ምን ይመስላል? እንዴት ተጽዕኖ ይኖራቸዋል?
14. በእርስዎ አመራር የኮሌጁን ግብአቶች ወደ ውጤት ለመለወጥ በሚያደርጉት ሂደት ምን አይነት የአመራር ክህሎትን (ከሰዎች ጋር የለዎትን የሥራ ግንኙነት ክህሎት፣ የቴክኒክ ክህሎት እና ሁለንተናዊ ክህሎት) ይጠቀማሉ? ለምን?

- በዚህ ረገድ የእርስዎን የአመራርነት ውጤታማነት/ስኬታማነት (ኢፊሽንሲ/ኢፊክቲቭነስ) ቢገመግሙት?
 - የእርስዎ ዋና አስተዋጽኦዎች ምን ናቸው?
15. በኮሌጅዎ ውጤት ለማምጣት/ለማስመዝገብ አሰልጣኞች በአመራርነት ሂደት ውስጥ በምን ይሳተፋሉ?
 16. ጥራት ያለው ስልጠና እና ትምህርት እንዲኖር የአሰልጣኞች ሙያዊ ዕድገት እና ሽግግርን እንዴት ያመቻቻሉ/ይሰራሉ?
 17. በኮሌጅዎ በእርስዎ ውጤታማ/ስኬታማ አመራርነት ትግበራ የተመዘገቡ ዋና ውጤቶች ምን ናቸው?
 18. በኮሌጅዎ ዘንድ የእርስዎ አመራርነት ትግበራ ዋና ጠንካራ እና ደካማ ጎኖች ምን ናቸው?
 19. በእርስዎ አመለካከት ለኮሌጅዎ የትኛው የአመራርነት ዘይቤ (ዎች) ነው (ናቸው) የበለጠ ተስማሚና ለውጥ ፈጣሪ የሆነው/የሆኑት? እንዴት? ለምን?
 20. የአመራርነትን ሚና ለጥራት ያለው ስልጠና እና ትምህርት ከኮሌጁ ራዕይ፣ ተልዕኮ እና እሴት ጋር በማያያዝ እንዴት ይገመግሙታል?
 21. መልካምና ፍሬማ ለውጥ በኮሌጁ አሰራር ላይ ከማምጣት አኳያ የአመራርነት ውጤታማነትን እንዴት ያዩታል?
 - እስከ አሁን በኮሌጁ የተመዘገቡ ዋና ለውጦች ምንድን ናቸው?
 22. በእርስዎ አመራርነት ሀብትን በአግባቡ (ገንዘብ፣ የሰው ኃይል፣ ቁሳቁስ እና ቴክኖሎጂ) ከመጠቀም አኳያ ያለውን ሚና እንዴት ይገመግሙታል? ከዚህም ጋር ተያይዞ ሀብትን በአግባቡ በመጠቀም ለጥራት ያለው ስልጠና እና ትምህርት ለፈጠራ እና ለለውጥ ዘላቂነት መሪነት ያለውን ሚና ይገምግሙ?
 23. አሰልጣኞችን በማበረታታት እና በመሸለም/በመደገፍ ጥራት ያለው ስልጠና እና ትምህርት መሻሻል እንዲኖር እና በትኩረት እንዲሰሩ ለማድረግ የሚጠቀሙበት የአመራር ዘይቤ ምንድን ነው?
 24. አሰልጣኞችና ሰልጣኞች የኮሌጁን አሠራር ውጤታማ እንዲያደርጉ የእርስዎ አመራር መልካም ተጽዕኖ ምን ይመስላል?
 25. የባለድርሻ አካላትን (ማህበረሰብ፣ ኢንዱስትሪዎች እና የመንግስት ቢሮዎችን) ኮሌጁ ለሀብረተሰቡ ያለውን ሚና ግንዛቤ ከማሳደግ አኳያ የእርስዎን የአመራር ውጤታማነት እንዴት ያዩታል?

26. ቁልፍ የሆኑ ባለድርሻ አካላትን በማነቃነቅ ያላቸውን እገዛ በማጠናከር ኮሌጁ ጥራት ያለው ስልጠና እና ትምህርት በመስጠት ዓላማውን እንዲያሳካ በማድረግ ረገድ ምን ሥራ ሰርተዋል?
27. ውጤታማ የኮሌጅ-ኢንዱስትሪ ቁርኝትን በማጠናከር በትብብር ስልጠና ክህሎት ያላቸው ምሩቃንን ለማፍራት የእርስዎ አመራር አስተዋጽኦ ምን ይመስላል?
28. በቂ ክህሎት ያላቸው ምሩቃንን ለኢንዱስትሪዎች/ለሰው ኃይል ገበያው ከማቅረብ አኳያ የእርስዎን አመራር ውጤታማነት/ስኬታማነት እንዴት ይገመግሙታል?
29. የእርስዎን አመራርነት ውጤታማነት/ስኬታማነት እና የምሩቃንን ሥራ የማግኘት ዕድል ግንኙነት እንዴት ያዩታል?
30. የተመራቁ ተማሪዎች ክህሎት ከኢንዱስትሪ የመካከለኛ የሰው ኃይል ፍላጎት ጋር አብረው እንዲሄዱ ለማድረግ የእርስዎ የአመራርነት ሚና ምን ያህል ነው?
- ተመራቁ ተማሪዎች ሥራ ማግኘታቸውን እንዴት ትከታተላላችሁ?
 - ማህበራዊ እና ኢኮኖሚያዊ ዕድገት ከአዲስ አበባ ከተማ እንዲኖር የውጤታማ/ስኬታማ አመራርነት ምን ያህል አስተዋጽኦ ያደርጋል?
31. በኮሌጅዎ በውጤታማ/ስኬታማ አመራርነት ምክንያት በመልካም ተጽዕኖ ደረጃ የተመዘገቡ ዋና ስኬቶች ምን ናቸው?
32. በኮሌጅዎ ውጤታማ/ ስኬታማ አመራርነት ባለመኖር በተጽእኖ ደረጃ የተመዘገቡ ዋና ክፍተቶች ምን ናቸው?
33. በኮሌጅዎ ውስጥ ፈጠራ እና የፈጠራ ሥራ እንዲጨምር የሚከተሉት የአመራርነት ዘይቤ ምንድን ነው? ለምን?
34. በለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) የአመራርነት ዘይቤዎች መካከል ያለው ተመሳሳይነት፣ ልዩነት እና ውህደት/አንድነት ምንድን ናቸው?
35. የለውጥ (ትራንስፎርሜሽን) አመራርነት ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (ሀሳባዊ ተጽዕኖ፣ አነሳሽ ማነቃቂያ፣ አዕምሯዊ ማነቃቂያ እና ግለሰቦችን ማሰብ) :: አሰልጣኞችን ለማነቃቂያ እንዴት ይተገብሯቸዋል?
36. የልውውጥ (ትራንዝአክሽን) አመራርነት ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (በልዩ መንገድ በንቃት መምራት፣ በልዩ መንገድ በአዝጋሚነት መምራት፣ ያልተጠበቀ ሽልማት መስጠት እና በታጋሽነት ጣልቃ ሳይገቡ መምራት) ::
- አሰልጣኞችን ለማነቃቂያ እንዴት ይተገብሯቸዋል?

37. የለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) የአመራርነት ዘይቤዎችን በማጣመር/በማዋሀድ በአንድነት በኮሌጅዎ የፈጠራ ሥራዎችን እንዴት ማሳደግ ይቻላል?
38. በኮሌጅዎ ውስጥ አሰልጣኞች የፈጠራ ሥራዎችን (ፈጠራና የፈጠራ ሥራዎችን) በንቃት እንዲሰሩ ምን አይነት ጥቅል የማነቃቂያና ሽልማት ዘዴዎች አሉ?
39. የቡድን ስሜትንና የቡድን ሥራ እንዲኖር ለማድረግ እና አሰልጣኞች በንቃት በአመራር ሂደት እንዲሳተፉ ለማድረግ እና ተሳትፏቸውን ከፍ ለማድረግ ምን ስልት ይጠቀማሉ?
40. የግለሰቦችን ለፈጠራ መነሳሳት ጥረት በምን መልክ ያነቃቃሉ?
41. የለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) አመራርነት ዘይቤዎች ውህድ ለፈጠራ፣ ፈጠራ ሥራዎች እና ዘላቂነት ያለው አስተዋጽኦዎች ምንድን ናቸው?
42. የአመራር ኃላፊነትዎን /ሚናዎን በመወጣት ሂደት የጋጠመዎት ዋና ዋና ችግሮች ምን ምን ናቸው?
43. በአመራር ሂደት ያጋጠመዎትን ችግሮች በምን መንገድፈቷቸው? ምን አይነት መፍትሔስ ሰጧቸው/ፈለጉላቸው?

Annex F: Structured interview guide for officials



College of Education

Department of Educational Leadership and Management

Structured interview guide for officials to conduct the research entitled “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”

Introduction

This interview guide is used to collect qualitative data/information from key informant interviewees (KIIs) by an in-depth structured interview instrument. The data is used only for the research purpose to fulfil the requirements to the degree of Doctor of Philosophy in Education specializing Educational Leadership and Management. Thus, the purpose of this study is to explore the state of leadership practices in purposely selected polytechnic colleges of Addis Ababa. Efficiency and effectiveness of leadership practices and perception of key stakeholders about leadership performance to contribute to quality training and education to facilitate innovation in the polytechnic colleges were also addressed.

Structured interview questions for officials

1. What are the available policies to support leadership efficiency and effectiveness in polytechnic colleges? Are the leadership policies adequate and relevant? Are they practiced well? If not, why?
2. How do you comment on the importance of leadership policy to the positive changes of polytechnic colleges?
3. What is your perception about the emphasis given to leadership policy in the polytechnic colleges to bring changes?
4. What policies are the bases to the sources of authority/power for prime deans to lead polytechnic colleges? How prime deans are assigned to the position they hold?
5. What are the major achievements registered due to the support of leadership policy practices in the polytechnic colleges?

6. What were the gaps of leadership policy practices in polytechnic colleges?
7. What are the major reasons to practice leadership in polytechnic colleges?
8. Are leadership practices in polytechnic colleges differ from other sectors' leadership practices like business and social services? If yes, what are the key differences? If not, what are the commonalities?
9. How leadership contributes to realise the vision and mission of polytechnic colleges? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it was benchmarked?
10. In what ways do the prime deans model their behaviour to communicate the vision and mission of the polytechnic colleges to the trainers and trainees?
11. What is your perception about the leadership knowledge and attitude of prime deans to lead polytechnic colleges? What factors influence their leadership either positively or negatively? How family, group/team and community influenced their leadership styles?
12. How do you comment on the prime dean's role in leadership to use resources (finance, human, material and technology) efficiently for better quality training, innovation and sustainability of changes in your polytechnic college?
13. What types of leadership skills (human, technical and conceptual) do the prime deans employ to transform inputs to outputs/ outcomes of the polytechnic colleges? Why? What are your comments on the efficiency and effectiveness of their leadership in this regard? What are the major contributions?
14. How prime deans' support trainers' leadership and professional development that could upscale skills of trainees, which is part of improvement in enhancing quality training and education in the polytechnic colleges?
15. What are the major achievements registered so far at input and output/outcome levels due to the practice of effective leadership in polytechnic colleges?
16. What are the major gaps of leadership practice at input and output/outcome levels in the polytechnic colleges?
17. How do you perceive the effectiveness of leadership to bring positive changes in polytechnic colleges? What changes registered so far in the colleges?
18. How do you comment on the role of leadership of prime deans to use resources (finance, human, material and technology) efficiently for better quality training, innovation and sustainability of changes in polytechnic colleges?

19. In what ways the leadership of prime deans are effective to motivate, reward and support trainers to actively engage in improving quality training and education in the polytechnic college?
20. How prime deans' leadership influences the perception of trainers and trainees to work towards the effectiveness of polytechnic college?
21. How is leadership effective to raise the awareness level of the key stakeholders (community, industries and line government offices) to appreciate the role of polytechnic colleges to the community?
22. How prime deans mobilise the key stakeholders to support polytechnic colleges for better quality training and education to fit into its purpose?
23. How leadership of prime deans contributes to fruitful college-industry linkage for cooperative training which is crucial to skilling trainees?
24. How leadership plays its role to fit graduates' skills into industries middle level human needs and the work? How prime deans follow up the tracing mechanisms of graduates' employment status? How effective leadership contributes to social and economic growth and development of Addis Ababa City?
25. What are the major achievements registered so far at impact level due to the practices of effective leadership in polytechnic colleges?
26. What are the major gaps of leadership practices at impact level in the polytechnic colleges?
27. What leadership style should be practised to upgrade innovation in the polytechnic colleges?
28. What are the similarities, differences and integration of transformational and transactional leadership?
29. What are the factors (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) of transformational leadership style and how prime deans apply each to inspire and motivate the trainers?
30. What are the factors (management-by-exception active, management-by-exception passive, contingent reward and laissez-faire) of transactional leadership style and how prime deans apply each to reward the trainers?
31. How transformational and transactional leadership styles could be integrated to upscale innovation in the polytechnic colleges?
32. What packages of motivation and reward system are available for trainers to be involved in creativity, invention and innovation?

33. How did prime deans promote team spirit and teamwork for the active participation of trainers in the leadership process?
34. In what ways prime deans initiated individual efforts for creativity, invention and innovation in your polytechnic college?
35. How the additive effects of transformational and transactional leadership styles could contribute to creativity, invention, innovation and sustainability?
36. What major problems faced leadership to play its roles as expected in the polytechnic college?
37. How problems of leadership in the polytechnic college could be mitigated?

Translation: Annex F

ሳውዝ አፍሪካ ዩኒቨርሲቲ (UNISA)



የሥነ-ትምህርት ኮሌጅ-ትምህርት ኮሌጅ (CEDU)

የትምህርት ሥራ አመራር ትምህርት ክፍል (DEdM)

ለቢሮ ኃላፊዎች የቀረበ ቃለ-መጠይቅ (Officials' Interview)

ጠቃሚ:- ይህ ጥናት ለትምህርት አመራርነትና ሥራ-አመራር ትምህርት የሦስተኛ ዲግሪ (ፒኤችዲ) መመረቂያ ጽሁፍ ማሙያ ሲሆን የጥናትና ምርምሩም ርዕስ “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA” ነው። ስለዚህ የቃለ-መጠይቁ ዓላማ ጥሬ መረጃዎችን ከመሪ ዲፎች፣ ከአሰልጣኞች እና ከዘርፉ ቢሮ ኃላፊዎች በመሰብሰብ እየተገበሩት ያለው አመራርነት ምን ያህል ውጤታማና ስኬታማ እንደሆነ በማጥናት ለቴክኒክና ሙያ ትምህርትና ስልጠና ዘርፍ አመራርነት ሊጠቅም የሚችል የአመራርነት ንድፈ-ሀሳብ ለማበልጸግ ነው። ከተሳታፊዎችም የተገኘው ጥሬ መረጃ በሚስጢር የሚያዝና ለጥናቱ ዓላማ ብቻ የሚሆን መሆኑን እየገለጽኩ በዚህ ጥናት በፍቃደኝነት በመሳተፍዎ በቅድሚያ ላቅ ያለ ምስጋና አቀርባለሁ።

ክፍት የቃለ-መጠይቅ ጥያቄዎች

- ሥምዎን፣ የትምህርት ደረጃዎን፣ የኃላፊነት ደረጃዎን፣ የአገልግሎት ዘመንዎንና የመሳሰሉትን ጉዳዮች በመግለጽ ራስዎን ቢያስተዋወቁ?
1. በኮሌጆች ውስጥ ያለውን የአመራርነት ውጤታማነት/ስኬታማነት (ኢፊሸንሲና ኢፌክቲቭነስ) የሚደግፉ ፖሊሲዎች አሉ? እነማን ናቸው? ያሉት የአመራርነት ፖሊሲዎች በቂ እና አግባብነት ያላቸው ናቸው? ያሉት ፖሊሲዎች በተግባር ላይ ውለዋል? አዎ ካሉ እንዴት እና በምን ሁኔታ? አልሆኑም ካሉ ምክንያቶቹ ምንድን ናቸው?
 2. የአመራርነት ፖሊሲ ለኮሌጆች መልካም ለውጥ ያለውን ጥቅምና አስተዋጽኦ እንዴት ያዩታል? አስተያየትዎ ምንድን ነው?
 3. በኮሌጆች አሰራር ለውጥ ለማምጣት ለአመራርነት ፖሊሲ የተሰጠው ትኩረት በእርስዎ እይታ/አረዳድ ምን ይመስላል?

4. የኮሌጆች መሪ ዲኖች የኃላፊነት ምንጭ (ጮች) ምንድን ነው (ናቸው)?
5. በአመራርነት ፖሊሲው ተግባራዊ ድጋፍ ምክንያት በኮሌጆች ዘንድ የተመዘገቡ አበይት ውጤቶች/ስኬቶች ምን ምን ናቸው? ያብራሩ?
6. ስኬታማ/ውጤታማ አመራርነት በኮሌጆች እንዲተገበር የአመራርነት ፖሊሲ/ስትራቴጂ/ደንብና መመሪያዎች ጠንካራ ጎኖች ወይም ክፍተቶች ምን ምን ነበሩ? ያብራሩ?
7. በእርስዎ አመለካከት በኮሌጆች ውስጥ አመራርነት መተግበር ዋና ዋና ምክንያቶች ምን ምን ናቸው? ለምን? ያብራሩ?
- 8. በኮሌጆች ውስጥ ያለው የአመራርነት አተገባበር ከሌሎች ዘርፎች ለምሳሌ ቢዝነስና ማህበረሰብ አገልግሎት ጋር ይለያል? አዎ ካሉ በምን ይለያል? ዋና ዋና ልዩነቶችን ቢያብራሩ? አይለይም ካሉ አንድነታቸው ምንድን ነው?**
9. በእርስዎ አመለካከት አመራርነት ለኮሌጁ ራዕይና ተልዕኮ መሣካት ምን ያህል አስተዋጽኦ አድርጓል ብለው ያምናሉ? የኮሌጁ ራዕይና ተልዕኮ እንዴትና ለምን ተቀረፁ? በኮሌጁ ራዕይና ተልዕኮ ቀረፃ ጊዜ እነማን ተሳተፉ? የኮሌጁ ራዕይና ተልዕኮ ከየት ሀገርና ተቋም/ተቋማት ልምድ ነው የተወሰዱ?
10. መሪ ዲኖች የኮሌጆችን ራዕይና ተልዕኮ ወደ አሰልጣኞች እና ሰልጣኞች ለማሻገር የሚጠቀሙባቸው የባህሪ ሞዴሎች ምን ይመስላሉ? እንዴት ነው የሚተገብሩት?
11. ኮሌጆችን ከመምራት አኳያ መሪ ዲኖች ያላቸውን የአመራርነት ዕውቀት፣ክህሎት፣ ዝንባሌና አመለካከትን እንዴት ያዩታል?
 - የመሪ ዲኖችን አመራርነት በአዎንታዊም ሆነ በአሉታዊ መልኩ ተጽዕኖ የሚያደርጉ ነገሮች ምን ምን ናቸው?
 - ቤተሰብ፣ ቡድኖች እና ማህበረሰቡ በዲኖች የአመራርነት ዘይቤ ላይ ያላቸው ተጽዕኖ ምን ይመስላል? እንዴት ተጽዕኖ ይኖራቸዋል?
12. በእርስዎ አመለካከት መሪ ዲኖች የኮሌጆችን ውስን ሀብት (ገንዘብ፣የሰው ሀብት፣ ቁሳቁስ እና ቴክኖሎጂ) ለተሻለ ስልጠና ጥራት፣ የሥራ ፈጠራ እና ዘላቂ ለውጥ ለማምጣት ከመጠቀም አኳያ ያላቸውን የአመራርነት ሚና ስኬታማነት እንዴት ይገመግሙታል?
13. የመሪ ዲኖች አመራር የኮሌጁን ግብአቶች ወደ ውጤት ለመለወጥ በሚያደርጉት ሂደት ምን ምን አይነት የአመራር ክህሎትን ይጠቀማሉ? ለምን?
 - በዚህ ረገድ የመሪ ዲኖች የአመራርነት ውጤታማነት/ስኬታማነት (ኢፊሸንሲ/ኢፌክቲቭነስ) ቢገመግሙት?
 - የመሪ ዲኖች ዋና ዋና አስተዋጽኦዎች ምን ምን ናቸው?

14. መሪ ዲኖች የአሰልጣኞችን አመራርነት ለማዳበርና ሙያቸውንም በማሳደግ የሰልጣኞችን ክህሎት ከማሳደግ አኳያ ብሎም የስልጠና እና ትምህርትን ጥራት ለመጨመር ያለው ፋይዳ ምን ይመስላል?
15. በመሪ ዲኑ ውጤታማ/ስኬታማ አመራርነት ትግበራ ምክንያት በግባት፣ በውጤትና በተጽዕኖ ደረጃ የተመዘገቡ ዋና ዋና ውጤቶች ምን ምን ናቸው?
16. በመሪ ዲኑ አመራርነት ትግበራ ምክንያት በግባት፣ በውጤትና በተጽዕኖ ደረጃ የተመዘገቡ ዋና ዋና ጠንካራ እና ደካማ ጎኖች ምን ምን ናቸው?
17. መልካምና ፍሬማ ለውጥ በኮሌጁ አሰራር ላይ ከማምጣት አኳያ የመሪ ዲኖችን የአመራርነት ውጤታማነት እንዴት ያዩታል?
 - በኮሌጆቹ የተመዘገቡ ዋና ዋና ለውጦች ምን ምን ናቸው?
18. አሰልጣኞችን በማበረታታት እና በመሸለም/በመደገፍ ጥራት ያለው ስልጠና እና ትምህርት መሻሻል እንዲኖር እና በትኩረት እንዲሰሩ ለማድረግ መሪ ዲኖች የሚጠቀሙበት የአመራር ዘይቤ ምንድን ነው?
19. አሰልጣኞችና ሰልጣኞች የኮሌጁን አሰራር ውጤታማ እንዲያደርጉ የዲኖች አመራር መልካም ተጽዕኖ ምን ይመስላል?
20. የባለድርሻ አካላትን ኮሌጆች ለህብረተሰቡ ያላቸውን ሚና ግንዛቤ ከማሳደግ አኳያ የመሪ ዲኖችን የአመራር ውጤታማነት እንዴት ያዩታል?
21. ቁልፍ የሆኑ ባለድርሻ አካላትን በማነቃነቅ ያላቸውን እገዛ በማጠናከር ኮሌጆች ጥራት ያለው ስልጠና እና ትምህርት በመስጠት ዓላማቸውን እንዲያሳኩ በማድረግ ረገድ መሪ ዲኖች ምን ሥራ ሰርተዋል?
22. ውጤታማ የኮሌጅ-ኢንዱስትሪ ቁርኝትን በማጠናከር በትብብር ስልጠና ክህሎት ያላቸው ምሩቃንን ለማፍራት የመሪ ዲኖች አመራር አስተዋጽኦ ምን ይመስላል?
23. በቂ ክህሎት ያላቸው ምሩቃንን ለኢንዱስትሪዎች/ለሰው ኃይል ገበያው ከማቅረብ አኳያ የመሪ ዲኖች አመራር ውጤታማነት/ስኬታማነትን እንዴት ይገመግሙታል?
 - የመሪ ዲኖችን አመራርነት ውጤታማነት/ስኬታማነት እና የምሩቃንን ሥራ የማግኘት ዕድል ግንኙነት እንዴት ያዩታል?
 - የተመራቁ ተማሪዎች ክህሎት ከኢንዱስትሪ የመካከለኛ የሰው ኃይል ፍላጎት ጋር አብረው እንዲሄዱ ለማድረግ የመሪ ዲኖች የአመራርነት ሚና ምን ያህል ነው?
 - ✓ መሪ ዲኖች ተመራቁ ተማሪዎች ሥራ ማግኘታቸውን እንዴት ይከታተላሉ?
 - ✓ ማህበራዊ እና ኢኮኖሚያዊ ዕድገት በአዲስ አበባ ከተማ እንዲኖር የመሪ ዲኖች ውጤታማ/ስኬታማ አመራር ምን ያህል አስተዋጽኦ ያደርጋል?

24. በመሪ ዲኖች ውጤታማ/ስኬታማ አመራር ምክንያት በመልካም ተጽዕኖ ደረጃ የተመዘገቡ ዋና ዋና ስኬቶች ምን ምን ናቸው?
- 25. የመሪ ዲኖች ውጤታማ/ ስኬታማ አመራር ባለመኖሩ ምክንያት በተጽእኖ ደረጃ የተመዘገቡ ዋና ዋና ክፍተቶች ምን ምን ናቸው?**
26. በኮሌጆች ውስጥ ፈጠራ እና የፈጠራ ሥራ እንዲጨምር መሪ ዲኖች የሚከተሉት የአመራር ዘይቤ ምንድን ነው? ለምን?
27. በለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) የአመራርነት ዘይቤዎች መካከል ያለው ተመሳሳይነት፣ ልዩነት አና ውህደት/አንድነት ምንድን ናቸው?
28. የለውጥ (ትራንስፎርሜሽን) አመራርነት ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (ሀሳባዊ ተጽዕኖ፣ አነሳሽ ማነቃቂያ፣ አዕምሯዊ ማነቃቂያ እና ግለሰቦችን ማሰብ)። መሪ ዲኖች አሰልጣኞችን ለማነቃቃት እንዴት ይተገብሯቸዋል?
29. የልውውጥ (ትራንዝአክሽን) አመራርነት ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (በልዩ መንገድ በንቃት መምራት፣ በልዩ መንገድ በአዝጋሚነት መምራት፣ ያልተጠበቀ ሽልማት መስጠት እና በታጋሽነት ጣልቃ ሳይገቡ መምራት)። መሪ ዲኖች አሰልጣኞችን ለማነቃቃት እንዴት ይተገብሯቸዋል?
30. የለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) የአመራርነት ዘይቤዎችን በማጣመር/በማዋዕድ በአንድነት መሪ ዲኖች የፈጠራ ሥራዎችን እንዴት ማሳደግ ይችላሉ?
31. መሪ ዲኖች አሰልጣኞች የፈጠራ ፈጠራና የፈጠራ ሥራዎችን በንቃት እንዲሰሩ ምን ምን አይነት ጥቅል የማነቃቂያና ሽልማት ዘዴዎች ይጠቀማሉ?
32. መሪ ዲኖች የቡድን ስሜትንና የቡድን ሥራ እንዲኖር ለማድረግ እና አሰልጣኞች በንቃት በአመራር ሂደት እንዲሳተፉ ለማድረግ እና ተሳትፏቸውን ከፍ ለማድረግ ምን ስልት ይጠቀማሉ?
33. መሪ ዲኖች የግለሰቦችን ለፈጠራ መነሳሳት ጥረት በምን በምን መልክ ያነቃቃሉ?
- 34. የለውጥ (ትራንስፎርሜሽን) እና ልውውጥ (ትራንዝአክሽን) አመራርነት ዘይቤዎች ውህድ ለፈጠራ፣ ፈጠራ ሥራዎች እና ዘላቂነት ያላቸው አስተዋጽኦዎች ምን ምን ናቸው?**
35. መሪ ዲኖች የአመራር ኃላፊነታቸውን/ሚናቸውን በመወጣት ሂደት ያጋጠማቸው ዋና ዋና ችግሮች ምን ምን ናቸው?
36. መሪ ዲኖች በአመራር ሂደት ያጋጠማቸውን ችግሮች በምን መንገድ ፈቷቸው?
37. ምን አይነት መፍትሔ ሰጧቸው/ፈለጉላቸው?

Annex G: Focus Group Interview guide for trainers



College of Education

Department of Educational Leadership and Management

Trainers' FGI guide to conduct the research entitled "THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA"

Introduction

This FGI guide is used to collect qualitative data/information from three groups in three selected polytechnic colleges that consist of trainers with 6 members each. The data is used only for the research purpose to fulfil the requirements to the degree of Doctor of Philosophy in Education to specialise in Educational Leadership and Management. The purpose of this study is to explore the state of leadership practices in the selected polytechnic/Polytechnic colleges of Addis Ababa. Efficiency and effectiveness of leadership practices and perception of key stakeholders about leadership performance to contribute to quality training and education to facilitate innovation in the polytechnic colleges were also addressed.

FGI guiding questions in line with research questions (RQ) of the study:

1. What do you know about TVET leadership policies? Are they adequate and relevant?
2. Which policies support the practices of leadership in your college? Explain how?
3. Do you believe that available policies were communicated fully into actions? How? If not implemented, why?
4. How the external, intermediate and internal policy environments influence the leadership effectiveness of your college?
5. Which policies are the sources of authority/power for the prime dean in your college?
What are the other sources of authority/power for the prime dean in your college?
6. What are the strengths and gaps of leadership policies in your college?
7. What are the major reasons to practice leadership in your polytechnic college?

8. Are leadership practices in polytechnic colleges similar to other sectors' leadership practices like business and social services? If yes, what are the key commonalities? If not, what are the differences?
9. How leadership contributes to realise the vision and mission of polytechnic college? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it is benchmarked?
10. In what ways the prime dean model behaviour to communicate the vision and mission of the polytechnic college to the trainers and trainees?
11. What is your perception about leadership knowledge and attitude of prime dean to lead polytechnic college? What factors influence the prime dean's leadership either positively or negatively? How family, group/team and community influence the prime dean's leadership styles?
12. What types of leadership skills (human, technical and conceptual) are exercised most by the prime dean to be efficient and effective? Why? What are your comments on the efficiency and effectiveness of leadership of your prime dean? What are the major contributions?
13. In what ways you participate in the leadership process of your college to attain the objectives of the college?
14. How do you explain your perception about effectiveness of leadership of the prime dean to facilitate participation in leadership in the college?
15. How do you evaluate the effectiveness of leadership styles in improving the quality of training and education in your college?
16. What are the achievements registered so far due to effective leadership in your college?
17. What are the strengths and weaknesses of leadership in your college?
18. How do you evaluate the contribution(s) of leadership practices for quality training and education that is in line with the vision, mission and values of your college?
19. How leadership styles of the prime dean influence the perception of trainers, trainees, community and officials in your college?
20. In what ways the prime dean supports trainers in skilling trainees to fit into the world of work/employment?
21. How is leadership practised to enhance the professional development and promotion of trainers in your polytechnic college?
22. What leadership style(s) is most appropriate for the success at impact level for your polytechnic college? What are the major impacts registered due to leadership?

23. How leadership is effective to prepare graduates in contributing to the social and economic growth and development of community in the research area?
24. What is transformational and transactional leadership?
25. What are the similarities, differences and additive effects (integration) of transformational and transactional leadership in your college?
26. What are the importances of implementing these leadership styles in your college?
27. What are the factors (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) of transformational leadership style? How the prime dean inspires and motivates the trainers in light of the factors in your college?
28. What are the factors (management-by-exception (active), management-by-exception (passive), contingent reward and laissez-faire) of transactional leadership style? How leadership rewards trainers in light of the factors in your college?
29. How could the integration of transformational and transactional leadership play to upscale innovation in your polytechnic college?
30. What packages of motivation and reward system are available to initiate trainers to involve in creativity, invention and innovation?
31. How leadership in your college promotes team spirit and teamwork for the active participation of trainers?
32. In what ways leadership initiates individual efforts for creativity, invention and innovation in your college?
33. What is your perception about the effectiveness of leadership of your prime dean for initiating creativity, invention and innovation?
34. What are the innovations available in your college? How the leadership styles practiced in your college contributed to your creativity, invention, innovation and sustainability of achievements registered so far? If not, why?
35. What are the major problems associated with leadership practices in your polytechnic college?
36. What measures should be considered to mitigate the problems of leadership practices in your college?

Annex G: Translation

ዩኒቨርሲቲ ኦፍ ሳውዝ አፍሪካ

የሥነ-ትምህርት ኮሌጅ (CEDU)

የትምህርት ሥራ አመራር ትምህርት ክፍል (DEdM)

ለኮሌጅ አሰልጣኞች የጋራ ውይይት መመሪያ (Trainers' FGI Guide)



መግቢያ፦ ይህ ጥናት በሳውዝ አፍሪካ ዩኒቨርሲቲ ለትምህርት አመራርነትና ሥራ-አመራር ትምህርት የሠስተኛ ዲግሪ (ፕሌንዲ) መመሪያ ጽሁፍ ማሞያ ሲሆን የጥናትና ምርምሩም ርዕስ “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA” ነው። ስለዚህ የቃለ-መጠይቁ ዓላማ ጥሬ መረጃዎችን ከመሪ ዲኖች፣ ከአሰልጣኞች እና ከቢሮ ኃላፊዎች በመሰብሰብ እየተገበሩት ያለው አመራርነት ምን ያህል ውጤታማና ስኬታማ እንደሆነ በማጥናት ለቴክኒክና ሙያ ትምህርትና ስልጠና ዘርፍ አመራርነት ሊጠቅም የሚችል የአመራርነት ንድፈ-ሀሳብ ለማበልጸግ ነው። ከተሳታፊዎችም የሚገኘው ጥሬ መረጃ በሚስጢር የሚያዝና ለጥናቱ ዓላማ ብቻ የሚሆን መሆኑን እየገለጽኩ በዚህ ጥናት በፍቃደኝነት በመሳተፍዎ በቅድሚያ ላቅ ያለ ምስጋና አቀርባለሁ።

የጋራ ውይይት መመሪያ ጥያቄዎች

- ስም፣ የትምህርት ደረጃ፣ የኃላፊነት ደረጃ፣ የአገልግሎት ዘመንና የመሳሰሉትን ጉዳዮች በቀረበው ቅጽ ላይ እንድትሞሉልኝ በትህትና እጠይቃለሁ።
- 1. ስለ ቴ/ሙ/ት/ስ የአመራርነት ፖሊሲዎች ምን ያህል ታውቃላችሁ? ፖሊሲዎቹ ምን ያህል በቁናቸው? ምን ያህል አግባብነት አላቸው?
- 2. በእናንተ ኮሌጅ ውስጥ ያለውን የአመራርነት ትግበራ የሚደግፉ የትኞቹ ፖሊሲዎች ናቸው? በምን መልክ እንደሚደግፉት አብራሩት?
- 3. ያሉት የአመራርነት ፖሊሲዎች በተግባር ላይ ውለዋልን? አዎ ካላችሁ እንዴት እና በምን ሁኔታ? አልሆኑም ካላችሁ ምክንያቶቹ ምንድን ናቸው?
- 4. የኮሌጁ ውጫዊ፣ ማዕከላዊ እና ውስጣዊ የፖሊሲ ከባቢዎች በኮሌጁ አመራር ውጤታማነት/ስኬታማነት ላይ እንዴት አይነት አዎንታዊና አሉታዊ ተጽዕኖ አላቸው?

5. የኮሌጃችሁ መሪ ዲን ኃላፊነት/ስልጣን ምንጭ ምንድን ነው? ሌሎች የስልጣን ምንጮች ምንድን ናቸው?
6. በኮሌጃችሁ ውስጥ የአመራርነት ፖሊሲ/ስትራቴጂ/ደንብና መመሪያዎች ጠንካራ ጎኖች ወይም ክፍተቶች ምን ምን ናቸው? ተወያዩበት?
7. በእናንተ አመለካከት በኮሌጃችሁ ውስጥ አመራርነት መተግበር ዋና ዋና ምክንያቶች ምን ምን ናቸው ትላላችሁ? ተወያዩ?
8. በእናንተ ኮሌጅ ውስጥ ያለው የአመራርነት አተገባበር ከሌሎች ዘርፎች ለምሳሌ ቢዝነስና ማህበረሰብ አገልግሎት ጋር ይለያልን? አዎ ካላችሁ በምን ይለያል? ዋና ዋና ልዩነቶችን ብታብራሩ? አይለይም ካላችሁ አንድነታቸው ምንድን ነው?
9. በእናንተ አመለካከት አመራርነት ለኮሌጁ ራዕይና ተልዕኮ መሣካት ምን ያህል አስተዋጽኦ አድርጓል ብላችሁ ታምናላችሁ? የኮሌጁ ራዕይና ተልዕኮ እንዴትና ለምን ተቀረፁ? በኮሌጁ ራዕይና ተልዕኮ ቀረፃ ጊዜ እንግን ተሳተፉ? የኮሌጁ ራዕይና ተልዕኮ ከየት ሀገርና ተቋም/ተቋማት ልምድ ነው የተወሰዱት?
10. የኮሌጁ መሪ ዲን የኮሌጁን ራዕይና ተልዕኮ ወደ አሰልጣኞቹ እና ሰልጣኞቹ ለማሻገር የሚጠቀሙባቸው የባህሪ ሞዴሎች ምን ምን ናቸው? እንዴትስ ነው የሚተገብሩት?
11. መሪ ዲን ኮሌጁን ከመምራት አኳያ ያላቸው የአመራርነት ዕውቀት፣ ዝንባሌና አመለካከት እንዴት ታይታላችሁ?
 - አመራራቸውን በአዎንታዊም ሆነ አሉታዊ መልኩ ተጽዕኖ የሚያደርጉ ነገሮች ምን ምን ናቸው?
 - ቤተሰብ፣ ቡድኖች እና ማህበረሰቡ በመሪ ዲን የአመራር ዘይቤ ላይ ያላቸው ተጽዕኖ ምን ይመስላል? እንዴትስ ተጽዕኖ ይኖራቸዋል?
12. በእናንተ አመለካከት የኮሌጁን ግብአቶች ወደ ውጤት ለመለወጥ መሪ ዲን በሚያደርጉት የአመራር ሂደት ምን ምን አይነት የአመራር ክህሎትን ይጠቀማሉ? ለምን? (ከሰዎች ጋር ያላቸው የሥራ ግንኙነት ክህሎት፣ የቴክኒክ ክህሎት እና ሁለንተናዊ ክህሎት)
 - በዚህ ረገድ የመሪ ዲንን አመራርነት ውጤታማነት/ስኬታማነት (ኢፊሸንሲ/ኢፊክቲቭነስ) ቢገመግሙት?
 - የመሪ ዲን ዋና ዋና አስተዋጽኦዎች ምን ምን ናቸው?
13. የኮሌጃችሁን ዓላማዎች ለማሳካት በአመራርነት ሂደት ውስጥ በምን በምን ትሳተፋላችሁ?

14. መሪ ዲኑ እናንተን በአመራር ሂደቱ ከማሳተፍ አንጻር የማመቻቸት ችሎታው ሲገመገም የአመራርነት ውጤታማነቱ/ስኬታማነቱ ምን ያህል እንደሆነ አብራሩ?
15. በኮሌጃችሁ የትኛው የአመራርነት ዘይቤ (ዎች) ነው (ናቸው) የበለጠ ተስማሚና ለውጥ ፈጣሪ የሆነው/የሆኑት? እንዴት? ለምን?
16. በእናንተ ኮሌጅ በመሪ ዲኑ ውጤታማ/ስኬታማ አመራርነት ትግበራ ምክንያት የተመዘገቡ ዋና ዋና ውጤቶች ምን ምን ናቸው?
17. በእናንተ ኮሌጅ የመሪ ዲኑ የአመራርነት ትግበራ ዋና ዋና ጠንካራ እና ደካማ ጎኖች ምን ምን ናቸው?
18. በእናንተ ኮሌጅ የአመራርነትን አስተዋጽኦ/ሚና ለጥራት ያለው ስልጠና እና ትምህርት ከኮሌጁ ራዕይ፣ ተልዕኮ እና እሴት ጋር በማያያዝ እንዴት ትገመግሙታላችሁ?
19. በኮሌጃችሁ የመሪ ዲኑ የአመራርነት ዘይቤ (ዎች) የአሰልጣኞችን፣ የሰልጣኞችን፣ የህብረተሰቡን እና የቢሮ ኃላፊዎችን እይታ ለመቀየር ያለው አስተዋጽኦ ምን ያህል ነው?
20. በኮሌጃችሁ መሪ ዲኑ የሰልጣኞችን ክህሎት ለማሳደግና ለሥራ ዓለም ብቁ እንዲሆኑ አሰልጣኞችን በምን አይነት መንገዶች ይደግፋሉ?
21. ለእናንተ ሙያዊ ዕድገትና ሽግግር የመሪ ዲኑ የአመራርነት አተገባበር እንዴት ነው/ታይታላችሁ?
22. የኮሌጁ አሠራር ውጤታማ የተጽእኖ ደረጃ እንዲደርስ ምን አይነት የመሪነት ዘይቤ (ዎች) አግባብነት አላቸው ትላላችሁ? በአመራርነት ምክንያት የተመዘገቡ ዋና ዋና ውጤታማ ተጽእኖዎች ምን ምን ናቸው?
23. ተመራቂዎች ይህ ምርምር በሚደረግበት አካባቢ ለሚገኘው ማህበረሰብ ማህበራዊና ኢኮኖሚያዊ ዕድገት አስተዋጽኦ እንዲኖራቸው አመራርነት የተጨመተው ሚና ምን ያህል ውጤታማ ነው ብላችሁ ታምናላችሁ? አብራሩት?
24. ለውጥ ተኮር አመራርነት (ትራንስፎርሜሽናል ሊደርሽፕ) ምን ማለት ነው? ልውውጥ ተኮር አመራርነትስ (ትራንዛክክሽናል ሊደርሽፕ) ምን ማለት ነው?
25. የለውጥና ልውውጥ አመራርነት አንድነት፣ ልዩነት እና በአንድ ላይ በውህደት/በጣምራነት ሲተገበሩ ያላቸው ውጤት ምን ሊመስል ይችላል?
26. ከላይ የተጠቀሱት የአመራርነት አይነቶች/ዘይቤዎች በእናንተ ኮሌጅ ቢተገበሩ አስፈላጊነታቸው ምን ያህል ነው? ሰፊ አድርጎችሁ ተወያዩበት? አብራሩት?

27. በለውጥ አመራርነት (ትራንስፎርሜሽናል ሊደርሽፕ) ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (ሀሳባዊ ተጽዕኖ፣ አነሳሽ ማነቃቂያ፣ አዕምሯዊ ማነቃቂያ እና ግለሰቦችን ማሰብ)። መሪ ዲኑ አሰልጣኞችን ለማነቃቃት እንዴት ይተገብራቸዋል?
28. በልውውጥ አመራርነት (ትራንዝአክሽናል ሊደርሽፕ) ዘይቤ ውስጥ ያሉ ነገሮች (ፋክተሮች) እነማን ናቸው? (በልዩ መንገድ በንቃት መምራት፣ በልዩ መንገድ በአዝጋሚነት መምራት፣ ያልተጠበቀ ሽልማት መስጠት እና በታጋሽነት ጣልቃ ሳይገቡ መምራት)። መሪ ዲኑ አሰልጣኞችን ለማነቃቃት እንዴት ይተገብራቸዋል?
29. መሪ ዲኑ የፈጠራ ሥራዎችን ለማሳደግ የለውጥ አመራርነት (ትራንስፎርሜሽናል ሊደርሽፕ) እና የልውውጥ አመራርነት (ትራንዝአክሽናል ሊደርሽፕ) ዘይቤዎችን በአንድነት በማዋሀድ/በማጣመር እንዴት እየተጠቀመባቸው ይገኛል?
30. እናንተ በኮሌጃችሁ ውስጥ ፈጠራና የፈጠራ ሥራዎች በንቃትና በብቃት እንድትሰሩ ምን ምን አይነት ጥቅል የማነቃቂያና ሽልማት ዘዴዎች አሉ?
31. እናንተ የቡድን ስሜት እንዲኖራችሁ እና የቡድን ሥራዎችን እንድትሰሩ ለማድረግ እንዲሁም በንቃት በአመራርነት ሂደት እንድትሳተፉ ሞራላችሁን ከፍ ለማድረግ መሪ ዲኑ ምን ምን ስልቶችን ይጠቀማል?
32. መሪ ዲኑ የግለሰቦችን ለፈጠራ መነሳሳት ጥረት በምን በምን መልክ ያነቃቃሉ?
33. ፈጠራዎችን ለማነሳሳት እና የፈጠራ ሥራዎች እንዲኖሩ ለማድረግ የመሪ ዲኑ አመራርነት ውጤታማነት/ስኬታማነት እንዴት ታይታለችሁ?
34. በእናንተ ኮሌጅ ከአሁን በፊት የተሰሩ የፈጠራ ስራዎች አሉን? ምን ምን ናቸው? ፈጠራዎች፣ የፈጠራ ሥራዎች እና እስከ አሁን የተመዘገቡ ውጤቶች ዘላቂነት እንዲኖራቸው ምን አይነት የአመራርነት ዘይቤዎች ይተገብራሉ?
35. በአመራርነት አተገባበር ሂደት የተመዘገቡ ዋና ዋና ችግሮች ምን ምን ናቸው?
36. በኮሌጃችሁ ውስጥ በአመራርነት ሂደት የተከሰቱ ችግሮችን ለመፍታት ምን አይነት መፍትሄዎች መወሰድ አለባቸው?

Annex H: Observation guide



College of Education

Department of Educational Leadership and Management

Observation guide to conduct the research entitled “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”

Introduction

This observation guide is used to collect relevant data/information supported with photographs that could be used as real witness from three polytechnic/Polytechnic colleges. The data is used only for the research purpose to fulfil the requirements to the degree of Doctor of Philosophy in Education to specialise in Educational Leadership and Management. The purpose of this study is to explore the state of leadership practices in selected polytechnic/Polytechnic colleges of Addis Ababa. Efficiency and effectiveness of leadership practices and perception of key stakeholders about leadership performance to contribute to quality training and education to facilitate innovation in the polytechnic/Polytechnic colleges were also addressed.

Observation guide

1. Presence of documents like policy, rules, regulations and procedures about TVET leadership in the college.
2. Presence of organisational chart and structural groups/teams supported by leadership.
3. Quality of physical appearance and standard of the compound, buildings, classes, offices, workshops/laboratories.
4. Availability of innovations as a result of effective leadership.
5. Presence of documents that indicate college-industry linkage for cooperative training.
6. Availability of documents about employment/unemployment rate tracing mechanisms of graduates.

7. Availability of standardised and facilitated workshop for the active involvement of trainers that could initiate innovation.
8. Presence of feedback system from industry, local government and community about the quality and contribution of polytechnic college to the social and economic growth and development.
9. Presence of minutes and proceedings that depict participation of trainers in leadership practices.
10. Arrangement of symposiums and technology week for competition in innovation works.
11. Checking the practice of the association of innovation with additive effects of transformational and transactional leadership styles.
12. Availability of resources (materials, finances, human collaboration, information/technology and time) for trainers to conduct innovation.
13. Presence of motivation and reward schemes for trainers who contributed innovation.
14. Availability of study reports that identified problems of the polytechnic college.
15. Presence of documents that show efforts made to solve problems of the college.

Annex I: Consent form (plus purpose, agreement, disagreement were orally introduced to the participants during interview sessions)



College of Education

Department of Educational Leadership and Management

PARTICIPANT INFORMATION SHEET (consent form)

Date: 28 July 2020

Title: “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”

Dear Prospective Participant

My name is Yalew, Adane Abeje and I am doing research under the supervision of Professor MT Gumbo, a senior professor in the Department of Educational Leadership and Management towards the Doctor of Philosophy in Education specializing in Educational Leadership and Management at the University of South Africa. We are inviting you to participate in a study entitled “THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA”. Would you please fill the blank spaces below to show your agreement to participate?

Thank you in advance for your volunteer participation,

Name: _____

Position: _____

Sign: _____

Date: _____

Annex J: FGI Participants' Consent form



College of Education

Department of Educational Leadership and Management

For Akaki Polytechnic College, General Wingate Polytechnic College and Misrak
Polytechnic College FGI participants

No.	Full name of the FGI participant	Position	Department	Signature	Date
1					
2					
3					
4					
5					
6					
7					

Annex K: Motivation Letter

Dear Sirs/Madams,

I, candidate for the **Doctor of Philosophy in Education-90019**, am very desirous to join UNISA. This is because; I am informed that UNISA is one of the largest open universities with ample experiences, face-to-face tutorial sessions and online system in the world.

I am confident to be a candidate of the PhD program. I have relevant qualification and background experiences. I am a graduate of Addis Ababa University, which is one of the prestigious universities in Ethiopia. With regard to my qualification, I have Master of Arts (MA) in Educational Research and Development (EDRD) and Bachelor of Arts (BA) in Educational Administration (EDAD-EDPM). During my stay in the university, I was one of the competitive students from the upper group in the class. The Cumulative GPA is 3.88 and 3.18 at the postgraduate and undergraduate levels respectively. My thesis was very good. In due course, I feel that I have relevant and related academic background to the PhD in Education with a specialty of Educational Leadership and Management. Besides, I have ample experiences on conducting both academic and non-academic research. This could be crosschecked from my CV (resume), attached with the application.

The other issue that is a cause to my motivation is that individuals of my kind should have to use the opportunity to attend higher level education through distance education mode of delivery side by side to leading the family members. I have two beloved sons and wife who need my parental follow up and support. In the meantime, I have to improve my academic status to fit to the world of work that needs to do so.

Therefore, I am so happy to join your university (UNISA) in the upcoming academic year (2017) if I am given the chance. This is possible as all the criteria indicated to register is fulfilled. On top of that, I have learned that there are professors in your university that could be able to supervise my academic growth and development.

Hoping to hear positive response from your university,



Adane Abeje Yalew, TVET Management and Leadership, and Research Lecturer,
Department of TVET Leadership and Management, Ethiopian Technical University (ETU),
Addis Ababa-Ethiopia

Annex L: Schedule for Interviews, FGIs and Observations

No.	Source of data	Date	Sample colleges	Remark
1	Interview 1	3 Aug. 2020	Akaki PTC	PD1
2	Interview 2	4 Aug. 2020	General Wingate PTC	PD2
3	Interview 3	5 Aug. 2020	Misrak PTC	PD3
4	Interview 4	14 Aug. 2020	Akaki PTC	O1
5	Interview 5	15 Aug. 2020	Misrak PTC	O2
6	Interview 6	7 Aug. 2020	Addis Ababa City TVET Agency	O3
7	FGI1	7 Sept. 2020	Akaki PTC	Trainers
8	FGI2	9 Sept. 2020	General Wingate PTC	Trainers
9	FGI3	8 Sept. 2020	Misrak PTC	Trainers
10	Ob1	3 Aug. 2020	Akaki PTC	
11	Ob2	4 Aug. 2020	General Wingate PTC	
12	Ob3	5 Aug. 2020	Misrak PTC	

Annex M: A professional declaration as a language editor

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Mrs G Hannant
28 Hillcrest Avenue
CRAIGHALL PARK
2196

18 February 2022

TO WHOM IT MAY CONCERN

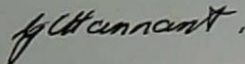
I certify that I have language edited the PhD thesis

**THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES
OF ADDIS ABABA, ETHIOPIA**

by

Adane Abeje Yalew

However, the correction of all errors/missing information remains the responsibility of the student.



G.C. HANNANT
BA HED

Annex N: Sample data from transcripts

THE STATE OF LEADERSHIP PRACTICES IN TVET COLLEGES OF ADDIS ABABA, ETHIOPIA

Sample transcribed data from three instruments: Interview2, FGI2 and Observation2

Key: BRQ1, BRQ2, BRQ3, BRQ4 and BRQ5.

Interview data

Data from PD2

Background Information

My age is 46 years. I have MA degree in Educational Leadership and Management. I served for 26 years in nine organisations so far. I served for Five (5) years in this PTC as prime dean. I served in charge of different positions such as principal of senior secondary school, head of woreda education office, head of town education office, head of capacity building office and dean of PTC.

BRQ1

9. What are the available policies to support leadership efficiency and effectiveness in your polytechnic college? Are the leadership policies adequate and appropriate? Are they practiced/communicated into actions well? If yes, how? If not, why?

10. How do you comment on the importance of leadership policy to the positive changes of your polytechnic/TVET college?

11. What is your perception about the emphasis given to leadership policy to bring changes in your polytechnic/TVET college?

There was no adequate leadership policy to support the PTC deans. There were wide gaps with respect to the support of leadership policy to PTC. The leadership policy was not sufficient to provoke change in my PTC. There were general policies about decentralization, lifelong learning etc. There were no policies that support the PTCs to undertake activities like module preparation.

4. What policies are the bases to the sources of your authority to lead polytechnic College? How are you assigned to the position you hold?

My leadership's power source was legitimate power. I was positioned by merit-based competition.

5. How the available policies support to realise the visions and missions of your polytechnic college?

Though the leadership policy did not support the PTC, my experiences helped me to dream the vision. The vision of my PTC is revisited through the participation of management staff and academic

Interview data

commission. My PTC has long experiences in implementing TVET. It was used as a boarding school after the Italians were defeated for the second time during Ethio-Italian war from 1936-1940. High caliber and outshine students were selected from all parts of the nation and attended their education. My PTC worked for more than 73 years. Many outstanding citizens of Ethiopia attended their education from General Wingate PTC. Examples were:

1. Dr. Aklilu Lemma (invented medicine for Bilharzia)
2. Metric Artist Afework Tekle (known in Art in the world)
3. Loiret Tsegaye Gebremedihn Araya (Known in Poem, short stories and novel writing)
4. Mr. Meles Zanawi (President and Prime Minister of FDRE from 1991 to 2012)
5. Mr. Tesfaye Dinka (Prime Minister of Ethiopia for short time during Dergue Regime)
6. Mr. Dawd Ebsa (The leader of Oromo Liberation Front)
7. Dr. Goshu Wolde and Yayehyirad Kitaw (The previous Minister of MoE during Dergue regim)
8. Mr. Girma Wake (The previous Managing Director of Ethiopian Airlines)

To continue sustainably with the same tempo of success my PTC has a vision to create conducive environment for trainees, trainers and administrative staff to be the center of excellence in east Africa in 2017/2025 in terms of producing superseding graduates. Currently, my PTC is the center of excellence for manufacturing sector. It is also selected by SMES as center of excellence for energy. Further it is selected as center of excellent for technology for EASTRIP project funded by World Bank (WB).

6 How the external, intermediate and internal policy environments influence your leadership effectiveness in your polytechnic college?

The general environment is positive and has supported the leadership practices of the PTC. Due to the policy support from external environment, my PTC developed the following:

1. New Occupational Standards (OS) were formulated to respond to the demand of the labour market with the participation of stakeholders from the line industries.

7. What are the major achievements registered due to the support of leadership policy practices in your polytechnic college?

Achievements due to TVET strategy/policy are:

1. The support to develop OS and Curriculum of the new disciplines to be added.
2. The PTC is selected as center of excellence.

8. What were the gaps and strengths of TVET leadership policy/strategy/rule/regulation/procedure to practice your leadership effectively in your polytechnic colleges?

Interview data

Weaknesses:

1. The TVET Strategy/policy is too short and lack clarity.
2. How leaders could be positioned is not clear?
3. There is no clear guideline to compete for department leadership and other positions.
4. There are no clear incentive modalities.

BRQ2

9. What are the major reasons to practice leadership in your polytechnic/TVET college?

Leadership is both science and art, which is an instrument to achieve planned objectives/goal of the organization. Hence, it has crucial importance to mobilize followers towards success. Those followers who understood leadership policy could contribute a lot as expected.

10. Are leadership practices in polytechnic colleges differ from other sectors' leadership practices like business and social services? If yes, what are the key differences? If not, what are the commonalities?

It has peculiar nature though it employed skills of leadership that are pervasive across different sectors be it business or service providers. *“Business leadership employs reward and penalty as a prior instrument to achieve organizational objectives/goals/vision and mission. The same is true in military organizations. On contrary to this, TVET leadership considers the human resource and morale issues in it. It needs collaborative efforts of the leaders and followers. Thus, TVET leadership works on more of the human variable to achieve the preplanned objectives. Of course, TVET leadership uses the skills of business leadership to reward or penalize workers, which might be their similarities. TVET leadership is primarily concerned with getting the good will of others to achieve organizational objectives. It is concerned with the followers' knowledge, Attitude and Practice/Skill (KAP/S) to produce productive/skillful citizens to fit into the current labour market. Let me share you what surprised me about the secrecy behind leadership. The practical examples for the peculiar characteristic features of a leader could be drawn from the football discipline in the world. For instance, “Maradona is the best footballer in his time in the world, but he is found to be the unsuccessful coach/leader to Argentina. The second example is Terry Honery, who is the smart/star player in Arsenal Football Team, but he could not coach/lead the team. This is the best evidence for those with best skills in TVET disciplines might not lead the sector. They should be at least trained to lead. The Art of leadership is in some instances accessed in born that they could get it through neither practice nor training. Leadership is the power to win the good will of others to work together and to be successful. One of the challenges of the TVET leadership was – the right people were not placed at the right place. Technical people from manufacturing or wood technology*

Interview data

or other sectors could not lead the PTC”.

11. How your leadership contributes to realise the vision and mission of polytechnic college? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it is benchmarked?

I have the vision which I wanted to transform to followers’ thinking to participate in the transformational leadership process. I have good communication skills, knowledge and positive attitude towards my work and followers. I am interested in contributing to leadership process of the PTC, which then could be an excellent input for the economic growth and development of the community and the nation.

12. In what ways do you model your behaviour to communicate the vision and mission of the polytechnic college to the trainers and trainees?

I am a good role model for my followers though the PTC was filled with antagonistic views of trainers. ***My PTC benchmarked the historical background, good will and contributions made so far to design its vision. My PTC followed the participative leadership approach. I believe in participation, not in controlling others. To me, development is changing the thinking capacity of people. In this regard, I was successful. Leaders should not be only concerned with the work to be done but also the human aspect (trainees, trainers and other staff) of the PTC. TVET leadership needs visionary leaders that could be able to work with followers. This makes it different from managers who are concerned with benefits of the business company. I do not believe in controlling others rather we have to work on the change of thinking on people’s mind. I have applied the democratic/participative leadership style. As a result, my PTC ranked first in 2016 at Addis Ababa City level, ranked first in 2017 and 2018 at national level. It also ranked first in 2019 at Addis Ababa City level.***

13. What is your perception about your leadership knowledge and attitude to lead polytechnic college? What factors influence your leadership either positively or negatively? How family, group/team and community influence your leadership styles?

I have good ability to understand my followers. I tried to understand the policy, rules and regulations in advance before starting work. I have technical skills in planning, organizing, directing, implementing, monitoring and evaluation. I have skills to assess the work environment/situation through survey. I have followed this modality. I am democratic leader. This emanates from my family background. I am from democratic family in which ethical principles respected, I speak freely and exercise autonomously. I do respect my parents. I was brought up in a comfortable family background. Thus, my family influenced my leadership style positively. Nevertheless, ***“In our real-life situation, people***

Interview data

are talking what they are not doing. I am so sorry to say that most people are liars.” What they talk and what they do are quite different in Ethiopian leadership process in general and in the TVET system. This is the real challenge for the practices of effective leadership in PTCs. Leaders need to be committed, transparent and should show our promise in practice. There should be justice and good governance in the PTC. The vice minister sitting beside me was forwarding an idea, which was totally wrong. People in the meeting were nodding their head for agreement with the vice minister. At that time, I raised my hand to contradict. Majorities of participants of the meeting were putting their hand on their head to express their shock. Nonetheless, I insisted to justify my view for the question raised by the same minister. I clearly elaborated the contradiction. The vice minister accepted his wrong speech and appreciated my stand at that very point. People were surprised with the situation. In such a way, the deep cultural antiquities created problems of openness, transparency, participation and accountability. Accordingly, democratic leadership functionalities impaired in our PTCs.

In most cases, culture influenced the leadership style of leaders in Africa. In this regard, an American writer named David Lamb wrote “patience has better recognition than knowledge and wisdom in Africa. This is primarily because patience is substantial to lead normal life in Africa”. There are also different proverbs in Ethiopian culture that degrades the freedom to participate in democratic leadership. Example, “speaking is Silver, but silence is Gold”. This proverb does not appreciate participation, which is an obstacle to democratic leadership. To me, though there are challenges in this leadership style, I consistently follow it in confronting with the challenge I faced. In the end, I became successful in this regard.

14. What types of leadership skills (human, technical and conceptual) you employ most to transform inputs to outputs/ outcomes of the polytechnic colleges? Why? What are your comments on the efficiency and effectiveness of your leadership in this regard? What are the major contributions?

The first and foremost important issue in leadership is communication. I discussed issues with the staff before the start of work. During face-to-face discussion, people acted as if they understood issues not to be considered as “unprofessional”. In this regard, I checked and rechecked whether all the team members were in the same track or not. I emphasized on creating positive communication. Of course, I had good experiences to work with people. For instance, in purchasing process I was not only ordering the line professionals in charge of the position of the purchasing activities but also, I communicated the how part (strategy) of the purchasing process. I triangulated the purchasing process by different means. I did not affiliate with merchants to fight against corruption. The purchasing process should be transparent. In my PTC, there were three groups to undertake the purchasing process. These are:

Interview data

1. Vender committee
2. Purchase committee
3. Technic committee

This process needed technical skills and knowledge. I had these skills and applied in the process. I also applied the conceptual skills in assessing the general environment. Therefore, I was trying to use resources efficiently in employing the three core skills of leadership, which are: human skills, technical skills, and conceptual skills.

15. In what ways trainers participate in leadership process to attain objectives of the college?

As the department heads were trainers, I shared what was communicated from higher offices. I supported trainers in person during the training process. The department heads shared the leadership process together with the higher leadership team of the college including myself.

16. How do you facilitate trainers' professional development and promotion which are inputs to quality training and education in your polytechnic college?

Facilitation of professional development?

There were clear criteria for the career development of the trainers. I applied these principles for the development of trainers. The criteria for their career development were:

1. How many trainees trained, sat for national assessment and participated in COC by the support of trainers and successful?
2. The participation of trainers in the four components of industry extension programme: support SME, trainers support for entrepreneurs, trainer's technology creation and transfer and change registered due to support.
3. How many graduates join the world of work?

We were using resources together with other institutions in the cluster. We were also searching fund from funding organizations.

17. What are your major achievements so far due to the practices of your effective leadership in your polytechnic college?

18. What are the major strengths and gaps of your leadership practices in your polytechnic college?

Achievement/strengths:

1. I am starting my work early in the morning at 7:30 and out from office late.
2. I contribute a lot to get EASTRIP project with earmarked budget of 500,000,000 Birr
3. We are working with Addis Ababa Science and Technology University and Ambo University.

Strengths

Interview data

The strength is already written above.

Gaps

1. Staff is weak in report writing. I am writing the report instead of the staff. This is my weaknesses.

BRQ3

19. What leadership style(s) is most appropriate for the success at impact level of polytechnic college?
How? Why?

I did not follow any specific leadership style. Leadership should follow the situation as there were different followers. Nevertheless, I preferred the participatory approach. In most cases, we discussed issues in detail and reach consensus, which helped to facilitate good implementation of activities of PTC. In rare cases, I applied laissez-faire approach if the staff has skills and capabilities. Sometimes, I might use autocratic styles to punish the wrong doers.

20. How do you evaluate the contribution(s) of leadership for the existence of quality training and education that is in line with the vision, mission and value of your college?

Leadership is not a choice rather it is mandatory for the success of my PTC. Leadership is irreplaceable to realise the vision.

21. How do you perceive the effectiveness of leadership to bring positive changes in your polytechnic college? What are the changes registered so far in the college?

Knowledgeable and skillful leaders are very crucial for the change of the PTC. Department heads were empowered partially. This has been the change registered so far.

22. How do you comment on your role in leadership to use resources (finance, human, material and technology) efficiently for better quality training, innovation and sustainability of changes in your polytechnic college?

I could not use resources efficiently and effectively because of the gaps of purchase policy and finance policy. The purchase policy was not friendly to the PTC operation process. Pressures come from the government bodies such as social affairs bureau, Micro Enterprise development Bureau, Culture and Tourism, City administration and TVET Agency to train youngsters with short notice with no plan. To solve such problems, I applied different techniques like borrowing resources from likeminded organizations. We worked in cluster bases to use resources efficiently.

23. What leadership style you employ to motivate and reward trainers to actively engage in improving quality training and education in the polytechnic college?

So long, there has been committee to follow the high performers to reward but was not sufficient. Technology innovation was so difficult although most people considered it as an easy task. It should

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start from value chain system. It should solve current problems in the real situation.

Ministry of Technology and Innovation is mandated to motivate innovators. Indeed, it recognizes those who perform better. Nonetheless, the process of rewarding is found to be so complex and bureaucratic. I can cite a real example from my experience I faced a year back... "A man invented a technology that could harvest, crush and sieve teff was the winner in an occasion of competition in the technology week. It was announced that he was the one to be rewarded by the Ministry of Technology and Innovation ... the ministry decided to reward him... the modality was that the man informed to find a partner government institution to get the reward that could be channeled from the ministry. The man was sent to my PTC to take the prize. Nevertheless, I could not reward him as the finance system of the government did not allow. The man fled away without taking the reward". This was because of the complication and bureaucratic process which was an obstacle to creativity and innovation. Rather it demotivated innovators. In my PTC, if trainers invented technology, there were criteria to reward. Few of the criteria were:

- The technology should be documented,
- The technology innovation should be started from value chain, which focused on the national problems,
- There should be clear drawings to show the technology application process, and
- The technology should be tested for its functionality.

24. How your leadership influences the perception of trainers and trainees to work towards the effectiveness of your polytechnic college?

Nothing replied here. But explained related issues above.

25. How is your leadership effective to raise the awareness level of the key stakeholders (community, industries and line government offices) to appreciate the role of your polytechnic college to the community?

26. How do you mobilise the key stakeholders to support your polytechnic college for better quality training and education to fit into its purpose?

27. How your leadership contributes to have fruitful college-industry linkage for cooperative training which is crucial to skilling trainees?

The experience showed that awareness about TVET needed paradigm shift. There was a need to have policies, rules and regulations in this regard. I faced so much difficulty although I have made concerted efforts in scaling up the awareness raising process. I can share you the experiences of other countries in this respect. I was one of the visitors of few countries to draw lessons from. For instance, I visited

Interview data

various industries in Britain, South Korea, China, and Tanzania. In South Korea, there were rules and regulations about how to work with the TVET colleges. The Ministry of Social Affairs led the TVET colleges in South Korea. The municipality arranged work and signed MOU with TVET colleges. Example, if the sheep company needed 6,000 solders, the municipality signed MOU with TVET colleges to avail after passing the COC. The level system in South Korea is from 1 to 9 but Ethiopia's TVET level is from 1 to 5. The government frees 2 % tax from the annual profit in place of the cooperative training facilitated by the industry. In this regard, the industry benefited million dollars. The same is true in Tanzania. The government compensates the industries in certain extent. However, this is not practiced in Ethiopia. To me, we should follow the win-win approach like others. The cooperative training is entangled with so many problems and difficulties in Addis Ababa. The facilitation of cooperative training should not be left for the colleges only. PTCs failed in this regard. The negative attitude is developed due to the gaps in cooperative training. A case in point is that "one industry owner explained during the panel discussion that, I have 300 workers in my Garment Industry. If I allow your trainees for cooperative training from the 30 government TVET colleges in Addis Ababa, my 300 workers will train your trainees. Accordingly, the production process stops. Believe me, I do not accept this, and I would not do it, I do not want to waste 10 minutes in facilitating the cooperative training for your trainees". Our college could not solve this problem. It needs long lasting and collaborative efforts to solve the problem.

The better experience is what was exercised in the model enterprises; few of them payed pocket money for the trainees. We in turn, recognized their contribution and certified these enterprises. In rare cases, trainees got job while they went out for cooperative training. However, the employed graduates who were successful were negligible in number.

28. How do you evaluate your leadership effectiveness to produce skilled graduates to fit into the industries/labour market?

There is an office in my PTC that supervised the link between graduates and industries. I had plan to link 80 % of the graduates to the labour market within a year time. In due course, 489 graduates were linked to the labour market from 515 graduates in 2018. Besides, 619 (64 %) graduates were linked from 955 graduates in 2019.

29. How do you view the interconnection between your leadership practices effectiveness and employment/unemployment rate of youth considering your college scope?

30. How your leadership plays roles to fit graduates' skills into industries middle level human capital needs and the work? How you follow up the tracing mechanisms of graduates' employment status?

Interview data

How effective leadership contributes to social and economic growth and development of Addis Ababa City??

My PTC facilitated training based on the market demand signal and tracer study. I facilitated the training for regular, extension and short-term training programme students. The enrollment of new students in the respective department was based on the market demand.

31. What are the major achievements registered so far at impact level due to the practices of your effective leadership in your polytechnic college?

My PTC trained 4,494 unemployed youth in the short-term training programme last year. This was the contribution of my PTC to the socio-economic growth and development of the city. In the light of the aforementioned statement, the positive role of leadership of the prime dean were:

-Jobless got work created. Numerous trainees channeled to the labour market to contribute to the socio-economic growth and development.

The negative influence was:

-Cooperative training could not assure the quality of training.

32. What are the major gaps of your leadership practices at impact level in your polytechnic/TVET college?

BRQ4

33. What leadership style do you practise to upgrade innovation in your polytechnic college?

There was no best leadership style that could work for better results.

1. Interconnectedness

2. Using new technology (immersed conference tech room), Virtual Desktop Infrastructure (VDI) rooms

3. New fields/disciplines like power generation, distribution and transmission is opened

4. Our plan was 30 but 43 technologies created and distributed. Few of the technologies were to the standard of international experiences.

34. What are the similarities, differences and integration of transformational and transactional leadership styles?

35. What are the factors (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) of transformational leadership style and how you apply each to inspire and motivate the trainers?

36. What are the factors (management-by-exception active, management-by-exception passive, contingent reward and laissez-faire) of transactional leadership style and how you apply each to reward

Interview data

the trainers?

37. How could you integrate transformational and transactional leadership styles to upscale innovation in your polytechnic college?

I think both leadership styles are used to attain intended objectives. Transformational leaders focused on vision sharing to the followers. Transactional leadership focusses on reward and punishments to attain objectives. The later focusses on supervision and control. The effect of punishment in transactional leadership style is short lived.

Transformational leadership factors influence workers positively to achieve results. The transformational leaders are the role models for the followers. Inspirational motivation works a lot. I focus on participative/democratic leadership rather than laissez-faire approach. We invited followers to participate in decision making process.

The combined effect could promote the PTC. Human beings in nature need reward and motivation. I have served for long, but I did not get a single prize or certification or recognition yet. This is not good tradition in our case. This might also pull the system down. So, combining the two leadership styles could create synergy and effectiveness. I agree with the additive effects of the two leadership styles.

38. What packages of motivation and reward system you have for trainers to be involved in creativity, invention and innovation in your polytechnic college?

I tried to use the following promotion techniques to advance creativity and innovation:

1. prized better performers in money form

2. arranged scholarship programme for better performers. For instance, three trainers were sent to China for their second degrees last year. The same trend continues this year.

3. There was no sustainability in our working system due to inadequacy of the leadership policy. PTCs were not led by principles drawn from leadership policy and in a planned manner rather they were led by leader's circular/ad-hoc letters written haphazardly. This is the big challenge so far. President Trump is insane but United States of America has a strong established system with strong national and foreign policies which helped the nation to lead the world to date. Looking at the working modality of the PTC, there was no clear and strong system that could sustain the changes registered so far. Example two years back I was a candidate to participate in a PhD scholarship competition. I was one of the 19 competitors. From the 19 candidates, two people remained in scoring good marks including me. The AA public Bureau arranged the PhD scholarship. Finally, I found that the competition was prepared for an individual in secrete. The man was a liar that he informed he scored excellent in his thesis but finally found he scored good. Then, the scholarship was cancelled since that man could not pass. This was one

Interview data

of the serious problems which exhibited injustice and unfairness among professionals within the same sector. This happened because of the absence of clear and ample leadership policies in the PTC. This was the common experience I could indicate in the PTCs. This has big contribution to have negative impact on sustainability.

39. How do you promote team spirit and teamwork for the active participation of trainers in the leadership process of your polytechnic college?

40. In what ways you initiated individual efforts for creativity, invention and innovation in your polytechnic college?

41. How the additive effects of transformational and transactional leadership styles could contribute to creativity, invention, innovation and sustainability?

What is your leadership role for quality training and education?

Efforts made by my leadership?

I tried so many things to change the attitude of employees. There are changes registered as I have mentioned in the discussion so far. Leadership know-how and skills are very important for leaders of PTC. Though people are graduated from the hard skills, they could not be good leaders. Rather, leaders are both inborn and trained.

BRQ5

42. What major problems faced your leadership style to play your roles as expected in your polytechnic college?

Challenges faced me so far?

To change the thinking of people in the workplace. Workers were divided into different groups in ethnicity or other ways. I have exerted my effort to harmonize the disintegrated teams in my PTC. The other challenge is the TVET purchase system is the one which I could not change to date.

43. How problems of leadership could be mitigated in your polytechnic college?

The PTC could not find any solution for the problems/challenges faced so far.

FGI data

Data from FGI2

BRQ1:

1. What do you know about TVET leadership policies? Are they adequate and relevant?

We are not so much clear with leadership policies. We have no detailed knowledge about it. Nonetheless, it may be important to the PTCs and TVET sector in general. We knew that TVET strategy was formulated to produce middle level human capital to industries.

2. Which policies support the practices of leadership in your college? Explain how?

There were no rules and regulations employed to the position of department headship. We did not compete for the position rather we were voluntarily assigned to lead the department. We knew the activities to be done at department level. The dean assigned the department heads. Apart from that, there were no merit-based competition (qualification and experiences). There was not any manual to guide the assignment of deans and department heads. The political situation overrides the assignment of deans rather than using the criteria of merit-based competition.

The TVET sector passes through different stages of development starting from 1990s.

Assigning deans to leadership in TVET colleges was through affiliation to politics. There was little improvement in the current situation. After 1996, time-based training (curriculum-based training) was changed to competency-based training after 2004. One of the forefronts changes were PTCs could raise income through different ways like IGAs and allowed to use it to strengthen the PTCs.

Deans were picked somewhere else and assigned in the college. They have no knowledge of TVET. They were drawn from other disciplines other than TVET through political assignment.

3. Do you believe that available policies were communicated fully into actions? How? If not implemented, why?

It was not communicated well to the trainers. Deans had very short TVET strategy document.

4. How the external, intermediate and internal policy environments influence the leadership effectiveness of your college?

The college was much influenced by external environment. The line government offices ordered the PTC to conduct short term trainings without plan. The goal of the short-term training was to make unemployed youth self-sufficient. However, it was for the sake of politics that many unemployed youths were trained nominally in our PTC for short period. The trainings were facilitated for the sake of quota, which was less practical and less realistic. The other external environment influenced the PTC is the negative perception

FGI data

of the community towards the TVET sector, which had negative impact on the attitude of the trainees. Still the other point is that, since our PTC is in the market area, most trainees were inclined to be involved in the market rather than attending the training.

The intermediate environment also negatively influenced the PTC to use resources efficiently. The suppliers and the purchasing process were not friendly with the work situation of the PTC. Wrong goods were collected from suppliers; exaggerated costs were seen in the purchasing process. Accordingly, the trainers were concerned to correct the mistakes rather than the deans.

About internal environment, leave alone the relationship of trainees with leaders, the relationship of trainers with leaders were not found to be commendable. The short-term training was facilitated haphazardly in unplanned way. The deans did not have practical support to the training processes. Rather, the trainers played more significant roles than the deans. The deans were not active enough to facilitate the training processes.

5. Which policies are the sources of authority/power for the prime dean in your college? What are the other sources of authority/power for the prime dean in your college?

The prime dean was positioned by political assignment.

6. What are the strengths and gaps of leadership policies in your college?

Gaps:

There were no clear communications to aware the trainers about the strategy, rules and regulations that might be available. This was the major gap/weakness. In our commonsense, we have knowledge about the TVET strategy, which was planned to produce middle level human capital for the industry.

We could not support trainers in terms of producing quality trainees/graduates. Besides, there were no guidelines to produce disciplined graduates; the achievements/results were not standardized to compare trainees/graduates.

BRQ2:

7. What are the major reasons to practice leadership in your polytechnic college?

Leadership is so important to achieve the pre-set objectives of PTC. It is also so important to meet the vision of the PTC.

8. Are leadership practices in polytechnic colleges like other sectors' leadership practices like business and social services? If yes, what are the key commonalities? If not, what are the differences?

It is different from other sectors as the PTC leadership has its own behaviour. In some instances, it might be like business leadership. As the PTC focusses on skills training, it different from others. The other

FGI data

participants forwarded their view in stating that PTC emphasises on changing human behaviour. TVET leadership needs to consider the skills, attitude and knowledge while the academic universities focus on knowledge. In TVET, 80 % of the activities need hard skills. Accordingly, leaders need to have these skills to lead the PTC.

9. How leadership contributes to realise the vision and mission of polytechnic college? How and why are the vision and mission developed? Who participates in the formulation process of the vision and mission? From where it is benchmarked?

The people who were involved in formulating the vision of the PTC were not from the hard skill fields of TVET. If the participants were drawn from the TVET sector, it would have been better to accomplish leadership activities in the PTC. It is so important to have foresighted leaders to formulate the vision of the PTC. A caravan of camel is led by tying a rope on the tails of camels one after the other. By the same token, leadership could be exercised like the caravan. An effective leader positioned in front of the followers to successfully achieve organizational visions, missions, goals and objectives. Nonetheless, TVET leaders could depict this as they were drawn from other sectors through political assignment. Trainers underlined that they were not the participants of vision formulation. As a result, they could not explain the vision of the PTC correctly.

10. In what ways the prime dean model behaviour to communicate the vision and mission of the polytechnic college to the trainers and trainees?

It is already addressed in the above question.

11. What is your perception about leadership knowledge and attitude of prime dean to lead polytechnic/TVET College? What factors influence the prime dean's leadership either positively or negatively? How family, group/team and community influence the prime dean's leadership styles?

As already mentioned above, leaders' TVET skills, knowledge and attitude were minimal as they were assigned politically.

12. What types of leadership skills (human, technical and conceptual) are exercised most by the prime dean to be efficient and effective? Why? What are your comments on the efficiency and effectiveness of leadership of your prime dean? What are the major contributions?

The leaders have not positive attitude to implement the activities leave alone having the leadership skills mentioned. We did not use our resources efficiently. The inventory made in the previous 15 days assured that "we are playing on our nation, our self".

The contribution of the prime dean to use resources efficiently has paramount importance. Nonetheless, it

FGI data

has been none of his business for the dean to use efficiently. Instead of using resources efficiently, the dean devoted more time for side issues (political assignment). In this regard, he was not successful.

13. In what ways you participate in the leadership process of your college to attain the objectives of the college?

We have participated in coordinating and leading department leaders. Together with higher officials of the PTC, we contributed to the achievement of objective. We participated in the academic commission and administrative/management committee.

Probing question: why do not you influence the other way round?

Department heads were not empowered well to act accordingly. There were big gaps in this respect. There were no single departments that have a stamp. Leadership was concentrated on the top level (deans).

We were not actively involved in participating in the leadership process. We did not confront the leaders.

We did not have job description to the recent time.

14. How do you explain your perception about effectiveness of leadership of the prime dean to facilitate participation in leadership in the college?

There was no training facilitated for uplifting the skills of department heads/trainers.

15. How do you evaluate the effectiveness of leadership styles in improving the quality of training and education in your college?

In our case, laissez-faire style was applied much though there have been critical issues in our PTC. It would have been the democratic style that could be applied to the PTC. The leader needs to apply the situational leadership style. Leadership should be relative. It depends on the situation of the organization (PTC). In some instance, leaders may be autocratic or democratic. We agreed with situational leadership style.

16. What are the achievements registered so far due to effective leadership in PTC?

17. What are the strengths and weaknesses of leadership in your college?

Strengths

Leadership activities were reported well. The status of the PTC was relatively better than other PTCs. Leadership implementation was relative.

Weaknesses

Leaders were guided by baseless rumors rather than factual analysis. Besides, most decisions were made individually, which neglect the participation of staff. The leadership actives were reported wrongly and unethically, which could be the weakness of the leader. Numbers were exaggerated and facts were missed

FGI data

in the report. This was so difficult and did not indicate the true image of the PTC. Leadership authority should be shared to followers (department heads, team leaders and directors).

18. How do you evaluate the contribution(s) of leadership practices for quality training and education that is in line with the vision, mission and values of your college?

It was already answered above.

BRQ3:

19. How leadership styles of the prime dean influence the perception of trainers, trainees, community and officials in your college?

20. In what ways the prime dean supports trainers in skilling trainees to fit into the world of work/employment?

21. How is leadership practised to enhance the professional development and promotion of trainers in your polytechnic college?

22. What leadership style(s) is most appropriate for the success at impact level for your polytechnic college? What are the major impacts registered due to leadership?

Responded nothing

23. How leadership is effective to prepare graduates in contributing to the social and economic growth and development of community in the research area?

BRQ4:

24. What is transformational and transactional leadership?

25. What are the similarities, differences and additive effects (integration) of transformational and transactional leadership in your college?

26. What are the importances of implementing these leadership styles in your college?

27. What are the factors (idealised influence, inspirational motivation, intellectual stimulation and individualised consideration) of transformational leadership style? How the prime dean inspires and motivates the trainers considering the factors in your college?

28. What are the factors (management-by-exception (active), management-by-exception (passive), contingent reward and laissez-faire) of transactional leadership style? How leadership rewards trainers considering the factors in your college?

29. How the integration of transformational and transactional leadership could play to upscale innovation in your polytechnic college?

The responsibility and accountability vested upon the industry to formulate OS was written on only paper.

FGI data

It should be done practically.

We must consider the real situation at grassroots level to transform the PTC in applying transformational leadership style. In parallel to these leaders could be able to employ the transactional leadership style to motivate trainers and other staff.

We can apply both transformational and transactional leadership styles in an integrated way. The leadership activities tested will never be applied forever. It should be changed. In our case, with the concept of transformational planning, the PTC tried to apply the C (Competent) and NC (Not Competent) measurement scale to check whether trainees were competitive to the world of work or not. Although trainers reported it should change, no one listened to us, it still continued. So, what is transformation?

30. What packages of motivation and reward system are available to initiate trainers to involve in creativity, invention and innovation?

The trainers were loaded with creativity, invention and innovation and then transferred it to the SME. Previously, there have been rewards but now diminished. Technologies were created and stored in the store but not sustainable.

We are on copying the technology. We should have to have leadership schemes to upscale technology creation, invention and innovation like experienced countries such as Germany, Korea and east Asian countries (Indonesia, Malaysia and Philippines).

Technology creativity, invention and innovation were better in previous time. Nevertheless, technologies were not transferred to the SME.

The technology creativity, invention and innovation were nominally led by the deans for the sake of show during supervision. The trainers were involved in technology creativity, invention and innovation for career development. Technology innovation should free from such problems mentioned above.

With no permission of the creator of the technology (trainers), the technology transferred to the enterprises. This mode of work conditions should not continue.

31. How leadership in your college promotes team spirit and teamwork for the active participation of trainers?

32. In what ways leadership initiates individual efforts for creativity, invention and innovation in your college?

The leadership did not initiate individual trainers for innovation efficiently.

33. What is your perception about the effectiveness of leadership of your prime dean for initiating creativity, invention and innovation?

FGI data

34. What are the innovations available in your college? How the leadership styles practiced in your college contributed to your creativity, invention, innovation and sustainability of achievements registered so far? If not, why?

The leadership was focusing on nominal and showy orchestration.

35. What are the major problems associated with leadership practices in your polytechnic college?

BRQ5:

There were decision making problem. Participations of trainers in financial and management issues were deprived. Trainers were involved only in academic affairs. There was dependence on somebody else. People were not responsible for and accountable to their jurisdiction. This was the major problem.

This PTC stood first in 2009, 2010, and 2011. The criteria of competition were in outcome-based training, industry extension and transfer, capacity building, greening project in the campus, and trainers' academic promotion/improvement from C level to B level). We are working with World Bank as we are the better compared with other PTC.

36. What measures should be considered to mitigate the problems of leadership practices in your college?

1. Filling the skill gaps of trainers.

2. Enhancing the participation of trainers in the leadership process especially in the financial and management process.

Observation data

Observation 2

1. Presence of documents like policy, rules, regulations and procedures about TVET leadership in the college.

- Inadequate

2. Presence of organizational chart and structural groups/teams supported by leadership.

-Available but not posted in the appropriate place.

3. Quality of physical appearance and standard of the compound, buildings, classes, offices, workshops/laboratories.

-Enough space available, buildings, workshops and classes were at good status.

4. Availability of innovations because of effective leadership.

- Available but not transferred.

Observation data

5. Presence of documents that indicate college-industry linkage for cooperative training.

-Available but challenging to practice it.

6. Availability of documents about employment/unemployment rate tracing mechanisms of graduates.

-Available.

7. Availability of standardised and facilitated workshop for the active involvement of trainers that could initiate innovation.

- Workshops were available but not conducive to trainers.

8. Presence of feedback system from industry, local government and community about the quality and contribution of PTCs to the social and economic growth and development.

-Feedback was well communicated and prized at different times.

9. Presence of minutes and proceedings that depict participation of trainers in leadership practices.

-Highly controversial situation existed. There was controversy between leaders and trainers.

-Leaders affirmed that there were ample rooms for participation of trainers whereas trainers argued that they participated in non-leadership activities. PD assumed himself democrat but the FGI participants assumed he did not plan time for discussion. He was driven by politicians.

10. Arrangement of symposiums and technology week for competition in innovation works.

-Annually arranged but inadequate.

-There were not any technologies developed to solve problems of the community. The system did not motivate the innovators. It has long bureaucracy to reward the innovators.

11. Checking the practice of the association of innovation with additive effects of transformational and transactional leadership styles.

-There were serious gaps.

12. Availability of resources (materials, finances, human collaboration, information/technology and time) for trainers to conduct innovation.

-Trainers were overburdened with routine and ad-hoc activities. Besides, there were no ample resources to conduct innovation.

13. Presence of motivation and reward schemes for trainers who contributed innovation.

- There were not any reward and promotion scheme.

14. Availability of study reports to identify problems of PTCs.

- Available but measures were not taken accordingly.

15. Presence of documents that show efforts made to solve problems of PTC.

-Problems existed without solutions.

